

SEN Policy Document (Statutory)

Document Name: SEN Implementation Report 2016-17

First Written Date: July 2017

Review Date: September 2018

Reviewed By: All Staff

Ratified By Full Governors Date: September 2017

Next Review Date: September 2018

Document No: SENP003



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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 affected 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 Educational 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 discussions, 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.

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The following report is a summary of SEN for the academic year 2016-17

1. Profile of pupils with SEN

There are 11 pupils on the SEN register; this is approximately 4% of the school population. There are currently no pupils with an EHC plan.

The number of pupils included on the SEN register has reduced this year. Reasons:

- A removal of those children in receipt of speech and language therapy in their early stages of school life. This is where speech is expected to develop but it is delayed.
- To include 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
		7	3	1

(Going forward, two SEMH children may be registered in Communication and Interaction instead).

In addition, there is a **Speech and Language Register** and an **Intervention Plus Register**.

The Speech and Language Register has 10 children on it, approximately 3 - 4% of all pupils.

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.

There are 9 pupils on this register, approximately 3% of the school population.

2. Teaching and Learning

Additional Provision

The following interventions take place in school:

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- Targeted phonics
- Precision spelling
- Lexia (computer based reading and spelling intervention)
- Speech and Language targeted intervention
- FFT Wave 3 Literacy
- Targeted Numeracy
- Memory support
- Dyslexia support
- Nurture

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	3
Speech and Language Therapy	9 (5 of whom are in YR and 3 in Y1)
SENIT	3
TaMHS	1

All outside agency advice has been adhered to.

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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. Following appointment of VF as SENCo, 1:1 training of key SENCo roles was delivered by SENIT.
Diagnostic Toolkit training	Staff able to conduct some initial assessments, when concerns arise.
FFI F Band Funding training	SENCo now fully up to date with FFI applications for F Band Funding
Team Teach Training	To support 1:1 work
Nurture Group Training	Will effectively support work in new Pastoral roles.
SaLT training for targeted support	Targeted Speech and language support is continued in school.
LEGO Training	Workshops attended on use of Lego Therapy; to be shared with staff.

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.

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6. SEN Policy Update

The SEN policy will be due for renewal in the next academic year.

July 2017