

SEN Policy Document (Statutory)

Document Name: SEN Implementation Report 2017-18

First Written Date: Annual

Review Date: September 2018

Reviewed By: All Staff

Ratified By Full Governors Date: September 2018

Next Review Date: September 2019

Document No: SENP003a



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At Bramhope Primary School, we believe that all children have the ability and desire to learn and achieve. For some children, their capacity to learn may be effected by different abilities and disabilities. Through our Special Educational Needs Policy, we strive to ensure enjoyment in learning, pride in inclusion and sensitivity to each child's individual needs.

It is the role of our Special Needs Coordinator [SENCo] to work with staff to ensure, wherever possible and practical, that we maximize the abilities of all pupils to provide equal access to the curriculum. Through regular Pupil Progress meetings, Pastoral Team meetings and regular discussions with class teachers we are able to identify children who may require additional support and work closely with the child, parents and all staff to establish effective interventions which hopefully will enable them to achieve.

As directed by the SEN Code of Practice we try to ensure early intervention and identification of any difficulties. This is not always possible as some barriers to learning are not clear or do not develop until a child is older.

Within school we use a large number of interventions to meet many differing needs, such as:

- Intervention groups to address needs in areas such as Maths, Literacy, Phonics, Social and Emotional Skills, and Managing Behaviour.
- Equipment to support different learning styles in all areas of the curriculum.
- Where funding is available, targeted support for individual children who required more specific, extended and focused intervention.
- The support of outside agencies to advise and direct the school and parents in the way forward for your child.
- We operate an open and transparent Special Needs Policy in which parents are involved in every stage of the process. We will always discuss any concerns we have and hope that all will feel comfortable and confident in approaching us.
- More detailed explanations of the SEN procedures can be found in the SEN policy.

October 2018



The following report is a summary of SEN for the academic year 2017-18

1. Profile of pupils with SEN

At the end of July 2018 there were **7 pupils** on the SEN register; this was approximately 3% of the school population. There was 1 pupil with an EHC plan.

The register is part of the Inclusion Register and it includes only those children with more complex needs.

SEN register in categories of need	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory / Physical
	2	3	1	1

Two pupils on the register have received a diagnosis of ASD (Autistic Spectrum Disorder). In addition, there is a Speech and Language Register and an Intervention Plus Register.

The Speech and Language Register had 23 children on it throughout the year: by July 2018, 12 children remain on it, approximately 4% of all pupils. These children will be reviewed through Cluster Speech and language sessions during 2018-19 and through NHS work.

The Intervention Plus Register includes children who need something in addition to the rest of their cohort, which is usually short term, in order for them to access the curriculum, reduce a gap in their learning or meet a specific need.

Throughout the year, there were 23 pupils on this register who were receiving various interventions. By July 2018, 17 remained approximately 6% of the school population.



2. Teaching and Learning

Additional Provision

The following interventions took place in school:

- Targeted phonics
- Precision spelling
- Lexia (computer based reading and spelling intervention)
- Speech and Language targeted intervention
- Targeted Numeracy
- Memory support
- Dyslexia support
- Nurture/Pastoral

3. Outside agency support

The following agencies have been involved with supporting pupils in the past year -

- Educational Psychologist
- Speech and Language Therapist
- TAMHS counselling
- SENIT
- Hearing Support Team
- Breakdown of Support

Agency	Number of children
Educational Psychologist	2 (including EHC work)
Speech and Language Therapy	19 (12 of whom are in YR and Y1)
SENIT	3
TaMHS	2

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All outside agency advice has been adhered to.

4. Staff Skills and CPD

Title / content of training and frequency	Outcomes / impact of training
SENCo training (3 days)	SENCo fully up to date with Leeds specific training.
BSquared Assessment & Target setting	SENCo attended. Staff meeting delivered to all teaching staff.
Lexia Training	Whole staff meeting with Lexia representative & SENCo plus Assistant Head update training
Cluster Educational Psychologist training for SENCos	Reviewed practice with regards to classroom inclusion/reduced timetables.
SaLT training for targeted support	Targeted Speech and language support is continued in school.

In addition to these, we have conducted whole school staff meetings to update SEN practices and review registers and interventions.

5. Funding arrangements

Two pupils currently receive top up funding. All monies received for top up funding is allocated to those children with complex needs.

In addition any resources that the complex needs children require are purchased in order to support them to achieve the best they can.

6. SEN Policy Update

The SEN policy will be updated in November 2018.