



SEN Report to Governors- 2017/18

1	How does the school identify children with special educational needs?	<p>We use information from previous settings: although this is not always reliable. For children already at Regis, class teachers use the new Wiltshire Graduated Response to SEND support and The Boxall Profile is used to identify gaps in emotional and social skills.</p> <p>Surgeries are held with Behaviour Support Service, Educational psychologists, class teachers, and the STLI twice a year. These give teachers the opportunity to discuss strategies to use to support children before a 'formal' identification of SEND is given.</p>
2	How many children in the school have special educational needs?	<p>At present there are 24 children with identified needs that require/will require outside agency involvement.</p> <p>4 of these children have EHCP Plans that come with additional funding. 10 children have MSPs and are supported by a variety of outside agencies. 1 child is in the process of having a MSP written.</p> <p>There are other children who are supported through IEP's. 6 of these children have input from a Speech & Language Therapist.</p> <p>As always, we do have other children who are in the process of having their specific needs identified by various professionals.</p>
3	How many children are being provided for using a My Support Plan, non-statutory and My Plan, statutory.	Please see above.
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 • Attachment Disorder • Visual Impairment • Speech and Language • Dyslexia • Emotional and Behavioural Disorders • Global Delay including physical delay • Dyspraxia.
5	How are pupils with SEN(D) ensured	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

	access to the curriculum?	<p>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 teacher/ STLI. Resources are purchased through SEN budget, ie Move and Sit cushions, fiddle objects and ICT APPs etc.</p>
6	What are the targets and outcomes for children with Special Education Needs?	<p>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.</p> <p>Some children will not be working on academic targets all the time but concentrating on their emotional wellbeing, communication skills or physical needs.</p>
7	How is their progress monitored?	<p>As with all children, progress is carefully monitored using School Pupil Tracker Online, the school's tracker system.</p> <p>If children have IEPs they are monitored by both TAs and Teachers regularly (fortnightly by TAs and every 6 weeks with TAs and Teachers together). EHCP and MSP are monitored as above by class teachers and STLI termly/annually.</p> <p>STLI will meet as and when necessary with teachers to discuss any concerns that they might have and is always available for consultation.</p>
8	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	<p>MSPs and EHCP plans are mostly in place.</p> <p>At least 2 MSPs will be put forward to change to EHCPs in the next few months.</p>
9	<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many TAs? ▪ Any external support? ▪ Equipment and any adaptations? 	<p>There are 3 Teaching Assistants who support the children with EHCPs</p> <p>There are 7 other 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 in the afternoon.</p> <p>We continue to use our ELSA trained T.A to work 1:1 with individual children on the various problems that they have in their life. This has proved to be essential again this year as we have received very troubled children from the local refuge. Some support is not offered due to the cost; ie play therapists could be used if there was more money.</p> <p>One of our TAs is a Nurture Practitioner and together with the ELSA runs a Nurture Group for Key Stage 1 children three afternoons a week.</p> <p>Our TAs are our most expensive but also our most important resource, often being moved to support our SEND/vulnerable children at a moment's notice. Some of them have been trained to run</p> <p>External support is used as and when we need it.</p>
10	Are there any budget/resource	<p>There hasn't been much money this year to buy resources, so our PDA has been making some for us. Many of the teachers and TAs use their own</p>

	issues in terms of SEN provision?	<p>money to buy extras and some parents have given equipment for us to use in school.</p> <p>We have been lucky enough to keep a TA as a dedicated ELSA which has been essential in order for us to support our most vulnerable children.</p> <p>We are now working with a different play therapist. The Friends of Regis have funded support for one child, however this has now run out and the play therapist has agreed to provide a number of sessions free. Another child has his fees paid by his parent out of his DLA.</p> <p>As always we have many other children who would benefit from play therapy however we do not have the funds, and the parents are unable to pay. Some children are down on charity waiting lists to have the therapy that they need. Time to Talk, the Relate counselling service, that we buy into goes some way to alleviating the problem!</p>
11	<p>When the SEND policy was 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 SEND Policy has been updated by STLI and with CRLGB for ratification. 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> <p>The SEND lead workers for the children with EHCPs are also a great source of knowledge.</p>
13	Have the relevant staff members received appropriate training?	<p>This year all Teaching Staff have had training on Dyslexia.</p> <p>All staff including Teaching Assistants have had training on Restorative Justice and writing Social Stories and using Language Jigs.</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: Behaviour Support Service, Social Care, Educational Psychologists, Community Paediatricians, Speech & Language Therapists, Specialist SEN and D service, Visual Impairment service, Physical and Medical services. Play therapist.</p>
	What	Class Teachers have regular meetings with parents/carers. The SENCo

15	communication strategies are in place for parents/carers of children with SEN(D)	monitors and meets with parents of children on EHCP and MSPs. The SENCo discusses concerns with Teachers and T/As when necessary The SENCo offers an Open Door policy which allows parents/Carers to access support when needed. However as previously mentioned this is an area that could be improved.
16	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 needs come first and will do anything asked of them. Having an ELSA trained TA who has no other commitments for three hours every morning is invaluable. Our vulnerable children now have a voice and someone who can give them strategies to overcome their difficulties. She will also champion their cause and together with the STLI can help to sort out confusion between the child and others within the school. 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.
17	What is going less well and needs to be improved?	As previously mentioned lack of funding is the issue that hampers most things. In an ideal world we would have funding to allow some of our children to access alternative provision, such as play therapy, forest school, equine therapy etc etc. Parental involvement is another area that could be improved. This is something that I and the Head teacher have worked tirelessly on but still find it a stumbling block to some children's achievement and progress.

SEND	Special Educational Needs and Disability
STLI	Senior Teacher Leading Inclusion
SENCo	Special Educational Needs Coordinator
IEP	Individual Education Plan
MSP	My Support Plan
EHCP	Educational, Health Care Plan.
T.A.	Teaching Assistant
ELSA	Emotional Literacy Support Assistant.
DLA	Disability Living Allowance