

**Waycroft Academy**  
**Governors' Report**  
**Special Educational Needs**  
**2014/2015**

Policies

Waycroft Academy has a commitment to supporting all children to achieve the best they possibly can. The school SENCO for the academic year 2014/15 is Lisa Craig. The school SEN governor is Trish French.

The SEN policy is reviewed and updated yearly, initially by the Inclusion Committee, and then discussed and ratified by the full governing body. This year this has been written following the NASEN guidelines and is in line with the New Code of Practice 2014

Pupils with needs

During the academic year 2014/15 there were the following number of children at each of the stages of SEN

Stage	Number of Children
Statement of Educational Needs	3 Y5 Y5 Y2
Education Health Care Plan	2 Y5 YR
Top up funding but no statement or EHCP	1 Y2
SEN Support	32

2 children with Statements of Educational Needs will transfer to EHCPs next academic year as they are currently in Y5

We are waiting to hear whether a child with a physical disability will require an EHCP next year or whether the top up is sufficient

We will be applying for top up funding plus a possible EHCP for 2 more children next academic year (Y1 and YN)

39% of the children at SEN support and above are pupil premium. This is significantly higher than two years ago (19%) and also an increase on last year (31%).

Involvement of pupils

Pupils with SEN have regular opportunities to share their views on their progress and their areas to improve. This is shown formally through the annual review process, three times a year through the IEP cycle and as part of their end of year annual report. Children are encouraged to evaluate their learning and discuss this on a daily basis with adults in school. As a Rights Respecting School all children are expected to take responsibility for their own learning and behaviour.

Progress of pupils with SEN

Children with SEN are monitored in line with whole school policy and interventions are used to help 'close the gap'. The SENCo attends all pupil progress meetings throughout the year with each year group to discuss the progress made. The meetings also highlight any children who are in need of additional support so provision can be put in place.

### Budget

The school demonstrates its strong commitment to supporting children with SEN by the budget allocation to provide appropriate intervention and support. This year the school has been in the position to support a Reading Recovery Teacher, buy in some speech and language support, have an art therapist available for identified children all on top of trained TA led interventions and individualised learning support where necessary.

All of this additional provision is costed on a provision map and individual provision maps are produced for children with specific funding allocations.

### Deployment of staff

All of our TAs are trained to carry out specific interventions for children with SEN and/or those who need a little extra support

Interventions include:

- Better Reading Partners
- Inference training through the Reading Recovery scheme
- Partnership for Literacy
- Nessy
- Accelerread Accelerwrite
- Maths intervention groups
- Handwriting
- Reading comprehension groups
- Circle of Friends
- Speech and language support
- Language for learning
- Talking partners
- Better Move On
- Direct phonics

All TAs work as part of the Early Years and Foundation Stage, Key Stage 1, Lower Key Stage 2 or Upper Key Stage 2 teams and some TAs are allocated hours with named children according to need. There is a specific allocation of hours for pupil premium support alongside SEN intervention time.

### Exclusions

There have been one fixed term exclusion this year but no permanent exclusions in this academic year.

## External agencies

### Educational Psychology

The educational psychologist linked to the school has worked effectively with a child, family and staff this academic year. The EP has completed an individual consultation including a cognitive assessment at our request. We now have a new named EP which should maintain a high standard of support from this service in the future. Unfortunately due to a late start and long term bereavement leave, EP support has been limited this year and this has caused some frustration with our families.

### Autistic Spectrum Disorder Outreach Team

ASDOT continue to provide their service free of charge. Work with children has been informative and will support top up applications in the future. We have one child under this service at present supporting the school and family consider appropriate secondary school placements. Referrals are becoming harder to get accepted due to the increase in the number of children diagnosed as being on the autistic spectrum. For this reason school has joined their network group for regular up to date training and information.

### Speech and Language

Speech and language therapists have continued to come into school free of charge. They assess and advise TAs of the programmes to deliver. However, their criteria for support is changing and they will now only see children with a language disorder and not just a delay. Many of our children have been assessed outside of school following a referral from school and strategies have been shared with school.

We have now bought in some speech and language therapist time for a day a week across the MAT. To date this has allowed us to get very specific assessments completed for complex children, access additional services that were previously unknown to school and to set up programmes for TAs to work with children under the supervision of the trained therapist. This has enabled school to work more closely with families and ensure intervention is the best it can be. As this is relatively new impact of outcomes of work with children still need to be assessed. We are having one difficulty getting a named therapist for one child due to staffing shortages in the service.

### Early Help

Early help has worked with a few families over the past 18 months with many families having access to external mentoring, therapy, financial, housing, parenting and social worker support. Two families have been able to end their work with early help, one family is still looking at appropriate support and two families are getting support due to complex family circumstances not involving Waycroft pupils.

### Muscular Dystrophy Advisors

An advisor from this service has made an initial visit to support staff and to share information about the condition. For a while, we were unsure about the support available however we are now happy to have expert advice available as needed via email, at

meetings and to support referrals to other agencies. They will support us going through the EHCP process next year.

