

Collaton St Mary Primary School
SEN Annual Report – 2019/20

1	How does the school identify children with special educational needs?	The identification of children with special educational needs will include one or several of the following: <ul style="list-style-type: none">- Liaison with the child's previous setting, other school or agencies involved- Class teacher's assessments- Concerns expressed by the parent- School and national assessments- Observations	
2	How many children in the school have special educational needs?	SEN support	EHCP
		29	9
3	How many children have met the exit criteria and no longer need that support?	All of the children are continually monitored to ensure that progress is being made. IEPs and observations are reviewed and discussed with parents. All of the children continue to need support to meet their individual needs.	
5	What types of special education needs does the school currently need to provide?	The school currently provides support for various types of special educational needs. At present these are as follows; <ul style="list-style-type: none">- Cognitive and learning- Social and Emotional- Physical- Communication and interaction- Behavioural	
6	How are pupils with SEN ensured access to the curriculum?	<p>At Collaton St Mary, we believe that all children have the right to access the full curriculum that is on offer. Our Christian Ethos supports this and is at the heart of all that we do. We have a great deal of experience in meeting a range of educational needs. All of our staff are clear on differentiation and ensure learning activities are matched to the needs of the children and allow progress to be made.</p> <p>As with all children, different needs are generally met throughout the day-to-day running of the classroom and the school, however some children will need additional support. This will be supplied as appropriate and could take the form of either adult or resource led. We are fortunate enough to have a dedicated pastoral room, community room and spaces for individual or small group work when needed. We have a number of skilled staff who are able to support the needs of our children and build their confidence through a range of different programmes matched to that of the child.</p>	
7	What are the targets and outcomes for children with special education needs (high level data only)	Targets are set on an individual basis. This takes into account the child's needs and may involve parents and outside agencies such as the educational psychologists. These targets are discussed with parents and pupils and placed on IEPs to ensure transparency for all adults working with the pupil.	
8	How is their progress monitored?	Progress is monitored in a variety of ways, these include: <ul style="list-style-type: none">- Observations by class teacher, SENDCo and Educational Psychologist- Interventions- Class data- IEP's- EHCP's (review meetings)	

		- GAP analysis																
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	<p>Children who are on the SEN register with either be closely monitored with support provided by adults within the class, some with have a behaviour plan, an IEP or and EHCP.</p> <p>All children are on a school provision map stating the area of need and the support that is in place. This is closely monitored</p>																
10	How are school resources deployed? <ul style="list-style-type: none">How many LSAsAny external supportEquipment and any adaptations	<p>Resources are deployed dependent on the individual needs of the children. Some children with the setting require 1:1 support; others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.</p> <p>We currently have 2 HLTA's and 8 LSA's who work alongside the class teachers and SENDCo to provide support for the children. HLTAs/LSAs are used to support 1:1 pupils and groups of pupils within the classroom setting.</p> <p>External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such at Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child's needs are fully met and any advice given taken on board.</p>																
11	Are there any budget/resource issues in terms of SEN provision?	<p>All Adult Support is budgeted within the school's annual budget setting process.</p> <p>Additional Resources can be purchased in accordance with the school's procedures or applied for through element 3 funding.</p>																
	What are the Targets and Outcomes	<p>KS1</p> <table><tr><td>Reading EXP</td><td>Writing EXP</td><td>Maths</td></tr><tr><td>50% (16% GD)</td><td>33% (16% GD)</td><td>33% (16% GD)</td></tr></table> <p>KS2</p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td><td>SPaG</td></tr><tr><td>Attainment</td><td>50%</td><td>50%</td><td>100%</td><td>50%</td></tr></table>	Reading EXP	Writing EXP	Maths	50% (16% GD)	33% (16% GD)	33% (16% GD)		Reading	Writing	Maths	SPaG	Attainment	50%	50%	100%	50%
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12	Describe the progress on any parts of the School Improvement Plan relating to SEN	<p>Improvements to SEN have been through staffing allocation and responsibilities. This will continue to be improved upon as we go into the next academic year.</p> <p>The implementation of the school's new curriculum benefits all pupils, where building upon prior knowledge is planned for – building long term memory.</p>																
13	When was the SEN policy last reviewed and when will it be reviewed next? <ul style="list-style-type: none">Who is involved in reviewing the policy?Does the policy reflect and meet needs of	<p>The SEN policy was last reviewed in February 2020 and will reviewed in January 2022. It has been has been adapted by the SENDCo, Headteacher and trust SEND lead in order to meet the needs of the pupils. The policy was then approved by Governors and directors of the trust.</p> <p>Pupils are supported when transferring to other schools</p>																

	<p>pupils</p> <ul style="list-style-type: none"> What does it say about supporting pupils in their transfer to and from other schools? 	through transition meetings and phonecalls.
14	Has the SENCO undertaken the necessary training?	The SENDCo attends all forums, LA meetings and trust SEND meetings and has the support of other SENDCos with the area and the trust.
15	Have the relevant staff members received appropriate training?	Staff have received training around the interventions that are in place at Collaton. They are informed of updates and given practical support from other staff members and outside agencies. Staff who work with specific children with specific or complex needs are fully trained to meet the needs of that individual child. This is reviewed regularly and any training requirements met.
16	Which external agencies and support agencies are the school working with and how well is this working?	We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.
17	What communication strategies are in place for parents/carers of children with SEN?	<p>As part of our ethos, we have an 'open door' policy in which parents are able to discuss any issues / concern or have questions answered as the occur.</p> <p>Alongside this we have official meeting times, these are as follows;</p> <ul style="list-style-type: none"> - Termly meetings to discuss IEP's - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings
18	What is going well?	<p>Individual needs are closely analysed and met</p> <p>SEN children are making progress</p> <p>Child / adult relationships are well matched</p> <p>Support from outside agencies</p> <p>Provision mapping</p>
19	What is going less well and needs to be improved?	SEND pupils reaching greater depth by the end of KS2