

Lainesmead Primary School

Annual Report of Special Educational Need and Disability (SEND) 2016-2017

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme.

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The Special Educational Needs Code of Practice lies at the heart of Lainesmead's SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The school is committed to early identification of SEND and adopts a graduated response to meeting SEND in line with the Code of Practice.

This report gives an overview of SEND in the year 2016-2017

SEND numbers over time (Number of pupils with SEND in October of each year).

	Sen support	Statement/ Education Health Care Plan (EHCP)	Total	SEN % of the school
Oct 2015	39	5	44	11%
Oct 2016	65	5	69	17%
Oct 2017	74	3	77	19%

EHCP requests: 1 agreed, 2 awaiting a response.

SEND pupil progress 2016-2017

In all year groups the SEND pupil progress was good and was in line with progress made by non SEND pupils.

There are some instances where 'more than expected' progress is made by SEND pupils in line with non SEND pupils e.g. year 1 and year 4 reading.

Staffing

The deficit budget from April 2017 led to a change in staffing.

The SEND and PPG budget accounts for current support staff: Higher Level Teaching Assistants (HLTA), Specialist Teaching Assistants(STA), Standard Teaching Assistants (TA), Parent and Pupil Support Advisors (PSA).

Current staffing includes:

Standard Teaching Assistants:4

SEND Standard Teaching Assistants:3

Specialist Teaching Assistants:8

Higher Level Teaching Assistants (HTLA): 3

From September 2017 SENCo 2.5 days per week alongside other roles as Assistant Headteacher.

Training & resources

- SEND specific training on 'memory' by an Educational Psychologist (Teachers and TA's)
- SEND specific training on fine motor & developing/supporting handwriting needs by a Swindon Occupational Therapist (Teachers and TA's)
- Grammar in the primary school. Inset delivered by Mrs Mepstead to all Teaching Assistants.
- Autism support. Inset delivered by Mrs Chapman to SEND TA's

Teachers and TA's have time to liaise and discuss support for pupils and the learning aims of the week for at least 30 mins per week. STA's and HLTA's are able to meet with teachers and discuss pupils needs before and after school. STA's and HLTA's also attend staff meetings.

SEND Funding

- From September 2016 it was agreed that SEND funds (excluding high Needs funding which is exclusive to individual pupils) plus PPG funding would meet costs of adult support (see above)

SEND funds summary over time

	2014-2015	2015-2016	2016-2017	2017-2018
SEN delegated budget (in)	95,487.00	89,774.00	83,721.00	73,422.00
High needs funding for individual pupils	15,600 (6 pupils)	14,340.00 (4) pupils	17,781.00 (4 pupils)	15,282 (3 pupils)
Traded services purchased	12,213.60	14,040.00	15,740.00	7,053

Outside agencies

Some agencies remain statutory but others are part of traded services that the school pays for. School received support and/or advice from the following in 2016-2017

AGENCY	LA Service -no fee	Traded Service -fee
Hearing impairment Service.	✓	

Educational Psychologist	LA- only for pupils with a Statement/EHCP that require additional assessment.	✓
Speech and Language Therapists (SALT)	LA	
Tamhs		✓
Autism Resource Centre	Outreach is free	Access to autism resource centre for ASC pupils is charged per session per week. school pays with high needs funding.

SEND 2016-2017

At last year's policy review a key change was to introduce formal progress review meetings for SEND pupils, three times per year. At these reviews the impact of any intervention/support was evaluated and discussed. Also support plans/intervention programmes for the term ahead were agreed to meet the needs of individuals and/or groups of SEND pupils.

TAs supported all pupils including SEND and PPG in morning sessions and ran intervention programmes primarily aimed at SEND & PPG pupils in the afternoon sessions. These intervention groups also supported other pupils who were not making expected progress. This model was monitored by Mrs Chapman & Mrs Mepstead over the course of 2016-2017 to evaluate its impact. Impact was variable for a variety of reasons e.g. different cohorts, different programmes, leader knowledge, time constraints and interruptions to programmes due to other school needs. A decision was made by Senior Leadership in agreement with Governors that from September 2017 class teachers would implement their own year group interventions and teaching assistants support this.

From September 2017- an overview of all of the pupils in a year group who require additional support and /or intervention will be produced 3 time per year in conjunction with the assessment and review cycle(autumn, spring, summer).The overview will include SEND pupils, PPG pupils and those failing to make sufficient progress. The overview is like a provision map detailing the area of need and the additional support. Interventions will be delivered, for the most part, by class teachers. Some programmes may be implemented by HLTA's, TA's or the Pupil Support Advisor.

The year ahead for SEND (17-18)

Key aims from our SEND policy & the SEND code of practise that will be a key focus are:

- ▶ Continuing to ensure early identification of SEND pupils (from nursery to Year 6) and providing relevant support through our graduated response via the ASSESS , PLAN, DO, REVIEW process.
- ▶ Continuing to ensure participation by pupil, parent & practitioners via the graduated response, Early Help record plan process or annual reviews to identify and meet the needs of the child.
- ▶ To maintain high aspirations for all SEND pupils make good or better progress against their short term outcomes.
- ▶ Ongoing evaluation/ impact of interventions