SEN Information Report  

December 2016

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Local Offer Contribution: www.st-wilfrids-burgesshill.w-sussex.sch.uk (local offer)

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:

Assess → Plan

Review → Do

All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy September 2012)

Assess: Through termly teacher assessment, all pupils including those with SEND have their attainment and progress carefully tracked through our whole school assessment recording tool. The SENCo will then identify vulnerable or lower attaining pupils who are being highlighted as those showing weak or no progress.

Plan: The SENCo and class teacher will work together to plan some targeted provision for these less able and/or SEND pupils. If the pupil is identified at SEN School support 2, then an ILP is put into place, with SMART targets which are reviewed termly. The class TA will then offer some
small group or 1-1 support for these pupils. Parents are informed of the additional support given to these pupils and will be given a copy of their ILP.

**Do:** Quality first teaching in the classroom to meet the needs of pupils with SEND. At Wave 2 and 3, specific interventions are delivered and evaluated by the teaching assistant under the direction of the class teacher.

**Review:** At the end of the intervention (normally 6-8 weeks) the teaching assistant will complete a record of impact sheet which the SENCo will monitor. If good progress has been made, the pupil will no longer need this particular intervention and will either come away from this support, or another type of intervention is offered.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

**SEN Needs:**

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

1. **Communication and interaction**

   If a pupil has difficulty in this area of SEND, the class teacher and SENCo will work together to plan some additional support for the pupil. The teacher and SENCo will identify a particular intervention (ie Narrative Therapy / School Start / Socially Speaking) which a trained teaching assistant will deliver. The SENCo may well then refer to our Speech and Language therapist for specialist advice and support.

2. **Cognition and learning**

   When a pupil is making slow progress in their learning and the class teacher has raised them as a concern, then the SENCo and class teacher will ensure that they are receiving some Wave 2 or 3 support in the classroom. This may take the form of TA in class support with Literacy and/or Numeracy or delivering a 1:1 intervention when the pupil is withdrawn from class. Interventions such as Toe-by-toe, Power of 2 and a Learning Mastery Folder are used across the school to help support and develop Literacy and Numeracy. If a pupil is on School Support 2 and has an ILP, then the class teacher under the direction of the SENCo identifies up to 3 SMART targets during the term for the pupil to achieve with the support put in place.

3. **Social, emotional and mental health**

   Here at St Wilfrid’s we have a Learning Mentor who provides regular support for identified children with SEMH needs. Children are offered some 1-1 mentoring following a referral from the class teacher or SENCo. We can also involve agencies such as the Social Communication team, Time 4 Children or Think Family to offer support for families. If a pupil is showing some significant SEMH needs, then the SENCo can refer to Social Communication Team, CAHMS or the Child Development Centre through the School Nurse.

4. **Sensory and/or physical needs**

   Any pupils with sensory or physical needs can be supported through agencies such as Occupational Therapy or Physiotherapy. The school SENCo can refer pupils directly to OT.
or via the School Nursing team. Any child with a hearing or visual impairment may receive support from these VI/Hi advisory teams through a referral via the School Nursing team.

(Reference: SEN Policy - September 2014)

As of November 2016, we have 50 children or young people identified as SEN Support or have a Statement or EHCP in place. We currently have 7 children with SSEN/EHCP and two pending draft plan. This equates to approximately 11% of the school population.

We have internal processes for monitoring quality of provision and assessment of need. These include an initial Nature of Concern form which is completed by the class teacher and shared with the SENCo. The child’s progress and development is then monitored. If the pupil continues to make little progress or exhibiting other SEND concerns, the SENCo will then decide to add the pupil onto the SEND register at SEN Support 1. Frequent meetings between SENCO and the class teacher will be organised to ensure that the pupil is receiving some additional support at Wave 2 or 3. If the pupil needs some additional involvement with an outside agency (EPS, LIAT, Social Communication team or SALT) then the SENCo will escalate the pupil to SEN Support 2 when an ILP will be written. The child will remain on School Support 2 and receive some targeted Wave 3 provision either in a small group or 1–1. Recommendations from the outside agency will be implemented and impact measure over at least 2 terms. In this time if the pupil continues to make very little progress or their needs increase, then the SENCo will begin to consider whether they would meet criteria for an Education Health Care Plan.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

