**ANNUAL SEN REPORT TO GOVERNORS – Year 2016 - 17**

This report covers the academic year September 2016 to July 2017. This is a slight change to previous years and, as a result, will include some detail already reported in the last review.

In June 2017 St Mary’s Primary School was awarded an outstanding assessment grade following a SIAMS inspection with the nurturing and valuing of children sited as a key feature of the school’s teaching. The scope of the work that the school undertakes to value and nurture those pupils who have special educational needs and disabilities is outlined in the following report. The needs and views of the children are central to our work.

**SEND POLICY & LOCAL OFFER**

The school’s current SEND (Special Educational Needs and Disability) policy can be found on the school’s website in full. Paper copies can be obtained from the office. In Autumn 2017 the Local Offer will be revised and will comprise of two parts: the school’s SEND Policy and the Annual Report. This will be published on the school’s website with links from the Dorset Family Information Service website.

**SEN PUPILS**Over the academic year 2016 – 2017, 10 children were on the SEND Code of Practice at St Mary’s Primary School. This made up 8.5% of pupil numbers. This is compared to 7.9% the previous year with numbers remaining fairly constant with only 2 or 3 pupils coming on or off the register each year. These pupils are termed as those requiring additional SEND Support within our school. This does not include those identified as Gifted and Talented. In the year, the school submitted an application to Dorset County Council (DCC) for an Educational Health and Care Plan (EHCP). The Plan was only agreed in the current academic year following a 7 month wait. Over the year, 10 pupils received ELSA (Emotional Literacy Support).

All pupils are taught within the classroom setting with varying degrees of adult support with additional one-to-one or small group work led by the Higher Level Teaching Assistant or other Teaching Assistants depending on need.

**NEW FACILITIES - THE POTTING SHED**

After many years of one-to-one work and small group interventions taking place in any available corner of the school, last year saw the very exciting opening of a purpose built intervention room – The Potting Shed – alongside a new Year 6 classroom. The impact has been enormous, placing support for children with SEND at the heart of the school’s environment. The pupils enjoy using the space which has all the activities, a computer and games easily to hand. It is also a ‘safe’ space where they can learn without fear of interruption and distraction. The TAs have welcomed having a dedicated space, where they have all the resources they need in one place, saving a huge amount of time.

**PROGRESS AND ATTAINMENT OF SEND PUPILS**

With a small SEND cohort it is hard to look at trends over the year as each SEN pupil is a significant percentage. The progress of those children with SEN leaving KS2 was good most especially in maths. Reading proved less successful with the expected standard being a challenge for any child who struggles with not only the mechanics of reading but also interpreting texts. Further down the school, SEND children continue to make gradual progress. It is notable that best progress is seen in maths, whereas children who are struggling in writing are yet to catch-up. As staff use the provision maps to record interventions and impact more effectively, it will be possible to provide a much clearer impact assessment of the inventions and support SEND pupils receive.

**PROVISION**

The range of programs that the school offers to support pupils who struggle in different aspects of learning has grown significantly over the year.

In 2016 – 2017, the school continued to buy into SENSS (Special Educational Needs Support Service) to provide specialist assessment of pupils. Pupils who are assessed have been those who have received support in class for their reading and writing but have not been able to catch-up or those whose exact needs have been hard to establish. Over the year three pupils were assessed. Assessments varied from full assessments with a programme for 1:1 support, specific assessments following Education Psychologist reports or an assessment with recommendations. In addition, three pupils’ progress was review by SENSS with new programs being written.

Two TAs were involved in delivering the SENSS programmes. The programmes need between 30 minutes a day to 20 minutes three times a week; this represents a significant amount of time.

During the year, SENSS provided training for TAs and myself (SENDCO) which enabled staff to both deliver the programmes effectively and to use activities in the classroom and with small groups to support children. Simple games and changing teaching methods have had a real impact across the school such as using TRUGS (a reading/spelling activity) for phonics, ways of learning times table facts and the use of precision teaching for high frequency words. It is hoped that these well targeted interventions taking place early on will support the children as they move up through the school. A range of recommended reading books to support pupils who struggle with their reading were also been acquired and are providing to be very popular. Alongside the SENSS programmes, a further three programmes where written by the TAs to support pupils using strategies from the SENSS Team.

Over the year, pupils took part in the First Class Maths and for the first time the Success @ Arithmetic programme aimed at pupils in Year 4/5.

The Write Away Together programme was delivered to Year 5 pupils in 2016/17 by the HLTA. The programme relies on close liaison between the class teacher and TA with written work being available for improvement at each session. This has proved challenging. However, the Year 6 pupil who completed the Write Away Together programme in 2016/15 achieved Age Related Progress at the end of the KS2 – a significant achievement.

This year a new programme, Speed-Up, was introduced to support pupils who found handwriting difficult. This proved to be a popular programme as it involved developing pupils’ fine and gross motor skills in engaging ways such as art and movement. 6 Year pupils benefited from the program and their handwriting was assessed as meeting the expected standard by the end of the year.

