**Graphical user interface, text

Description automatically generatedCorsham Regis Subject Leader Report 2021-2022**

|  |  |  |
| --- | --- | --- |
| **Subject: Inclusion** | **Person responsible: Gemma Morris** | |
|  | | |
| **Key Actions 2021-2022**   1. Update SEN Register 2. Termly, after each data drop, Monitor progress of SEN children 3. Hold Annual reviews 4. Instruct and guide staff in completing SEND documents. Review My Support Plans- 3 x per year and update IEPs & Monitor 5. Apply for EHCP- 2x Y6 children, 1 x Y5 child, 1 x Year 4 child 6. Meet with SEN Gov 7. Arrange Solutions Surgeries 8. TA appraisals 9. Work with parents and carers of SEN children 10. Make referrals for children to specialist services 11. Update SEN policy 12. Organise and deliver Dyslexia training for staff 13. Organise dyslexia screener | | |
| **Impact of actions 2021-2022**   1. The SEN register is kept up to date by the SENCO. 2. Progress of SEN children can be viewed on each child’s IEP and on the Vulnerable Pupil Tracker. 3. Annual reviews held for all children with EHCPs. All outside agencies involved with these children were invited, reports circulated and paperwork submitted as per statutory deadlines. 3 of these children have now moved onto secondary school. One child was given a place at a specialist school as part of the annual review outcome from the Y5 review. All children have had enhanced transitions to their secondary school. Through one of these reviews, we have been able to arrange an iPad for a child joining The Corsham School in September. 4. All SEN documents are reviewed 4 x per year on a cycle in line with the SEN policy. A staff meeting was held to recap how to write SMART targets. The IEP format and cycle will be changed slightly for 2022-23 to become more in line with assessment dates. 5. 4 EHCPs were applied for. 1 child has been given an EHCP and has now gone to secondary school. The other 3 children have had a needs assessment agreed but there is a delay with educational psychologists coming in to work with these children. I am in contact with Wiltshire SEN regularly for updates. 6. 1 meeting held with SEN Gov’s. Reports have also been written to share updates with the Governing body. 7. 1 solutions surgeries was held during the year with an Educational Psychologist. Teachers attended these to talk about a child within their class who has SEN. Strategies to support these children were given. Teachers found these to be very useful. Unfortunately, these were unable to continue due to Educational Psychologists only carrying out statutory work in schools. 8. TA appraisals complete- mid-term reviews held to review progress against the targets set at the beginning of the year. 1 teaching assistant is now a HLTA. 9. Meetings with parents have been arranged for children needing further support, referrals or where there is a concern about their progress. A meeting has also been arranged with the virtual school and a parent for a previously looked after child on the SEN register. 10. 19 referrals were made to specialist services throughout the year. These included The Autism Pathway, Speech and Language, Occupational therapist, Behaviour Support and SSENS. Reports have been read by teachers and teaching assistants. Recommended targets and strategies have been put into place and SEN documents are updated accordingly. Targets set by Speech and Language therapists are worked on by 1 teaching assistant leading SALT. 11. SEN Policy updated to reflect changes and sent to Govs 12. A staff meeting was held to remind staff of how best to support children with dyslexia. All teachers not have coloured reading rulers to give to children and they have access to dyslexia friendly books to take home. 13. A GL dyslexia screener was purchased and used to screen 20 children. The results of this screener were communicated with teachers and parents. This was useful for some parents but needs to be considered carefully if used again. Some parents felt they then needed an official diagnosis so that their child would receive additional support especially in secondary school. However, this is costly and not something schools are able to offer. | | |
| **Highlights for 2021-2022**   * 4 EHCPs applied for and agreed at the first stage. One EHCP was awarded to a particularly vulnerable child. * 1 child with an EHCP was awarded a place at a specialist school from the paperwork and evidence sent at the previous annual review. This will be so beneficial to him and his family going forwards. * IEPs and child’s records are well organised and accessible. We are now able to track back through the use of IEPS and the vulnerable pupil tracker to look at provision and progress. * Interventions which were previously not able to run due to COVID are now up and running. We are going into the new academic year with more time for ELSA and Thrive than we had last year. * We appointed a new full time teaching assistant to work with a child who joined the school with an EHCP and another teaching assistant to replace one that left. | | |
| **Areas for development 2021-2022**   * Arrange training for 2 members of staff who are working with children on their speech and language targets * Update the review cycle for SEN children. Allocate time for teachers to meet with parents to communicate the IEPS and Support Plans with them. * Continue to monitor the progress of SEN children and liaise with external agencies where needed. * Training for staff in ASD. * If EHCPs are awarded for 3 children, we may need to recruit and then organise provision for these children. | | |
| **Completed by:**  Gemma Morris | | **Date:**  7.09.22 |