<table>
<thead>
<tr>
<th>Action/Event</th>
<th>Who’s involved</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing the ILP</td>
<td>Teacher / TA / pupil / parent</td>
<td>Termly</td>
</tr>
<tr>
<td>Individual pupil meetings</td>
<td>SENCo / teacher / parent</td>
<td>As appropriate</td>
</tr>
<tr>
<td>Parent consultations</td>
<td>SENCo / parent</td>
<td>Termly</td>
</tr>
</tbody>
</table>

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

<table>
<thead>
<tr>
<th>Initials of person</th>
<th>Area of expertise</th>
<th>Level (as per p58 of SEN Code of Practice 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Fowles / Kerry Osborne &amp; Natalia James</td>
<td>Autistic Spectrum Disorder / communication and language difficulties</td>
<td>These staff members have attended various training on ASD and are supporting ASC pupils</td>
</tr>
<tr>
<td>Rachel Roberts</td>
<td>Dyslexia</td>
<td>Foundation certificate in Supporting Pupils with Dyslexia (Institute of Education London)</td>
</tr>
<tr>
<td>Sara Nash / Donna Wakeford</td>
<td>Social Emotional &amp; Mental Health / Physical and Sensory</td>
<td>Completed the learning mentor training / attended a training module on Jump</td>
</tr>
</tbody>
</table>
We have put in additional training into Autism awareness for particular members of staff. This has included a 7 week twilight course delivered by Social Communication team which a teaching assistant completed as she works with a Foundation pupil with ASD. Another TA has been involved with the Early Bird Plus parent programme who also supported a pupil with ASD. We also involved the Social Communication team to deliver a whole staff INSET on supporting ASC learners and we have strong working links with a local special school Woodlands Meed where we are working with an outreach advisor supporting us with our ASC pupils.

### Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and is prepared for adulthood from the earliest possible age.

Our SENCo is responsible for deploying all support staff across the school. TAs are deployed according to their strengths and children’s needs within each cohort. We have a number of highly skilled TAs who are responsible for delivering Literacy and Numeracy interventions across the school. These include Narrative Therapy, Jump Ahead, Toe by Toe, Power of 2 and Learning Mastery Folders as well as personalised Speech and Language provision. We now have a number of TAs experienced in supporting ASC, as our profile in this area increases.

### Finance (optional, but supports aspects of accountability and transparency)

Our notional SEND budget for this year is £160,872.97 and expenditure breakdown so far this financial year is as follows:

- **Support staff (additional to quality first provision) = £243,000**
- **Commissioned external services = £ (amount across which services) SaLT £1,260, Ed Psych 180.00 - Interpreting 103.00 - Your Space Therapies 230.00 TOTAL: £1,773**
- **Additional teaching resources = £ (amount plus what was purchased) 322.50**
- **Training =£347.50**
- **Plus any other expense = travel to SEND courses/ conferences £100.**

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Additional support from outside agencies to further enhance provision for SEND pupils
- Staff members feeling supported and better resourced (particularly developing a strong partnership with the Speech and Language Therapist).
Challenges

Challenges for our school have included children who display persistent disruptive behaviour which have led to some exclusion. Despite some highly skilled members of staff who support these challenging pupils, we continue to face the challenge of integrating them into the mainstream setting. Other challenges include meeting the needs of some high level ASC pupils and ensuring that they make progress, both academically, socially and emotionally.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include continuous quality training for all staff in meeting the needs of SEND pupils. We will be further developing the quality provision for SEND pupils through regular assessment monitoring and whole school provision mapping, reviewing Individual Learning Plans and setting SMART targets termly as well as developing positive partnerships with key stakeholders including parents to ensure co-production.

As our numbers of pupils with ASD increases, we aim to further our knowledge and expertise in this area to ensure these pupils are receiving the best quality provision.

Relevant school policies underpinning this SEN Information Report include:

Special Educational Needs
Teaching for Learning
Equality
Pupil Premium

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: July 2015

Updated December 2016