

Annual Report to Parents on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme Academic Year 2017 - 2018

Governing bodies have a statutory requirement to ensure that the school's SEN policy is subject to regular monitoring, evaluation and review and is made available to all parents. Closely linked to this policy is the school's Disability Equality Scheme which sets out how the school intends to promote equalities for pupils, and other school users, with disabilities.

Schools have a duty to report annually to all parents on the provision for SEN and implementation of their disability equality scheme.

Children with special educational needs have learning difficulties or disabilities that make it more challenging for them to learn compared with most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN. So increasingly, step-by-step, support at School Action and access to specialist expertise at School Action Plus can help overcome the difficulties that a child may have. If further support is required the school may undertake a statutory assessment of special needs, which may result in a Statement of SEN being issued to the child.

Flakefleet Primary School's Special Education Provision

- The vision and aim of this school firmly puts all children and their individual needs at the heart of all that it strives to achieve. This school aims to be as inclusive as possible. To that end, the governors seek to make, where reasonably possible, arrangements and resources available to meet the needs of children with SEN and those with none. This is delegated to the Head teacher and Special Educational Needs coordinators.
- The Special Education Needs Coordinator responsibility is shared between three members of staff. Mrs Clayton oversees all aspects of SEND and is SENCO lead for KS2. Mrs Jagger is KS1 SENCO and Mrs Rawlinson oversees all aspects of speech and language. Mrs Joanne Spencer is the nominated governor for SEND.
- Provision for children is carefully matched to their needs identified through assessment, dialogue with class teacher and observation. Provision is closely linked to the targets which appear on an IEP and provision takes a range of forms e.g., group work, specific resources or intervention with outside agencies. This is explained more clearly in the policy. SENCOs and class teachers carefully monitor the provision to ensure that these impact effectively on learning and /or development.
- All new children admitted to the school will be assessed within their first few weeks so that all needs continued to be identified early. All children's information from prior settings is gathered and, where necessary, extra

communication is made with the previous setting to ensure transition and transferal of key information. All children in FS will be assessed through year group assessments and by the Language Tree to assess their speech and language needs.

- The school seeks to meet the needs of the majority of children who present with SEN. Expertise mainly lies with supporting children with SpLD e.g. Dyslexia, GLD e.g. global delay and Speech and Language needs e.g. ASC.
- As the school is a relatively new building, there are no access issues present with the school having no steps and being on one level. There are three disabled access bathrooms and one shower room.

Identification, assessment and provision

- The school receives funding which reflects the SEND and other needs of the population of the school. Specific children are in receipt of funding to meet their particular needs. The majority of funding is used to recruit, train and deploy staff to best meet the needs of the children. Money is also used to supplement the core service offered by external agencies, e.g. Educational Psychology to buy in more of these types of services. Funding is also used to continuously develop the broad range of resources such as dyslexia- friendly materials and detailed assessment kits for a wide range of needs especially the use of IDL (Indirect Dyslexia Learning)
- All children are regularly monitored to ensure that they are making progress through the KLIPS and PIVATS target system.
- Those children for whom there is concern are then followed up by the SENCO in conjunction with parents and class teachers – an Assess, Plan, Do, Review schedule is set up and acted upon by class teachers. If progress has been minimal then the class teacher will identify the child's needs and draw up an action plan (IEP).
- IEPs are written and reviewed regularly with SMART targets and focus on the targets which will have the greatest impact on the pupil's development.
- SENCOs ensure that planning is differentiated to meet all needs as is reasonably possible. Staff employ a wide range of approaches and strategies to include all children and ensure the curriculum is accessible for those in their care. The school has an ethos which ensures that activities are inclusive and realistic for all children to meet with appropriate success.
- The governors evaluate the success of the education of pupils with SEN in range of different ways. Mrs Spencer works closely with the SENCOs to understand current issues, observe a range of practice, ask challenging questions and review a range of data to ensure that the children identified make appropriate rates of progress in line with non- SEN children.
- Any complaints about the provision for SEN children follow the procedures set down in the school complaints procedure.
- During the past year the SEN population has been around 24% of the whole school population. We have experienced a significant increase in children being recommended for Educational Psychology assessments for special educational needs compared with previous academic years, especially in the early years.
- Progress of all pupils with SEN is monitored carefully with the Standards and Effectiveness committee. Regular pupil progress meetings are held and interventions and APDR cycles put in place for those children who are not progressing or achieving.

- The school emphasises the importance of progress for SEN pupils rather than attainment as this demonstrates more accurately the hard work of the children and their teachers and carers.

School's staffing and policy and partnership with bodies beyond the school.

- The school employs a full time LSA for each class as well as staff to meet the 1:1 needs of pupils who have attracted additional resources and those who have not.
- Support staff have also been appointed to meet the needs of groups of pupils such as those who attract pupil premium funding. Staff are carefully deployed to ensure that individual, group, academic and social needs are met to the best of the school's ability.
- LSA's are deployed by SMT in consultation with SENCOs and class teachers, mindful of the specific needs of individuals, groups and cohorts.
- The whole school budget supports the staffing structure as well as the resources needed to ensure that teaching and learning is adapted to accommodate the wide variety of learners who coexist in our community. These aspects of provision are reviewed continuously.
- The governors are aware of the training that staff receive through the Headteacher's termly report to governors. Mrs Spencer also enquires about the training that staff receive.

Staff Development

- SENCO cluster meetings to share experiences and best practice, coordinated by teachers in the Fleetwood cluster
 - In-house training for LSA's including performance management
 - Eleanor Hick cluster courses for Lancashire teachers
 - Networking with other SENCOs for advice and support
 - SEN staff meeting times, for all staff; teaching and support focusing on specific needs of the school
 - NQT induction including time set aside to ensure good understanding of systems and procedures. Support with identifying needs and setting up appropriate plans
 - Regular monitoring of IEPs and liaison with staff from SENCOs to provide advice and support
- The school works with a wide variety of agencies supplied by the borough across educational, health and social services. The school also buys in extra support where necessary from these services to ensure that needs are met.
 - For the most complex needs, school also holds regular TAF meetings to coordinate the range of agencies involved.

External Agencies the school works with:

- Speech and Language Therapists
- Physical Disabilities Teacher
- Specific Learning Difficulties Teacher
- Educational Psychologist
- Health Visitor

- Parent Partnership
 - Primary Behaviour Support Team
 - School Nurse
 - Targeted Mental Health Support
 - Paediatricians
 - In house family support services
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- School works closely with parents to understand the whole child and their needs. Where SEN is most successfully met, parents and staff work very closely together.
 - Where relevant, feeder schools contact the SENCO to enquire about SEN. All files are transferred to the relevant schools and in certain cases special arrangements are made to ensure smooth transition. Children participate in the visit days to secondary schools and SENCO and staff liaise with Secondary Staff as appropriate.