

SEN Report to Governors
St. Peter's Junior School
September 2017

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school SEND policy is updated and in line with government guidelines.

What kinds of special education needs is provision made for at our school?

Additional and/or different provision is currently being made in school for children with a range of needs including:

- Cognition and Learning – moderate learning difficulties; specific learning difficulties (dyslexia, dyspraxia).
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder (ADHD), social difficulties, families under stress support.
- Sensory, Medical and Physical – sensory processing difficulties, epilepsy, allergies, diabetes.

How does the school identify if a child needs extra help?

Data is monitored for all children at pupil progress meetings which are held every term. If a child is not making progress at the expected rate or their attainment is below where it should be, extra provision is put in place in the form of an intervention. A child making less than expected progress is characterised by:

- Being significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Children may be further assessed using a range of different assessment tools:

- Single Word Reading Tests
- Lucid Screening
- Speech and Language – Junior Language Link
- Phonics screening/Nessy Phonics screening

Children who need further support or more specific support may go onto the SEN register and have an Individual Education Plan that clearly identifies their areas of difficulty and SMART targets detailing the support they will receive.

How do we evaluate the effectiveness of provision for children with SEN?

Staff meet on a regular basis with the SENCO, every other term, to discuss any needs or concerns they have about pupils in their class and appropriate support is put in place. Progress is monitored and recorded on the provision map/IEP.

The IEP is discussed at parents evenings with parents. The SENCO and class teacher regularly have meetings with parents to discuss the support in place. All children with an EHC Plan have two mid-year meetings and an annual review with the class teacher, SENCO and, where possible, with any outside agencies that are involved with the child. Children's views are actively sought regarding the support in place and how they feel.

What is our approach to teaching pupils with SEN?

- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.
- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment. They plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take

part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

- We liaise closely with a child's infant school to identify any needs they may have. We may also carry out our own assessments which can include observation of children's social skills and learning experiences in all curriculum areas, specific assessments by the SENCO, teacher assessment and use of assessment/advice from outside agencies.
- We acknowledge that not all children with disabilities necessarily have special educational needs. Our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements.

How do we adapt the learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (small groups, 1:1, ability, mixed ability or peer partners); content of lesson; adult support.
- We act on advice from outside agencies on how best to support learning using visual aids (timetable, taskboards); use of coloured overlays and exercise books; use of sensory cushions or writing slopes etc.
- We endeavour to ensure that all classrooms are dyslexia friendly; tinting the back of the interactive whiteboards, colour pens for recording, words banks and visual timetables and coloured books etc.
- Our classrooms are ASD friendly; visual timetables on the walls and personalised individual ones, emotions on walls for check-ins, taskboards etc.

What training have staff had to help them support SEN?

All our staff are trained in a range of needs. Our teaching assistants have received training in:

- Child Protection
- Autistic Spectrum Condition
- Language Through Colour
- Attachment Disorder
- Diabetes
- Epi-pen

- Pathological avoidance disorder/anxiety/ASD
- VLE
- E-Safety
- Maths and Literacy
- Anaphylaxis training

What additional support for learning is available for children with SEN?

We have 4 HLTA's in school:

- Two for cognition and learning providing a range of interventions
- One for speech and language using speech and language assessments and programmes.
- One for emotional, social and behaviour needs.

A range of interventions are available:

- Nessy Phonics
- Fresh Start phonics, reading, writing
- Alba low level high interest phonics, reading and writing aimed at girls
- Talisman low level high interest phonics, reading and writing aimed at boys.
- Sounds-Write
- Accelerated/Accelerwrite
- Numicon
- Precision Teaching
- Social Communication Interventions – ie Making and Maintaining Friendships
- Social stories

For children with a specific identified or diagnosed need we work very closely with external agencies to ensure that the best possible support is in place.

What support is available for improving the emotional and social development of children with SEN?

Our EBS learning mentor runs a range of interventions and programmes to support children with their emotional needs; lego therapy, talking and drawing, making and maintaining friendships, what do to when my temper flares, what do to when I worry too much and programmes aimed at

supporting children through relationship break ups and bereavement. We also run friendship club at break and lunchtimes for children that find it difficult to be out on the playground.

In the year ending July 17 the number of children on the SEN register was as follows:

Year	K Support	EHC Plan
3	11	
4	2	1
5	5	2
6	6	

7% of our children are on the SEN register.

34.5% of those on the register are Pupil Premium (children that have at some time had free school meals and are entitled to 6 years of funding).

We are supported by outside agencies such as:

- Foreland Inclusion Services
- Speech and Language Therapy Services
- Specialist Teaching and Learning Services
- School Psychology Service