



SEN Report to Governors- 2015 /2016

1	How does the school identify children with special educational needs?	We use information from previous settings. For children already at Regis class teacher's use the new Wiltshire Graduated Response to SEND support and The Boxall Profile
2	How many children in the school have special educational needs?	<p>At present there are 18 children with identified needs that require outside agency involvement.</p> <p>5 of these children have My Plans. 6 children have My Support Plans Another 7 children are awaiting My Support Plans.</p> <p>We do of course have other children who are in the process of having their specific needs identified by various people.</p>
3	How many children are being provided for using a My Support Plan, non-statutory and My Plan, statutory.	<p>5 children have My Plans and have some NPA attached to their plans.</p> <p>6 children are being supported through My Support Plans at present.</p>
4	What types of special education needs does the school currently need to provide for?	<p>At present we are providing additional support for children who have difficulties with;</p> <ul style="list-style-type: none"> Social Communication Disorders Downs Syndrome Attachment Disorder Visual Impairment Speech and Language Emotional and Behavioural Disorders Global Delay including physical delay
6	How are pupils with SEN(D) ensured access to the curriculum?	<p>All curriculum subjects are differentiated to take into account every child's learning ability and style. Strategies are put in place to ensure those children who have other needs can access all areas of the curriculum.</p> <p>Often additional provision will be made through specialised programmes delivered by T.As under the guidance of the class</p>

		teacher/ STLI
7	What are the targets and outcomes for children with Special Education Needs.	These will depend on the child. Corsham Regis gives all children targets at an appropriate level to their needs irrespective of whether they are SEN and D or not. Some children will not be working on academic targets but concentrating on their Emotional wellbeing.
8	How is their progress monitored?	As with all children progress is carefully monitored using The Schools Tracker system. If children have IEPs they are monitored by both TAs and Teachers regularly. STLI as appropriate through inclusion meetings with teachers. Other children will be monitored when teachers annotate their planning.
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	There are currently about 6/7 children who will need My Support Plans in the near future and others who might depending on Paediatric assessments.
10	How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	There are 3/4 NPA Teaching Assistants who support the children with My Plans. There are 7 Teaching Assistants that work in class supporting children as well as running various intervention groups. There are an additional 2 Teaching Assistants who follow maths intervention programmes with a number of children. External support is used as and when necessary. Some support is not offered due to the cost; ie play therapists could be used if there was more money.
11	Are there any budget/resource issues in terms of SEN provision?	GM -There is never enough money. GM believes the school would benefit from a dedicated E.L.S.A, although we have trained staff they are fulfilling other duties most of the time. We have recently targeted support by using an ELSA trained t/a during the afternoon sessions FOR 6 CHILDREN IN KS1 and lower KS2
12	Describe the progress on any parts of the School Improvement Plan relating to SEN	ASD support group up and running. A very successful launch was held in the school hall attended by 10 parents with another 4 giving apologies as they had to work. A parent has now taken on the role of arranging the next meeting at a mutually convenient time. All children will have attended a class assembly about ASD during Autism Awareness week so will hopefully have discussed issues raised with their parents.
13	When was the SEN policy last reviewed and when will it be reviewed next? <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils 	The policy was re written in November 2014 following the new SEN framework. The policy was due to be reviewed in November 2015. GM feels it is too early to review the policy in

	<ul style="list-style-type: none"> What does it say about supporting pupils in their transfer to and from other schools? 	its entirety so early into its implementation. HH & GM to review at the end of Summer term 2016.
14	Has the SENCO undertaken the necessary training?	The SENCO undertakes training as necessary. She has recently been trained in the use of My Plans. The SENCO is part of the Corsham cluster group of SENCOs. She plays an active part in this and shares her knowledge and expertise with other SENCOs. She also asked for support from them if they have a particular expertise in something she is not sure about.
15	Have the relevant staff members received appropriate training?	<p>Teachers and Teaching Assistants have had training in m Social Communication Disorders. Although as this seems to be the fastest growing area of need GM is to revisit training for this.</p> <p>Teachers and Teaching Assistants have had training on Attachment Disorder. GM has recently purchased some recommended texts for teachers to read as and when they need extra support. One Teaching Assistant is receiving some training from a Speech and Language specialist. Year 1 staff have had more training on Down's Syndrome. One teacher has had Makaton training.</p> <p>Anotehr Teaching Assistant is coming to the end of her ELSA training. We will then have 3 specially trained TAs.</p>
16	Which external agencies and support agencies are the school working with and how well is this working?	<p>The school works with a number of outside agencies with great effect. The following agencies are currently involved in supporting our children;</p> <p>Behaviour Support Service, Social Care, Educational Psychologists, Community Paediatricians, Speech & Language Therapists, Specialist SEN and D service, Visual Impairment service, Physical and Medical service</p> <p>Many of these agencies run surgeries for the Teachers and Teaching Assistants to attend together to discuss the children in their class.</p>
17	What communication strategies are in place for parents/carers of children with SEN(D)	Class Teachers have regular meetings with parents/carers. The SENCO monitors and meets with parents of children on My Plans and My Support Plans. The SENCO discusses concerns with Teachers as and when necessary. The SENCO offers an Open Door policy which allows parents/Carers to access support when needed.
18	What is going well?	Our Teaching Assistants continue to amaze me they are very flexible. They embrace change well and are often moved around at short notice due to the nature of children's needs. They understand that the children's

		<p>needs come first and will do anything asked of them.</p> <p>They undertake reading and research to ensure that they are up to speed with various conditions.</p> <p>The support given by outside agencies is also great; they are always there when we need them often arranging dates before referral forms reach them.</p>
19	<p>What is going less well and needs to be improved?</p>	<p>Corsham Regis still needs a full time dedicated ELSA who has no other role within the school. There are a lot of Emotionally troubled children who need daily support. At present I Teaching Assistant is working with 6 children during afternoon sessions. This still needs to be done on a regular basis using the expertise that we have within our team.</p> <p>The parents understanding of when My Plan/My Support plan should be used is another area to consider. They think any diagnosis triggers a Plan and that their children will have 1:1 support.</p> <p>A CRA leaflet might explain things more clearly.</p>