

Waycroft Academy
Governors' Report
Special Educational Needs
2015/2016

Policies

Waycroft Academy has a commitment to supporting all children to achieve the best they possibly can. The school SENCO for the academic year 2015/16 is Laura Bagnall. The Inclusion Manager is Lisa Craig and the school SEN Governor is Gail Lynn.

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 2015.

Pupils with needs

During the academic year 2015/16 there were the following number of children at each of the stages of SEN

Stage	Number of Children
Statement of Educational Needs	3 Y6 Y6 Y3
Education Health Care Plan	2 Y6 Y1
Top up funding but no statement or EHCP	4 Y3 Y1 YN YN
SEN Support	47

2 children with Statements of Educational Needs have transferred to EHCP's as they are due to transfer to Secondary school (Y6, Y6)

We have applied for and were successful in getting top up funding for 3 children (Y1 YN YN). We have re-applied for funding for 2 children and were successful (Y3, Y3). We have applied for an EHCP for 2 children this year (Y1 and YN) however these were not successful.

6.11% of the children at SEN support and above are pupil premium. This is significantly lower than two years ago (19%) and also a large decrease from 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
- Nessy
- Maths intervention groups
- Handwriting practise
- Reading comprehension groups
- Speech and language support
- Language for learning
- Boost (Language)
- Number Time
- Maths interventions

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

External agencies

Educational Psychologist:

The Educational Psychologist linked to the school has worked effectively with a variety of children, family and staff this academic year. The EP has completed individual consultations including a cognitive assessment at our request. We will have a new EP assigned to our Multi Academy Trust in September.

Bristol Autism Team (Previously- Autistic Spectrum Disorder Outreach Team):

Bristol Autism Team continue to provide their service free of charge. We have received support from them for one child this year. This work has been very informative and will support our EHCP application for next academic year. Bristol Autism Team have changed the way they are working and for the next academic year, all Autistic children will be discussed with the team in term 1 and then support and provision will be put in place based on needs.

Speech and Language:

Speech and Language Therapists have come into school free of charge from the NHS to see particular individuals. When applicable, they have assessed and advised TAs on individualised programmes to deliver to our children.

This year, we have bought in Speech and Language Therapist time for one day a week. 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 support more children with their speech and language needs, in particular those children that do not meet the criteria for NHS speech and language.

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.

Cleft Pallet Team:

The Cleft Pallet Team has been working with 2 of our children throughout the year, alongside our speech and language therapist. Makaton training that some of our staff have

been on has been an effective additional strategy for communication with one of these children.

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. She regularly comes in to review and support the programmes in place.

Occupational therapy:

An Occupational Therapist has worked with one child in school. This service has been very stretched this year, and we are awaiting three responses to referrals for support in school.

Paediatricians:

It has been very useful having Paediatrician reports sent to us, so that we can hear about children's medical needs directly which has been very useful. Some parents have become very frustrated with the Paediatrician services after 1 paediatrician has left, which has made making appointments and getting support for some of our parents very hard. Waycroft have supported by making referrals and phone calls on parents behalf where applicable.

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 have given 4 diagnosis of Autism this year to our children.

Staff development:

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

- More people have been trained in the BRP reading intervention – we are awaiting the training list for 2016/17 to book places for additional BRPs.

- Manual handling training will occur for the SENCo and an additional TA in case of illness.
- The SENCO has completed the National Award for SENCOs.
- SENCO has attended top up panel training and took part in the June top up panels
- SENCO is attending city wide briefings as they come up relating to the new code of practice and Bristol procedures.
- SENCO attends cluster groups where expertise is shared.
- Two TAs completed Attachment training in response to two new children starting in the year.
- One TA completed Level 2 Autism course run by Bristol Autism Team.
- Makaton training has been completed by 4 members of staff in November 2015.
- One teacher is completing her advanced Makaton course.
- One TA will complete 7 half day Autism courses run by Bristol Autism Team between September and May 2016/2017.

Other key developments

- Two children have been given Education Health Care Plan conversions.
- BRP is even more wide spread across the school with many great partnerships across the school including parents.
- The Reading Recovery teacher now has her own room to allow her to work with children without disruptions from additional staff.
- Two lots of IEP scrutinies have taken place to ensure that targets are SMART and achievable by our children.
- Reading Recovery and Every Child Counts 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.