

NEW MARSTON PRIMARY MEETING

SPECIAL EDUCATIONAL NEEDS (SEND) ANNUAL REPORT 2017-18

New Marston Primary School has a duty to report annually to all parents on the provision for Special Educational Needs and Disability (SEND) and implementation of our Single Equality Policy and Accessibility Plan.

Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs & Disability Code of Practice 0-25 years (first published in September 2014 and revised in May 2015) lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step, interventions and SEND support can be put in place to help overcome the difficulties a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education Health and Care (EHC) plan.

Policies

The Special Educational Needs (SEND) Policy was reviewed and amended in March 2017. This is available to any parent on request and is published on the school website.

The guidelines introduced by the Department for Education in 2014 (revised in May 2015) combine recommendations for schools' provision for SEN and Disabilities. Staff are fully conversant with best practice across the board.

The role of Special Educational Needs Coordinator (SENCO) is shared between Rachel Vlachonikolis and Sarah Douglas. The SEND Lead Governor is Clare Rowntree.

Number of pupils with SEND

42 children have currently been identified as having special educational needs:

- 35 receiving Special Educational Needs support
- 7 EHCPs

Parents, children and teachers are all involved in Pupil Profiles (PP) and reviews. These meetings happen three times a year.

Progress of pupils with SEND

The progress of pupils with SEND is below the progress of pupils generally throughout the school.

However, the group do not stand out statistically as a lower performing group when our end of Key Stage data is compared to national figures. Data is continually monitored at cohort level to ensure

any trends would be identified and appropriate action taken to narrow any gaps. The school uses individual provision trackers to analyse the needs of individual pupils. Staff discussion then identifies any specific pupil needs and provision put in place that reflects the outcome from this discussion. The impact of the provision is monitored, discussed and evaluated by the SENCO.

Budget allocation

The school budget does not allocate specifically to SEND pupils, although if additional funding is sought from the local authority, this is ring fenced for specific pupils and used for teaching assistant support and equipment.

Deployment of staff and resources

Teaching Assistants (TAs) support, and work alongside, the class teachers by delivering specialised programmes and offering general classroom support. This year TAs have been involved in a range of intervention programmes such as:

- Power of 2
- Precision teaching - a literacy intervention to support spelling and reading
- Numskills
- Fresh Start
- Chatterbox
- Lego therapy

A significant focus of the SENCOs work continues to be supporting and meeting the needs of TAs involved in delivering individualised and small group teaching. This is in addition to assessments, administrative work, liaison with parents and other agencies.

External agencies

This year the school has liaised with, and had meetings with, the educational psychologist, a speech and language therapists, and visits/advice from the autism advisory service (SENS), Northern House Outreach (Behaviour support). Other services we have engaged or liaised with include; the Early Intervention Hubs, Child and Adolescent Mental Health Service (CAMHS) and Pre-CAMHS.

Secondary school liaison

We continue to maintain links (meetings/visits/telephone calls) with our local secondary schools and have had liaison meetings with other special needs staff in our partnership to ensure information is passed on to schools prior to transfer. Our SENCO has visited two of our link secondary schools to learn more about their SEND provision as well as visiting the special schools in Oxford to build her knowledge of them.

Staff development

Staff have attended various training programmes. These include:

<ul style="list-style-type: none"> • Team-Teach • Read, Write, Inc. • Fresh Start • Attendance training 	<ul style="list-style-type: none"> • Pivotal behaviour training • Anti bullying Alliance training • Autism awareness training • Support pupils with Hearing Impairments
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Single Equality Policy and Accessibility Plan

New Marston Primary Schools School's Single Equality Policy was last reviewed in June 2017 and the Accessibility Plan is reviewed annually.

Under the Equality Act 2010 we are required to take proactive steps to ensure that pupils, staff and governors, parents/carers and other people using the school are treated equally whatever their gender, racial or ethnic background, disability or impairment, sexuality, religion or belief or other protected characteristics. We have incorporated our duties under the Equality Act 2010, including on disability issues, into two main documents: our School Single Equality Policy and also an accompanying 'sister' document, that sets out how our school aims to deliver this policy, the objectives we have set ourselves, and our Accessibility Plan (our access to the physical environment, to learning, and to information for pupils and others in our school community with impairment or other identified needs that may put them at a disadvantage from others).

The school has very large numbers of children of other cultural or racial background than White British or that are described by their parents/carers as having a disability. Children with English as an Additional Language (EAL) perform well in our school, often better than their peers.

The school has a number of children with specific medical needs and has identified and provided for these children in terms of resources, staff training and individual learning plans as appropriate.

The school also has a number of children with specific impairments, e.g. hearing impairment for which reasonable adjustments, resources, and staff training has been provided to ensure they are not disadvantaged in their access to the school, to learning or to information.

The facilities provided to assist access to the school by disabled pupils is documented in the school's equality objectives and accessibility plan document.

The school newsletter and regular SEN newsletters provide information and services that can be accessed by parents/carers. Parents/carers are also involved with Pupil Profiles (PPs) for their children.

Equality and SEND Lead Governor

February 2018