#### Cleft Pallet Team

The cleft pallet team has recently started work with our speech and language therapist. Staff are booked onto Makaton training to support communication for a child.

#### Physiotherapy

Our physiotherapist continues to provide on-going helpful advice and training for staff working with children with physical disabilities. She has reported good levels of progress by all of these children following programmes followed in school.

#### Occupational therapy

Occupational therapists continue to work well with school and children with significant needs. We are awaiting two responses to referrals.

#### Paediatricians

Paediatricians on a whole this year have been proactive when working with Waycroft to talk about specific children's needs. This has been a significant improvement in comparison to previous years and has meant we have heard about children's medical needs directly which is useful.

#### Hearing Impairment support

We have recently started to work with the hearing impairment service for one child. Initial meetings have been useful and further assessment has been agreed.

#### Clinical psychologists/Life nurses

We are receiving some excellent support from the psychology team for supporting a child with emotional needs. They are currently working with the child, family and staff to make sure we are all working on the same strategies. It is really useful that we are now all giving the same messages.

#### ASAT

The Autistic Spectrum Assessment Team continue to provide assessment for our children following paediatrician input. Getting a diagnosis is time consuming and the ongoing support has been mixed. School have been invited to a meeting challenging the results of assessment which was excellent practice and has really helped us to support the family explain the conclusions in a less stressful environment, although some members of the team have been extremely difficult to contact.

#### Claremont outreach team

Compulsory manual handling and risk assessment services have been provided effectively by Claremont.

#### Staff development

There have been a number of staff development opportunities in relation to supporting children with SEN and safeguarding.

- All staff have had safeguarding training level 1 and training is planned for 2<sup>nd</sup> November for new staff or to update current staff
- More people have been trained in the BRP reading intervention – we are awaiting the training list for 2015/16 to book places for additional BRPs
- All previously trained better reading partners have had an update session and are now benchmarking with increasing confidence
- Manual handling training for children with a disability has been completed by relevant staff and has been planned for September 2015 for new staff
- The SENCO has completed the National Award for SENCOs
- SENCO has attended top up panel training and took part in the November top up panels
- SENCO is attending city wide briefings as they come up relating to the new code of practice and Bristol procedures including one for the Early Years on the 8<sup>th</sup> July 2015
- SENCO runs the cluster groups where expertise is shared
- Two TAs completed the inference training through Reading Recovery
- Two TAs completed an Essential Counselling Course
- ASDOT Training held at St Anne's was shared with Waycroft staff at a staff meeting
- Makaton training has been booked for 4 members of staff in November 2015
- The SEN governor works in a specialist provision setting

Next year we are planning INSET training covering our key interventions and how to maximise impact as well as provide training to meet the needs of new pupils joining the school.

#### Other key developments

- A new SEND policy was implemented following the introduction of the new Code of Practice
- Two children have been given Education Health Care Plans under the new system detailed in the new Code of Practice. This has been a learning curve as the systems and timescales have changes as well as the fact the two children live in different counties.
- BRP is even more wide spread across the school with many great partnerships across the school including parents
- The SEN register has become an e-document to reflect on the ever changing needs of our children and highlights the minority groups, pupil premium children and where there are child protection records held. External agency meetings are recorded on the document but this needs to be relaunched again next year.
- The SEN room has been reorganised to allow the SENCO and reading recovery teacher to work effectively in the room at the same time with or without children – the room allocation still needs to be agreed next year due to having a new SENCO and a speech and language therapist

- SEN records have been reorganised to ensure documents can be found more easily – this system continues to be updated to improve efficiency and now includes files for Early Help cases and Children in Care.
- The monitoring cycle of IEPs has been changed to make sure they stay up to date and the SENCO is informed of changes more frequently in line with the new Code of Practice
- An intervention file is now held centrally with up to date interventions details, assessment results and impact evidence
- A summary of this information is available in our whole school provision map
- IEPs are more rigorous with links to agency advice and regular monitoring – these will be adjusted next academic year taking into account the new Education Health Care Plans
- Challenge Partners once again recognised the work done by staff to close the gap for children with additional needs. This is clearly evidenced in the intervention file, the Challenge Partners report and through the progress of the children. This is a real strength of many staff and as a school overall.
- The new reading recovery teacher has been proactive in updating and improving the reading experiences of all children in the school extending her work to support children in KS2 in a Reading Recovery style intervention
- Reading Recovery and Every Child Counts (term 1 only this year) continue to be effective interventions for our children in KS1
- Nessy is particularly useful for children with reading and spelling needs – we have trialled the online version this year however there are still a few glitches. We have reverted to the old programme for now until the issues have been rectified
- Separate pupil premium intervention time has allowed for a wider group of children to receive support specific to their needs, gaps in learning or have provided extended learning opportunities.