The Teaching Assistant who is trained in Narrative Therapy worked with Year 3 pupils to develop their language skills which moved them into talking in clear sentences, asking and responding to questions. She also delivered programmes set by Speech and Language Therapy (S&LT) for two pupils and a further four children benefited from school written programmes to support their speech. The feedback from the specialist services about the standard of this provision continues to be very positive.

A TA trained in delivering Move to Learn/Learn to Move (an OT programme) successfully delivered to the programme for one pupil in KS1 to develop gross and fine motor skills.

The Better Reading Partners programme was also delivered in KS1.

Pupils in Class 1 benefited from classroom based interventions in phonics and/or maths along with others in Class 3 from support for their spelling. The Word Shark computer programme has been used by a number of KS2 pupils requiring support in spelling.

Teachers are increasingly aware of how many pupils struggle with visual and auditory memory along with visual perception. As a result, a range of activities using the LDA resources: Visual Memory Skills, Auditory Memory Skills and Visual Perception Skills have been used.

Supporting pupils with medical needs is also an important part of the school’s SEND work with staff receiving training and support to work with these pupils. Feedback from parents has been very positive and the pupils are well integrated into everyday life in school.

**TRAINING AND PROFESSIONAL DEVELOPMENT**

In order to support a pupil with specific needs a TA attended training in working with pupils with sensory needs. Following further assessment through SENSS, the training will continue in to autumn 2017.

The Year 4/5 teacher attended Inference Training, a group intervention programme for pupils in KS2 to boost reading comprehension. It is proposed that this programme is run as part of a small group work in the classroom in 2017 - 2018.

As SENDCO I attended termly Inclusion Briefings run by DCC and termly SENDCO networking meetings with staff from the Pyramid/SAST where good practice and advice was shared.

The Higher Level Teaching Assistant is a trained ELSA (Emotional Literacy Support Assistant) to support children going through emotional difficulties. Parents have continued to comment on how this has been beneficial outside as well as inside school and it is playing an increasingly important role in supporting pupils with SEND. There is an ever increasing demand for ELSA with parents turning to school for help in supporting their children’s mental health. The ELSA is a member of a pyramid group who meet every half-term for training, advice and support.

**MONITORING & ASSESSMENT**

Each term, staff reviewed the progress of all pupils, identifying those who were not making the appropriate progress and putting in place interventions or developing classroom practice to support learning and social development. In 2017 – 2018, Provision Maps were used for the first time to ensure that all interventions were recorded and their impact monitored. Importantly, these records are kept and passed on each year so that a class teacher is aware of what interventions have been undertaken. The aim was to ensure that pupils with additional needs benefit from a graduated response. The result has been that at the start of 2017-2018 teachers have been much better informed about the pupils arriving in their class.

**EXTERNAL SERVICES**

There continues to be limited involvement from the County Educational Psychological Service, with just a planning meeting taking place as part of an assessment appointment. The lack of support and communication from DCC has made getting support for children very time consuming and frustrating. A recent critical OFSTED report for DCC’s SEND Service identified the problems, and it is hoped that changes in the current academic year will herald an improvement.

**LOOKING FORWARD**

The challenges for the school moving forward into 2017 - 18 will be to provide support for new children coming in to the school when the teaching and teaching assistant staff have existing heavy workloads. Cuts in funding at DCC will continue to mean that schools will need to ‘buy-in’ services when they used to be provided.

The Reception/Year 1 teacher met with pre-school and external agencies working with pupils with SEND joining the school in September 2017 in readiness for the current year.

The focus in school is for teachers to develop their teaching practice further to ensure that children’s needs are met as part of high quality first teaching where ever possible rather than using one-to-one interventions first. KS1 teachers are already looking at early interventions for pupils who are struggling to work at the age related levels.

It was announced in July 2017 that from November 2017, Dorset County Council would change the way that EHC plans were supported financially. From this date plans will identify a band rather than TA hours to determine the level of financial support following assessment of need. Schools will be able to use the funds in a way that they feel will support a child best to meet the agreed targets.

**GOVERNORS**

Over the year, Dick Bennett took on the responsibility for overseeing SEND provision on the governing body and took on responsibility to ensure that the school site continued to be accessible following building work. Regular meetings were held between the SENDCO and governor. The school successfully transferred over to Academy Status as part of the Sherborne Multi-Academy Trust.

**PARENTS**

A range of meetings with parents took place over the year: to review Support Plans; to discuss concerns about the progress of children and to look at transition to secondary school. If parents have a concern or issue with their child’s achievement that cannot be talked through with the class teacher, they should make an appointment with the SENDCO (Clare Middleton) to discuss those concerns. Parents can also contact the Governors if they require any further information.

**Mrs Clare Middleton**

**SENDCO**