

Governor's SEND Report 2017-2018

Governor: Janet Buck

At the beginning of the school year, Marlborough St Mary's Primary School was amalgamated to one site. Mandy Cook became the SENCO for the whole school which enabled her to understand better the needs of all the mainstream SEND pupils in Foundation Stage, Key Stage 1 and 2. As a result, all the SEND records have been organised and filed securely in the SEN Office. However, due to the increased number of children on the SEN Register since the amalgamation, the task of understanding **all** the needs became too difficult and in Term 5, Alyson Mazotta was asked to be SENCO for those SEND children in Foundation Stage and Year 1. By the end of the year, this was already making a difference in manageability.

The Complex Needs Resource Base (CNRB) is now working as one resource base across two classrooms in KS1 and KS2. This has enabled Mandy Howarth, the CNRB Manager, to streamline practice across the key stages and to work closely and with mainstream colleagues to support planning and inclusion for the CNRB children.

The SEND Policy for the new school has been co-written by the SENCO and the CNRB Manager. This policy, which defines the school's aims and objectives, is available to any parent on request and can be seen on the school website together with a mandatory School SEND Information Report. This report details all that is done at Marlborough St Mary's to support any child with additional needs or disabilities. The policy was adopted by the Governors in January 2018 and will be reviewed, together with the report, in January 2019 and at the following meeting of the Teaching and Learning Committee. The Wiltshire Local Offer can also be found on the website. This describes the range of services and support across the county for children with SEND.

The SENCOs, CNRB Manager, SEND Governors (Janet Buck and Margaret Hoyland) and the Pupil Premium (PP) Champion (Toni Holford-Wright) have been busy this year evaluating the provision of SEND within the school using the new format produced by the County. This was a very positive exercise and showed the areas within the provision that were well established and those which need to be further developed. Objectives from this document have been used to formulate an Action Plan for 2018-2019, which has been incorporated into the School Development Plan.

At Marlborough St Mary's, we value the contributions made by all children, professionals and parents to help develop our inclusive school community. All pupils with SEN and/or disability (SEND) are integrated into the mainstream classes where possible and the Resource Base pupils integrate into mainstream classrooms as appropriate. All pupils go on trips, to assemblies, sporting events, are included in performances and go out to play with

the whole school. Expectations for homework are exactly the same for SEND children but differentiated work is given and signposts to support for parents. There is an ongoing Disability Access Plan to ensure equality of access for all.

Identification and Provision

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice which may include differentiated teaching or extra support from teaching assistants or specialist staff. As each key stage has a Resource Base, there is a high level of expertise in ensuring that all pupils' needs are met through reasonable adjustments. The school, also, works closely with Achievement for All (AFA) and the staff has had training on and implemented structured conversations with parents, creating learning environments and strategies for differentiation. Parents are invited to "My Child Meetings" twice a year and these have been very successful with teachers listening to the views of parents and working collaboratively. Next year, there is to be additional AFA training for new staff members.

If the child does not respond and it is felt that his or her needs are additional or different from normal classroom practice, then the class teacher refers to the Graduated Response to SEND Support (WGRSS) document or EYGRSS (the early years' version) for help in assessing the category and level of need and shares concerns with the SENCO and CNRB Manager for advice. More teachers are now familiar with this document and are using it to help, assess and identify need and as a starting point for referrals and possible My Support Plans.

If the child requires further additional interventions, parents will be informed and encouraged to share information. All interventions are plotted on the school Provision Map. Most interventions last 6-10 weeks with an entry/exit criteria assessment. Regular meetings with the staff also help to ensure that the right children are identified and that the correct intervention is carried out that meets the needs of the children. The majority of children will have their needs met following the Assess, Plan, Do, Review Cycle and details of all the interventions used can be found on the school's SEND Information Report and the Pupil Premium Strategy. As there is a large cross over with PP and SEN pupils, the interventions used are in place to support both sets of children.

