



Even Swindon Primary School Annual Report to parents on the Implementation of the Special Educational Needs (SEN) policy and the Disability Equality Scheme

November 2020

Policies

The school's SEN policy is reviewed annually and should be read in conjunction with the SEN information report. Both of which can be found on the school website.

SENCo: Mrs Lucy Butcher
SEN Governor: Nigel Needs

Number of pupils with SEN

There are currently 93 pupils on the SEN Register

	Nov 2019
SEN support	71 (without reception)
EHCPs Statemented	22 (15 in SRP)

The profile of the current SEN cohort is shown below:

	Cognition and Learning	Communication and Interaction (including ASD diagnosis)	Social, emotional, mental health and wellbeing	Physical and/or Sensory
	%	%	%	%
Year 1 (7)		6 (3 SRP children) 85%	1 15%	
Year 2 (13)		10 (3 SRP children) 77%	3 23%	
Year 3 (24)	1 4%	12 (3 SRP children) 50%	9 38%	2 8%
Year 4 (21)	3 14%	7 (3 SRP children) 34%	8 38%	3 14%
Year 5 (13)	3 23%	7 54% (2 SRP children)	3 23%	
Year 6 (15)	6 %	3 % (1 SRP child)	3 %	3 %

Deployment of staff and resources

Children with a high level of SEN can have one to one support from a Teaching Assistant for specific lessons, interventions or individual teaching programmes. Mainstream classes have a higher level of additional adult support across the day if there is a high level of low-level SEN need in the class so those children can have more focussed small group input from both the class teacher and teaching assistant.

A specialist TA for emotional difficulties runs afternoon groups for children across the school and in the morning provides 1:1 support for specific children across the school.

The school have also bought in the TaMHs (targeted mental health service) service for half a day a week through Traded Services to work with children and their families.

Precision teaching books (for both literacy and maths) are purchased for individual work with those children suspected as having specific learning difficulties or that have had a visual stress screener.

Interventions

Interventions offered during the past year include:

- In class Support from Teaching Assistants
- 1:1 support for identified children
- Better Reading Partners (BRP),
- Fine motor skills and handwriting
- SPARKS program
- Speech and language groups
- Social groups
- Rainbow and Go Zone groups
- Phonics interventions
- Talk Boost
- Language for thinking
- Max's marvellous maths
- Nessy Reading and Spelling
- Toe by Toe phonics intervention
- Power of 2 1:1 maths intervention
- Precision teaching – times tables
- Precision Teaching –spelling
- Y6 Booster sessions for key skills
- Transition group (Y6 – Y7)
- The school has a fully trained Reading Recovery teacher providing the intervention in KS1. This is an intervention specifically for children between the ages of 5.5 and 6.5yrs.

Attendance

During the academic year 2019 - 2020, the whole school attendance figure was 95.2%. Pupils on the SEN register had an attendance rate of 93%, of which 5.18% was authorised and 1.82% was unauthorised.

Budget allocation

In 2018/19 the SEN budget allocation was used for:

- Deployment of staff including a Pastoral TA, a Higher Level Teaching assistant, a specialist mental health TA and 2 class based SEN TAs.
- Educational Psychologist assessment time

- TaMHS time with specific pupils
- Resources to support different SEN and intervention programmes across school.
- Access to online teaching program Nessy, supporting individuals with reading and spelling
- Resources to support children in class
- Monitoring of intervention programmes

Professional development

Specific SEND training is built into the school development plan. Staff have attended training sessions on autistic spectrum condition, ADHD, emotion coaching, dyslexia, signalong, medical needs training and behaviour management training. Two teaching assistants have also completed additional training to become emotional literacy support assistants (ELSAs). They run nurture group sessions at break time and lunch time and provide emotional support for pupils across the school on both an individual and group basis.

External agencies

Throughout the school year the following external agencies supported SEN pupils in the school:

- Educational Psychologist
- Speech and Language team
- School nurse
- Advisory Teachers for assistive technology
- Nylands Campus SEMH Outreach Team (for behaviour)
- Physical Disabilities Advisory Teacher
- TaMHs
- Occupational Therapy
- Social Communications and Interaction Difficulties Advisory Teacher
- Specific Learning Difficulties Advisory Teacher
- Hearing Impairment Advisory Teacher
- Visual impairment Advisory Teacher

Involvement of pupils in their SEN reviews

Where appropriate pupils with an EHCP contribute to the annual review process. Where they do not contribute directly at the meeting the children fill in a short questionnaire, use a picture choice board, or give an informal interview or presentation on film outlining how they feel they have done over the past year, what they have enjoyed and what they would like to improve on over the next year.

Parental Involvement

Parent/carers have regular termly contact with the SENCo/class teacher through structured conversation meetings, annual reviews as well as parent-teacher meetings each term. There is an open classroom door policy so parents can speak to their child's teacher at any time and the SENCo is always available for parents to book a meeting with.

The Team Around the Child (TAC) process offers a support network for SEND parents/carers where required.

Disability Duty

Date of last review of Disability Duty: October 2019

Next review: October 2021

Numbers of children with disability or medical needs

During 2019-2020 we had 17 pupils with medical needs which required a Medical Care Plan. The needs across the school are varied. All staff receive training annually from the school nurse to deal with these needs and key staff who come into regular contact with the child are listed on the Care Plan. All support staff received First Aid training in September 2020 and continue to do so annually.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

Even Swindon is an Inclusive school in which we act to ensure all pupils have equal access to the curriculum. Actions we take to ensure this include the provision of 1:1 support for pupils who require support for trips and activities such as swimming. We have a School Inclusion policy which was updated last year and will be reviewed in December 2020.

Parents and carers involvement in the provision for pupils with special educational needs and of those with disabilities and/or medical needs

Parents are actively encouraged to engage with education through opportunities to come into school, attend coffee mornings, parent workshops and parent consultation meetings. Parents have access to the school nurse to discuss any issues and the school's pastoral TA.