

Special Educational Needs Report 2020-2021

<p>Identification and Assessment</p>	<p>“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age” (2015 CoP 6.15).</p> <p>“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN” (2015 Cop 6.23).</p> <p>Children are initially identified by class teacher and monitored over a period of time for assessment and evidence gathering. The teacher meets with the Inclusion manager initially to voice concerns. If concerns are still present the Inclusion manager and teacher will meet with the parents to complete an initial identification form and information re parent partnerships is given to the parent. The Oxfordshire materials are also used in identification of needs for the SEND register, to ensure children are of SEND status and not less experienced or lower attaining pupils. The class teacher, in partnership with the parent, will produce a Running Record which identifies support given and an intervention record to assess and evaluate the level of support. The children are assessed in line with the school procedures.</p>
<p>Partnership with parents</p>	<p>The school aims to work in partnership with parents wherever possible. It values the views and perspectives parents have about their child. Teachers will meet with parents of children with SEND at least 3 times per year to review progress and discuss any concerns. Parents of children classed at a level of SEND support will meet on a more regular basis, notably to discuss progress. Parents will also meet to discuss progress and give their views during an additional SEND parents evening during the summer term. The school does have an open door policy for parents to discuss concerns.</p>
<p>Approach to teaching children with SEND</p>	<p>All teachers are teachers of children with SEND and, as such, each class teacher is responsible for the children in his/her care and their progress. Children are taught through a variety of means. They also have specific targets. The class teacher is the Key worker for each child in their care and should therefore be the first point of contact for all parents. The inclusion manager will monitor the inventions and progress of SEND children.</p>

Special Educational Needs Report 2020-2021

Support for Emotional and Social well being	Pastoral support is provided primarily by the class teacher. Additional support linking to social, emotional and mental health is discussed with the Inclusion manager and further support may be sought through outside agencies, such as CAHMs and St Joseph's Family Centre.				
Number of pupils with SEN					
	Date	Children on SEN register	Statements/ECHP	Total	Percentage of school
	2016-2017	30	2	32	10
	2017-2018	14	3	17	6
	2018-2019	14	1	16	6
	2019-2020	21	2	23	8
	2020-2021	21	1	22	7
Progress of pupils with SEND	Waves of intervention delivered through provision mapping are having a positive effect on children with additional needs. More children are having their needs met through quality first teaching, targeted provision mapping and interventions.				
Deployment of staff and resources	Within 11 classes, 7 Teaching assistants and 1 HLTA support learning generally and through targeted provision mapping. Groups of TAs are allocated annually to areas of need to provide a balance between groups of classes and specific children's needs. The emphasis is placed on support for early intervention. 1 child currently receive 1-to-1 support through an EHCP (Educational Health Care Plan).				

Special Educational Needs Report 2020-2021

<p>Budget allocation</p>	<p>Currently 1 child has an EHCP, each their own individual hours or support and need. 175 hours per week (4.73 FTE) are given to learning support each week. This is mainly directed at supporting groups and individuals in provision mapping at the direction of the class teacher. 39.5 hours (1.07 FTE) are specifically focused on children with statements.</p>
<p>External Agencies</p>	<p>External agencies are used throughout school, when needed. These may include: Educational Psychologist (EP), Speech and Language Therapy (SaLT), Audiology Ophthalmology Occupational Therapy and a School Health Advisor.</p>
<p>Staff Development/C PD (expertise and training)</p>	<p>Mrs Carol Dalziel-Ford is the dedicated Inclusion Manager and will begin the National Qualification in SEN Coordination (level 8 Masters Level) in the autumn term. Mrs Paula Craig is the SEND governor. Throughout the year staff will have inset and network meetings.</p>
<p>Secondary Transition with Schools and Settings</p>	<p>We have good transition arrangements with St Gregory's Catholic High School, including transition days for Y6 children at which teachers share key academic and pastoral information with High School. Documentation is transferred before September. The year 6 teachers have a key role in transition conversations and especially with vulnerable children. Plans are made to give these children additional support and experience of transition. For children transferring to schools other than St Gregory's, the children are supported through each individual high schools transition processes. All SEND paperwork for individual children is transferred to the relevant high school during the first half term. Other local secondary schools, also have good transition links with us and Great Sankey High School have attended annual EHCP reviews to help with transition.</p>