

Waycroft Academy
Governors' Report
Special Educational Needs
2013/2014

Policies

Waycroft Academy has a commitment to supporting all children to achieve the best they possibly can. The school SENCO for the academic year 2013/14 is Lisa Craig. The school SEN governors are Rebecca Bryce and Nicola Beaumont.

The SEN policy is reviewed and updated yearly, initially by the Inclusion Committee, and then discussed and ratified by the full governing body.

Pupils with needs

During the academic year 2013/14 there were the following number of children at each of the stages of SEN

Stage	Number of Children
Statement of Educational Needs	4
School Action Plus Enhanced	4
School Action Plus	11
School Action	29
Classroom Action (Pre Code of Practice where the school is monitoring the children but school action is not required)	57

31% of the children at school action and above are free school meals. This is significantly higher than last year (19%) and we are looking at a smaller number of children particularly at these levels.

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 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 and an Every Child Counts teacher 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
- 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.

Exclusions

There have been no fixed term or permanent exclusion in this academic year.

External agencies

Educational Psychology

The educational psychologist linked to the school has worked effectively with a range of children, families and staff this academic year. The EP has completed individual consultations at our request and attended annual review meetings to review progress.

Autistic Spectrum Disorder Outreach Team

ASDOT continue to provide their service free of charge. Work with three children has been informative and will support top up applications in the future. All of our pupils have been discharged from this service due to changes in the service.

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.

Staff development

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

- A large number of staff have had safeguarding training level 1
- More people have been trained in the BRP reading intervention
- All previously trained better reading partners have had an update session
- Some TAs completed manual handling training
- The SENCO has completed the National Award for SENCOs
- SENCO has attended top up panel training and took part in the May top up panels
- SENCO is attending a SEND briefing later this week for training on Bristol's SEN support and procedures

Other key developments

- BRP is even more wide spread across the school with many great partnerships across the school
- The SEN register has become an e-document to reflect on the ever changing needs of our children and highlights the minority groups, ever six children and where there are child protection records held. External agency meetings are recorded on the document.
- 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
- SEN records have been reorganised to ensure documents can be found more easily
- 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. Further changes to this process will happen in the 2015/15 academic year to reflect the new Code of Practice.
- An intervention file is now held centrally with up to date interventions details, assessment results and impact evidence

- IEPs are more rigorous with links to agency advice and regular monitoring
- 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
- Reading Recovery and Every Child Counts continue to be effective interventions for our children in KS1
- Timelines for meetings have been made more formal for the 2013/14 academic year to ensure provision for children with SEND meets the children's needs more closely
- Nessy is particularly useful for children with reading and spelling needs and the aim is to increase the use of this next year