

SEN Report to Governors and Parents July 19

Current Register

There have been 34 children on the Reckleford School and Nursery SEN register this year, which is an increase of 5 from the year before. Some of these will be removed in September 2019 due to making good progress. There have been 9 in Nursery, 6 in Yr R, 8 in Yr 1 and 11 in Yr 2 with another joining us recently. These children have a wide variety of needs such as Speech, Language and Communication difficulties, Specific learning Difficulties, Sensory Integration difficulties, Autism, Physical, Developmental Delay and SEMH (Social, Emotional and Mental Health) needs. The level of their need varies. Some children receive twice weekly speech and language sessions or small group language work (see later), others receive High Needs Funding for SEMH Needs and receive part or full-time 1:1 TA support.

We had 1 child on high needs funding and I have applied for Education and Health Care Plans for 2 children. There is one further child who we might apply for an EHC Plan next year.

We held a Consultation meeting in the Autumn term where all the children with additional needs were discussed with our EP (Educational Psychologist) to decide the possible best way forward for them.

Professionals who have been involved include SALT (Speech and Language support), the Autism and Communication Team, Occupational Therapy, Educational Psychologist, Early Years Special Needs Advisor, Paediatrician's, PIMST (Physical and Medical Support), Learning Support Advisors, Fiveways Special School outreach support, GETSET and our PFSA (Parent and Family Support Worker).

Developments this Year

As for last year the external services listed still have long waiting lists. This can mean it takes longer for our children to get the support or diagnosis that they need. We are also required to complete an EHA (Early Help Assessment) for every child/family that we refer to any service.

The Educational Psychology service in Somerset is changing. We will now be working with a Community 'Pyramid' model where the support from our EP will be shared and we will work closer as a pyramid of schools. Our pyramid will be with Milford Infants, Milford Juniors, Birchfield, Pen Mill, St. Michael's Academy and Buckler's Mead.

Somerset continue to issue guidance on 'Core Standards' for children in Somerset schools with Special Educational Needs or Disability (SEND). These core standards describe what all schools should be doing for children with SEND. At the core of this is that 'SEND is everybody's business', 'All Teachers are Teachers of all children/young people' and that we give 'the right support in the right place at the right time'. All our staff have received INSET training on this and we revisit this on a regular basis and will continue to do so but we feel that all these core standards are already well embedded in our practice.

We continue to deliver speech/language/Literacy interventions, memory activities, social games, physical skills and ELSA support.

The SENDCo's from Milford and St. Michael's and myself have made very successful additional transition arrangements again this year for our children with SEN.

Monitoring and Progress

We continue to monitor the children who receive SEN interventions to check that they make good progress. Their progress is checked against age related expectations and against their own individual targets. All children receiving interventions have also been assessed at the beginning of the year in their area of need eg Thrive or Boxall assessment for SEMH needs, phonics assessments for literacy interventions etc. These are repeated in July to monitor the impact of each intervention.

There was a one day fixed term exclusion in the Autumn term this year. This child now has 1:1 TA cover and has made huge progress in SEMH.

Please see Head Teacher's Report for progress of children with SEN.

We have achieved most targets on our SEN Action Plan (linked to school improvement plan).

Janice James (Governor for SEN) and I have met termly to discuss changes in SEN, to monitor our practice and the progress and achievement of our children with SEN.

I have attended all SENCo network meetings which are very informative.

Next Year...

Plans for next year so far include

Individual and small group Interventions will continue. Careful monitoring of these interventions will continue.

We will continue to work in line with the Somerset Core Standards. This will include a focus on every Teacher being the Teacher of every child. Some IEP's (Individual Education Plans) will from now on be compiled by the class Teacher in line with the current move in other schools to do this. I will continue to monitor these IEP's.

New initiatives such as the EP Community/Pyramid model will be supported by us.

I will continue to attend the SENCo network meetings to make sure I am up to date with all SEN.

We will expect SEN children to make at least expected progress (or meet individual targets for children with complex needs).

See School Development Plan 2019-20