

Governor's SEND REPORT for Academic Year 2018-2019

Governors: Margaret Hoyland and Janet Buck

At Marlborough St Mary's Primary School we provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

The SEND Policy for the school was written by the SENCO's 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, following the move into the new school building in September 2017, and is reviewed yearly. The next review is due in January 2020, 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 SENCO'S, CNRB Manager, SEND Governors (Janet Buck and Margaret Hoyland) and the Pupil Premium (PP) Champion (Toni Holford-Wright) have been evaluating the provision of SEND within the school using the format produced by the County. This exercise shows the areas within the provision that were well established and those which needs to be developed. Objectives from this document are used to formulate an Action Plan for 2019/20, which has been incorporated in 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 and sporting events, and are included in performances and assemblies. They go out to play with the whole school. Expectations for homework are exactly the same for SEN children, but differentiated work is given with signposts to support parents.

Identification and Provision

There is a culture of shared responsibility for the identification and progress of SEN pupils. 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 adjustments. The school, also works closely with Achievement for All (AFA) and in June 2019, successfully achieved the AFA Quality Mark Accreditation. The staff have 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 in Key Stage 1 and these have been

very successful with teachers listening to the views of parents and working collaboratively. Although KS2 did not hold My Child Meetings, they did meet with those parents that requested it on a regular basis and had informal contact at the start and end of each day which was an essential part of ongoing communication. It is expected that My Child Meetings will take place for both key stages in the next academic year.

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 (GRSS) 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. Teachers now use this document 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. 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 the PP and SEN pupils, the interventions used are in place to support both sets of children.

There is a new format for the Provision Map which teachers will be completing and will be developed with Phase Team Leaders taking a greater role in organizing time-tables and Phase Team TA's delivering the actual interventions. This will also benefit Pupil Premium Children.

Upon completion of the interventions and in discussion with class teachers, support staff assistance, SENCO's 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 re-adjust strategies and set measurable and achievable targets.

In addition, the school is fortunate in having the expertise of a Parent Support Adviser (PSA) and a Pastoral Manager to work 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 41 children with SEN Support, 29 with a Statutory EHC Plan. This is a total of 70 with SEND in the whole school which is approximately 18% of the total numbers of children on Roll (378). 25.9% of the total no. of children in school are 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 recognized 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 TA's work alongside the class teachers delivering specialised programmes and offering general classroom support. Effectiveness is evidenced through observations, intervention programmes and progress against Pupil Passports/Target Sheets as appropriate. Their support is widespread, involving numeracy and literacy, but also in catering for children with behavioral, social and emotional needs and those with speech and language problems. Intervention TA's were introduced last year and this has helped to ensure that ELSA (Emotional Literacy Support) sessions and Speech and Language Therapy sessions took place on a regular basis. Ongoing training is provided to ensure that TA's are equipped to assist in a variety of special needs, e.g. Choke Training, Epilepsy, Manual Handling, Makaton, Braille, etc. Several TA's 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 standardized reading scores and teacher assessments. Parents of SEND children know their targets and meet with the class teachers regularly.

It can be seen from this Report and the recent Ofsted grading as 'Good' in all areas, that as a new school, Marlborough St. Mary's has a team of dedicated staff. The Governors are very appreciative and indebted to them for their hard work.

