



SEN Report to Governors – date 14/11/16

School name: Tregoze Primary School

SENDCo: Tina Burbidge

The White Horse Federation (WHF) believes that every teacher is a teacher of every child – including those with special educational needs and/or disabilities. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. At WHF we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

The objectives of Tregoze Primary School's SEN policy are:

Our objectives are:

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for children with SEND and their families;
- to plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- to involve children and parents/carers in the identification and review of the targets set for individual children;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

The aim of the Governing Body is to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Principal or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;

- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs Code of Practice (2001) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus;
- In the school prospectus including the name of the person responsible for coordinating SEN provision in the school.

The Governing Body receive an annual report on SEN. There are also regular updates on progress of this group at Curriculum Committee meetings throughout the year.

Inclusion

At Tregoze we are inclusive and believe all children have the right to a balanced and broad based curriculum. Some support will be carried out within class; some will involve children taking part in short term interventions outside the class.

At Tregoze School we are passionate about ensuring all our pupils can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need.

We value all our pupils equally, irrespective of race, creed or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential) and to take on roles and responsibilities throughout the school, such as School Councillor, House Captain and Head boy/girl.

Definition of Special Educational Needs

A child or young person has Special Educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas.

These areas are:

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs.

(SEND Code of Practice, 2014. P97)

Yr	Number of children with EHCP/statement	Difficulties
FS	0	
Yr 1	0	
Yr 2	0	
Yr 3	1	SEMH
Yr 4	0	
Yr 5	1	Speech and language
Yr 6	1	ASD

Yr	Number of children with EHR	Difficulties
FS	0	
Yr 1	2	SEMH
Yr 2	0	
Yr 3	2	Speech and language, ASD
Yr 4	1	ASD
Yr 5	1	SEMH
Yr 6	0	

CPD:

The Governing Body is given a regular overview, by the SENCo, of in-service training for staff in relation to special educational needs. The SENCo is currently doing the National SENCO Award at Bath University.

Provision Mapping/Personalised Learning:

The school does not have any Specialist Resource Provision. Currently there are pupils with a range of SEND needs including autism, speech and language and medical needs.

All pupils identified as having SEN, an early help record or with a Education, Health and Care Plan (EHCP) have a provision map which is shared with parents and carers and reviewed regularly. In addition, children with an EHCP also have an Annual Review which is monitored by the Local Authority. They receive support in addition to the normal class support, depending upon their needs, as identified on the EHCP. This may involve Outside Agencies such as Speech and Language Therapy (SALT), Advisory Teachers for Specific Learning Difficulties and Educational Psychology Service.

The role played by the parents of pupils with special educational needs is essential to the well-being of their children within school. They are involved in all meetings relevant to the needs of their child and we rely on their expertise. Parents are kept informed through their child's Early Help Record and assist the reviewing of the targets.

External Agency support:

At Tregoze use is made of teachers and facilities from outside the school including links with support services for special educational needs. This is dependent upon the needs of the children. Currently we receive support from the Advisory Teachers for Autistic Spectrum Conditions, the educational psychologist, and the SEMH team. We also are supported by Speech and Language Therapy, Signal Box and Learning Support Mentors.

As a school we value the links we have with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.

Medical needs (including staff training updates):

Pupils with medical needs make up a very small percentage of the school currently. The school liaises with the school nurse regarding any specific resources required by pupils. The entire school staff undertake regular training updates in order to keep skills and changes in treatment consistent with current good practise.

Our most recent training was undertaken on 1/9/16.

Positive Handling Plans:

WE currently have one child with a positive handling plan

Progress and Attainment Summary:

Yr	Average APS attainment			% making Good Progress		
	SEN	EHR	EHCP	SEN	EHR	EHCP

FS	None identified					
Yr 1	5 Working below ARE			R – 0% W – 0% M – 0%		
Yr 2	2 Working below ARE			R – 0% W – 0% M – 0%		
Yr 3	6 Working below ARE 2 working at ARE			R – 25% W – 0% M – 12.5%	R-50% W-50% M-50%	R- 0% W-0% M-0%
Yr 4	4 Working below ARE 1 working at ARE			R – 20% W – 20% M – 20%	R- 100% W-100% M-100%	
Yr 5 (5)	3 Working below ARE		Working below ARE	R – 0% W – 33% M – 33%		R – 0% W – 0% M – 0%
Yr 6	3 Working below ARE 1 working at ARE		Working below ARE	R – 25% W – 25% M – 0%		R – 0% W – 0% M – 0%