



SEN Report to Governors- 2016/17

1	How does the school identify children with special educational needs?	We can use information from previous settings although this is not always reliable. For children already at Regis class teacher's use the new Wiltshire Graduated Response to SEND support and The Boxall Profile. Surgeries are held with BSS, SEND, Educational psychologists, class teachers, teaching assistants and the SENCo twice a year. These give teachers strategies to use to support children before identification of SEND.
2	How many children in the school have special educational needs?	At present there are 16 children with identified needs that require outside agency involvement. 5 of these children have My Plans. 6 children have My Support Plans Another 5 children are awaiting My Support Plans. There are other children who are not identified as SEND but have input from our Speech and Language therapist. As always we do have other children who are in the process of having their specific needs identified by various people.
3	How many children are being provided for using a My Support Plan, non-statutory and My Plan, statutory?	5 children have My Plans and have some NPA attached to their plans. 6 children are being supported through My Support Plans at present. Another 5 children are in the process of having My Support Plans written and 1 child who already has one needs a new one as the one from Nursery is unworkable.
4	What types of special education needs does the school currently need to provide for?	At present we are providing additional support for children who have difficulties with; Social Communication Disorders Attachment Disorder Visual Impairment Speech and Language Dyslexia Emotional and Behavioural Disorders

		Global Delay including physical delay
5	How are pupils with SEN(D) ensured access to the curriculum?	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. Often additional provision will be made through specialised programmes delivered by T.As under the guidance of the class teacher/ STLI. Resources are purchased through SEN budget, ie Move and Sit cushions, fiddle objects and ICT APPs etc.
6	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.
7	How is their progress monitored?	As with all children progress is carefully monitored using the school's tracker system. If children have IEPs they are monitored by both TAs and Teachers regularly. STLI monitors as appropriate through inclusion meetings with teachers. Other children will be monitored when teachers annotate their planning.
8	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	There are currently 5 children who will need My Support Plans in the near future and others who might depending on Paediatric assessments.
9	How are school resources deployed? <ul style="list-style-type: none"> How many T/As? Any external support? Equipment and any adaptations? 	There are 2/3 NPA Teaching Assistants who support the children with My Plans. There are 8 Teaching Assistants that work in class supporting children as well as running various intervention groups. There is an additional Teaching Assistant who follows a maths intervention programme with a number of children. External support is used as and when. We now have an ELSA trained T.A who works with individual children on the various problems that they have in their life. This has proved to be essential this year as we have had some very troubled children in and out of the refuge. Some support is not offered due to the cost: ie play therapists could be used if there was more money.
10	Are there any budget/resource issues in terms of SEN provision?	We now have a fully trained TA working as an ELSA TA 5 mornings a week and that has been essential this year. We have several children who need access to play therapy to help them deal with issues from their past that are affecting both their

		<p>behaviour in school and their academic achievement. We have now found a therapist who is willing to work in our school and we have also negotiated a cheaper rate per session. So far we have found the funds for 1 child for 12 sessions, which is a minimum requirement for a Play Therapist to work with a child. We will however need to find funds for this child to continue next academic year as there will be no quick fix. There are at least another 2 children who need this intervention.</p>
11	<p>When was the SEND policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils? ▪ What does it say about supporting pupils in their transfer to and from other schools? 	<p>The policy was reviewed and updated where necessary in January 2017.</p> <p>The STLI and SEND Governor reviewed the policy.</p> <p>The policy does reflect and meet the needs of all children.</p> <p>Transitions within the school are carefully planned. Children get to spend time with their new teacher before the start of the new academic year. The teachers meet to discuss the needs of every child.</p> <p>Close links are maintained with The Corsham School and other local secondary schools to ensure smooth transition between Years 6 and 7. Staff from the secondary schools visit us and we arrange for the pupils to visit them. Additional induction visits can be arranged for any Year 6 pupils who have a higher level of need.</p>
12	Has the SENCO undertaken the necessary training?	<p>The SENCo undertakes training as necessary. 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 asks for support from them if they have a particular expertise in something she is not sure about.</p>
13	Have the relevant staff members received appropriate training?	<p>All teaching staff had relevant training in both social communication disorder and language acquisition at the beginning of the academic year. This ensured that all staff had the same level of training and were able to use strategies to suit their children's needs.</p>
14	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 services</p>

15	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.
16	What is going well?	<p>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 needs come first and will do anything asked of them.</p> <p>Having an ELSA trained TA who has no other commitments for two and a half hours every morning is invaluable. Our vulnerable children now have a voice and someone who can give them strategies to overcome their difficulties.</p> <p>Our Nurture group continues to help some of our more vulnerable younger children through well planned and evaluated activities, all carried out in a caring and understanding environment.</p>
17	What is going less well and needs to be improved?	<p>The parents' understanding of when a 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. This needs to be a priority as I still have parents demanding a My Plan after a diagnosis.</p> <p>Play therapy is another area that needs to be expanded. See comments made in previous sections.</p>