

SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEN) 2017/18

Whilst the general aim of the school is to assist all children in learning, to identify and meet their personal needs, it is recognised that some children will require extra support to achieve this.

The aims of the special educational needs or disabilities policy are as follows:

- to identify children with special educational needs and disabilities and ensure that their needs are met
- to enable these children to reach their full potential and be included fully in their school community
- to maintain effective communication between parents and the school to ensure parents are informed of their child's special needs and provision
- to promote an effective partnership between the school and outside agencies.
- to seek and take into account the views of the children

The variety of children's needs shall be met through flexible and varied provision. Such provision will enable children with SEN and disabilities, at any stage, to have the same opportunities of access to the full curriculum, with modification and support as necessary, and to all facilities and activities as those children not experiencing SEND

Mrs Tamsin Corline has responsibility for Special Educational Needs and Disabilities (SEND) from September 2017.

Mrs Angie Baldwin is the governor with responsibility for SEND.

The Governing Body agrees with the LEA admissions criteria which does not discriminate against children with SEND and its admission policy has due regard for the guidance in the SEN Code of Practice.

Parents will be informed of any concerns and will be involved in the setting and review of any individual education plans (IEP).

The school is committed to the early identification of SEND and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice January 2015.

When a class teacher or SENCO, along with the child's parents, identifies a child who may need additional support, the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies and recorded on a Group Education Plan (GEP)

SEND Support: This occurs when intervention does not enable the child to make satisfactory progress. Therefore the SENCO and class teacher, in consultation with parents, ask for advice or support by external services. Additional or different strategies to those at class action are put in place.

School request for a Statutory Assessment for an Education, Health and Care Plan: This is made when a child has demonstrated significant cause for concern.

Education, Health and Care Plan: This will be required when a child has multiple, complex needs that cannot be reasonably provided for within the resources normally available to the school.

The LEA will instigate multi-disciplinary assessments.

Total number of children on roll 17/18	173	
Number of children with SEND 17/18	25	15%
Number of children with an Education, Health and Care Plan (formerly statement of Special Educational Needs and Disabilities).	7	5%
Total money for EHCP children above £6K		£28,664
Total spent on TA cover for EHCP children		£100,211
Amount of inclusion budget used for EHCP children		£71,547
Performance of SEN children	2017/18	
% of SEN children making expected levels progress in reading (5 or more steps)	82%	
% of SEN children making expected progress in writing (5 or more steps)	75%	
% of SEN children making expected progress in Maths (5 or more steps)	86%	
% of SEN children within age expected level of attainment in reading	30%	
% of SEN children within age expected level of attainment in writing	23%	
% of SEN children within age expected level of attainment in maths	30%	

We have children with a high level of need especially those with an Education, Health and Care Plan who are working well below their age related expectations. The focus for the new SENDCo is to support teachers to ensure the increase in the level of progress for all children with special educational needs and disabilities.