Next year, the Provision Map is to be enhanced and updated to ensure that the impact of interventions is evaluated and acted upon. The interventions will be developed with Phase Team Leaders taking a greater role in organising time tables and Phase Team TAs delivering the actual interventions. This will also benefit Pupil Premium children.

Upon completion of the interventions and in discussion with class teachers, support staff assistants, SENCOs, CNRB Manager and parents, it is decided whether the pupil needs additional provision over and above what the school would normally provide. If this is the case, parents will be advised and the child's name will be placed on the SEND register. At

this stage, one page profiles (years R/1) or Pupil Passports (years 2-6) are introduced, thus encouraging the class teachers to evaluate and readjust strategies and set measurable and achievable targets.

Last year, the SENCO and the CNRB Manager were asked to join a DART (Digital Assessment and Referral Tool) Pilot Scheme. This can be useful at this stage to assess needs further. The DART will make a series of recommendations for sources of support, which may be selected or be used to make a referral for further specialist support. This may also be used to open a CAF (Common Assessment Framework), which might be required if there are broader unmet needs aside from SEND. This requires a large amount of information, which makes referring a time consuming exercise. The governors are very grateful to both of them for making the time to complete this arduous task.

In addition, the school is fortunate in having the expertise of the Parent Support Adviser (PSA) and the Pastoral Manager to assist in this process. The PSA works with parents and advises how to access family or more personal support. The Pastoral Manager also works closely with outside agencies and the SEND Team to support provision for children.

If a child demonstrates significant or lifelong difficulties, the SENCOs, CNRB Manager together with the Head Teacher request a Statutory Education, Health and Care (EHC) Plan from the Local Authority. In Wiltshire, the EHC Plan is called an EHCP. Many children with statutory EHCPs are successfully included in mainstream classes with relevant support and additional resources as necessary.

Number of Children with SEN

This year, there are 55 children at SEN Support (15%), 30 with a Statutory EHC Plan (8%). This is a total of 85 children with SEND in the whole school which is approximately 25% of the children on roll. 36 of SEN pupils are also in receipt of Pupil Premium (PP) and the PP budget is used very creatively to impact on these pupils as strategies learnt as part of the PP Strategy have been cascaded throughout the school. It is also recognised that a child may be very able in some areas as well as being on the SEN Register and the school ensures that the talents of all pupils are celebrated and supported.

Deployment of Staff and Resources

There have been many new Teaching Assistants this year. Regular TA Meetings have created a good platform for information sharing and discussion. All of our highly skilled TAs work alongside the class teachers delivering specialised programmes and offering general classroom support. They are most effective in supporting SEND children. This is evidenced through observations, intervention programmes and progress against Pupil Passports/target sheets as appropriate. Their support is not only given in numeracy and literacy but also in catering for children with behavioural, social and emotional needs and for those with speech and language problems. This year has seen the introduction of

Intervention TAs. This has been very successful as it helped to ensure that ELSA (Emotional Literacy Support) sessions and Speech and Language Therapy sessions took place on a regular basis. Ongoing training is held on a needed basis for children with behavioural, medical, physical difficulties and a variety of special needs eg choke training, epilepsy, manual handling, Makaton etc. Several TAs have also attended SWAPP (Support in Wiltshire Autism Parent Progression) Courses alongside parents

Progress of Pupils with SEN

All the children who are currently receiving support are making progress and meeting their individual targets as set out in their Pupil Passports/Target Sheets. Interventions are becoming more clearly targeted and progress is monitored more closely in the Pupil Progress Meetings, which take place three times a year, and the SENCO Surgeries. New targets are set, taking into account recommendations from outside agency assessments, evidence of provision of additional support groups or interventions, the results of standardised reading scores and teacher assessments. Parents of SEND children know their targets and meet with the class teacher regularly.

It can be seen that the amalgamation of St Mary's Primary School to one site has resulted in a lot of extra work for all the SEND staff. The Governors are very appreciative and indebted to all the staff for their dedication and hard work.