

# Box CE VC Primary School

## SEND Governor's Annual Report

### June 2019

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#### Purpose

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on special educational needs.

At Box Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually - most recently in May 2019.

The Special Educational Needs Co-ordinator (SENCo) is Miss Williams and the named Governor for SEND is Mr Gary Dutton.

#### Number of Children with SEN

In the academic year 2018/2019 there are 14 children identified as having SENDs, which is 9.0% of children on roll.

These consist of:

- 13 pupils with a Box Primary School Individual Education Plan (IEP)
- 1 pupil with an Education Health and Care Plan (EHCP)

#### Progress of Pupils with SEN

All of the children who are currently receiving SEND support have made progress and they are meeting the individual targets set out in their Box Primary School Individual Plans. We know this as every term the progress of children with SEND is reviewed and new targets are set for the next term. Progress is measured using data and results from class room assessments to populate the Wiltshire Tracker and the school mini-tracker where teachers measure each child's progress against the curriculum objectives. The school has introduced a monitoring system whereby every intervention has a tracking sheet that can measure the impact of that specific intervention rather than measuring the overall child's level.

- As at the end of term 4 the pupils have been measured as making the following progress against their end of year goals

SEN	13 children (including EHCP) (Excluding 1 reception)	Reading		Writing		Maths	
		No. of chn	%	No. of chn	%	No. of chn	%
Attainment	Working towards	8	62%	10	77%	10	77%
	Expected +	5	38%	3	23%	3	23%
	Exceeding	2	13%	0	0%	0	0%
Progress	Less than expected (<2)	4	31%	4	31%	3	23%
	Positive	13	100%	13	100%	13	100%

	Good (2+)	9	69%	9	69%	10	77%
	Excellent (2.4+)	5	38%	6	46%	3	23%

All children who have participated in an intervention programme have made progress although some may still be below national expectations for attainment.

## Attendance

The attendance of the SEN pupils is 96.38%

The whole school pupil attendance is 97.26% (without SEN 97.30%)

There have been no exclusions of SEN pupils in this academic year.

## Budget Allocation

Staffing (including cost of SENCo, TA support for interventions, covering courses) **£49,699**

Staff training **£1,270**

**Total £50,969**

Courses:

- Corsham Multi Agency Partnership
- Safeguarding Training
- Emotional Literacy Support Assistant
- Attachment Disorder Training
- Dyscalculia Training

## Deployment of Staff and Resources

We currently have 8 teaching assistants employed at Box Primary School. Each teaching assistant works with individual pupils or a small group of pupils, following specific intervention programmes which they specialise in, as well as in-class support.

All teaching assistants receive appropriate training and resources.

The SENCo's main task is to oversee, coordinate and monitor SEN provision throughout the school. The SENCo liaises with outside agencies and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND policy. The deputy head meets the teaching staff at the start of each term to discuss pupil progress and the impact of intervention programmes from the previous term and any changes needed. The SENCo meets regularly with the deputy head and head teacher to review in detail any pupils who may need additional support and to think about ways to support them further.

## Intervention programmes completed this academic year

This year we have organised many different intervention programmes. These are listed below:

- Speech and Language support
- ELSA
- ALERT
- SPARK – fine and gross motor skills
- Write from the Start

- Handwriting
- No nonsense spelling
- Wesford
- High Frequency Words Booster
- Numeracy Boosters
- English and Grammar Boosters
- Phonics Booster
- Comprehension Booster
- 1-2-1 Reading
- Success@arithmetic

## SEN Resources

This year we have extended our SEN resources to include:

- Success@arithmetic

## External Agencies

This year to date we have worked with the Educational Psychologist, Speech and Language Service, and Specialist SEN Service (SSENS).

We have also accessed support and advice through the Wiltshire Multi- Agency Forum (MAF) which meets 3 times a year and the SENCo cluster meetings which meet 3 times a year. We have also received support from the Educational Psychologist, the Wiltshire CAF team (Common Assessment Framework) and from the SEND Services who are based in County Hall.

