

REPORT TO THE GOVERNING BODY ON SEN POLICY AND PROVISION

SENCO: Kerry Ewins-Strowger

Date: 17/07/17

1. SEN Register update

Key Stage	SEN support	EHC Plan	Total
EYFS	1	1 high needs	2
Key Stage 1	5	0	
Key Stage 2	11		
Grand Total=			18

Number of pupils moving down a threshold on the SEN register 0

Number of pupils moving up from SEN Support to EHC plan 0

Number of pupils coming off the SEN register 11 (1 left the school)

Number of pupils awaiting an EHC assessment 1

Comments:

2. Attendance, exclusions and mental well-being of SEN pupils

Attendance less than 96% is 38%_Percentage with 100% attendance 0%

Percentage of fixed term exclusions 11%_Percentage of permanent exclusions 0%

Percentage of mental health referrals to CAMHS team 5.6%

3. The effectiveness and impact of multi-agency interventions and support

Comments: Parent and Family Advisor- 8 successful family referrals have been made, 3 successful Occupational therapy requests, 2 successful speech and language requests, one autism referral made to GP currently awaiting appointment, 2 parent- carer support group coffee mornings held, one dyslexia assessment, 2 Educational Psychology observations and reviews, 3 multi- agency school entry plans for 3 new reception pupils and 2 consultation meetings

4. The effectiveness of partnership working with SEN pupils' parents/carers

Percentage of parental complaints relating to SEN 0%

Percentage of parents accessing Tier 1 (SEND) Tribunal 0%

Percentage of parents satisfied with SEN 100%

Percentage of parents attending 100%_not attending 0%_their child's EHC plan review

Comments: I have met and held meetings with 24 parents this year- many at least twice

5. Impact of staff training for SEN on improving SEN pupils' outcomes

Comments: ELSA training- pupils selected have shown improvement- they are more settled and less anxious and able to engage in work. There have also been less referrals to the Headteacher for challenging behaviour. ILI training- data has shown so far that 3 pupils have shown increased reading age.

6. SATs SEN pupil results- year 1 phonics 75% failed and 25 % passed, year 2 100% passed, year 6 100% passed

7. Income and expenditure on SEN

Please refer to business manager

The focus of my work this year has been mainly around building relationships with parents and getting the appropriate systems in place.

I have met with 24 parents this year and most at least twice. Many have also approached me and consulted me about their children too. This is a positive for the school as they tell me that they are now confident that their child's SEN needs will be addressed by the school. (In September, parents said that they were not). I have also held two coffee mornings with the directors of the Parent Carer Forum. The first was very successful with 13 parents turning up. The second only 3, but it was a very hot day! I intend to continue with these once a term. The 'assess plan do review' graduated response cycle has been taking place successfully but it is time consuming. For every meeting, notes must be written and filed for evidence. Teacher's now also have a 'concerns sheet.' This must be filled out by them and I have spent lots of time reiterating the fact that they must first look to their own teaching and interventions and that relevant data must be provided for me. I have managed to observe in all classes, most weeks. I have advised staff on useful strategies. The new core standards put the teacher at the heart of it- all teachers are teachers of SEN. This is a big culture change for the profession so I will continue to support and advise where possible, for next academic year.

The emotional literacy intervention (ELSA) has been very positive with Michele Rozycki reporting that the children are improving. She has worked with 9 pupils and other children as and when it is needed. We have devised a social and emotional chart to enable us to monitor how this is working. Our children are benefitting from her work and it is much needed. I am currently proof reading 'Supporting Mental and Emotional Health' for the Somerset Educational Psychology service- we will have the 'heads up' as a result, for new initiatives!

The ILI reading intervention has provided some very good results for 4 of our children. The sessions are time consuming 3X 30 mins sessions a week. We have one trained TA (Paige Steninger) who has also been guiding Lindsay Crabb. This has enabled us to help more children. This intervention is recommended by all external professionals because of its impact. We have also used Toe by Toe (we already had this resource) another reading intervention. As a result, we have seen reading ages with 2 of our pupils improve by 9 months up to 2 years. Pupil confidence has also increased .

I have worked closely with external agencies- speech therapists, occupational therapists, vision awareness advisor, educational psychologist, area senco advisor, early years senco advisor and health visitor- I am well known and very recently one said to me, 'He has improved because you really make sure that the recommendations are followed in the classroom...not every school does this.'

I also gave two staff presentations on Autism and 'The Explosive Child' directly because of the school needs. These were well received according to Alison. For the next academic year, I plan to do presentations on dyslexia and executive function- working memory. I am hoping to assess the whole school- with class teachers help! Poor working memory impacts on all areas of education as our current system relies heavily on our ability to remember facts.

I have attended a 1-day Senco Induction course plus 6 teaching days throughout the school year for my compulsory National Senco Award (Masters level qualification- £2,200- funded by myself). This covered all aspects of Senco management such as leadership, strategic planning, policy writing, observing teachers, the SEN register, cost effective interventions and identifying needs/SEN. I have now completed it and the final coursework will be handed in September. I have attended:-

- 1 Day SEND conference (free) - multi-agency conference
- 2 Days- high incidence SEN, low incidence SEN (vision, SEMH, disability, autism, speech, hearing)
- 1 day- vocabulary and language training day run by speech and language service (free)
- 2x Tower Learning Community days- monitoring interventions/reviewing SEN
- 1-day sensory information group (free) occupational health service
- 1-day dyslexia conference
- 3x twilight sessions- Taunton Alliance- raising achievement in school and SEN, leadership in school- vision for the future (free), math's mastery- Templecombe school
- 1x morning- Pupil Vulnerability Tool and SEMH training (free)
- 1x morning- new funding bands for SEN (free)

I have been supported by an excellent team of TAs but we have not been able to reach every child. I have reduced the numbers on our register but we have a 'concerns' list that has at least 10 on it. It is going to be harder next year with less time and less support staff. As the Senco I must prioritise and this can be challenging and not to everyone's liking! I will, however, do my very best to continue to help and support as many pupils as I can.