## Transition

The SENCo and the Year 6 teacher attend a transition meeting with The Corsham School. For children attending other secondary schools, all relevant SEND information is passed on. The SENCo has organised for additional visits for some pupils as part of their transition into secondary school. The reception teacher meets with the pre-schools to receive relevant information regarding children joining in September so that provision can continue where required.

## Staff Development

Teachers have attended SEND staff meetings including:

- New outside agency referral systems;
- School SEN register update;
- School provision maps update

Other courses attended by staff (Teachers or TAs) include:

- ELSA supervision;
- Attachment Disorder and what you can really do everyday (Rowdeford);
- 3 x training sessions for Success@arithmetic

TAs are kept up to date with the training in their specialist areas. New interventions are being provided to target changing needs within the school (greater increase in social emotional needs). Teaching staff subject knowledge around SEN continues to grow enabling early identification of needs and specific planning of interventions.

### **Medical Needs**

We currently have a number of children in school with a specific medical need.

Our School Health Policy can be viewed on our school website.

### **Disability Duty- Accessibility and Future plans**

Our Accessibility Policy can be viewed below and is on our school website.

### Box CE VC Primary School - Accessibility Plan

	Task	Lead	Timeframe	Success Criteria	Monitoring and Evaluation
<b>Short term</b>	<ol style="list-style-type: none"> <li>1. To put handrails by the steps in the school garden</li> <li>2. To improve signage internally and externally around the school, including the car park.</li> <li>3. To make change signage to ensure we have a unisex toilet e.g. disabled toilet and staff toilets in main building</li> <li>4. To replace blinds in the classrooms in the extension and the headteacher's office</li> </ol>	JF Policy and Curriculum Committee	Completed	<ol style="list-style-type: none"> <li>1. The steps in the school garden are safer for everyone to use</li> <li>2. Signage around the school has improved</li> <li>3. A unisex toilet is available for staff and visitors to use</li> <li>4. Blinds in classrooms and the h/t's office enable all children to see whiteboards etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. All steps of more than three steps in the school garden have a handrail</li> <li>2. Signage in the school carpark has been replaced so that the entrance and exit is clear</li> <li>3. Unisex signs are in place on staff/visitor toilets</li> <li>4. Blinds have been installed in classrooms and headteacher's office</li> </ol>
<b>Medium Term</b>	<ol style="list-style-type: none"> <li>1. Level ramped access to the old entrance and at least one additional exit</li> <li>2. Classroom sinks fitted with lever operated mixer taps</li> <li>3. Door knobs replaced with lever handles</li> </ol>	JF Policy and Curriculum Committee	Completed	<ol style="list-style-type: none"> <li>1. There is easier disabled access to the school</li> <li>2.</li> <li>3. Taps and doors can be operated easily by all children</li> </ol>	<p>The gradient of the car park and the position of the railing means that this is not possible and disabled access is through the double doors by the extension.</p> <p>The taps in Ash Class have been replaced with lever taps. There are lever taps in the group room and disabled toilet.</p> <p>All new doors have lever handles, the only ones that don't are original doors in the main part of the school</p>
<b>Long Term</b>	<ol style="list-style-type: none"> <li>1. Re tarmac the car park and make a designated disabled bay and a pedestrian route marked</li> <li>2. Consider the installation of a hearing induction loop</li> <li>3. Consider the installation of a platform lift in the main building on the stairs leading down to the toilets</li> </ol>	JF Policy and Curriculum Committee	Completed	<ol style="list-style-type: none"> <li>1. The surface of the car park is even with bays and pedestrian routes clearly labelled</li> <li>2. The benefits/use v cost of an induction loop and platform lift have been considered</li> </ol>	<p>Completed – Aug 2017</p> <p>No longer applicable - The school has a sound system in the hall that has been lent the hearing support service, who are then providing a different model on permanent loan at the end of term 6 2018/19. Funds have been allocated in the budget to replace it if it doesn't work as well as the old one.</p>