



SEN Report to Governors Autumn 2021

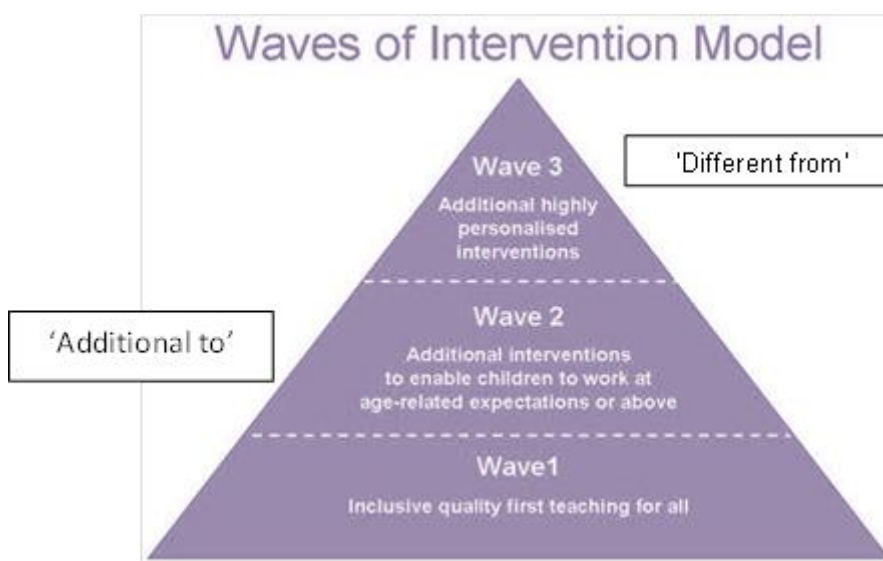


Dr Roberts met with the Headteacher (who is also SENCO) on Monday 20th September 2021.

Provision

Treales is a smaller than average Primary School with an average percentage of pupils with Special Educational Needs (15%). National average is 12.6%.

Profile of pupils



Level of Need	Number of children
Wave 2	5
Wave 3	1
EHCP Plan (Educational Health Care Plan)	2

School Support

Cognition and Learning

Wave	Support	Pupils
1	Quality First Teaching, differentiated curriculum planning, activities, increased visual aids, modelling etc, visual timetables, use of writing frames, access to a word processor, TA support in class, focused group work eg guided reading	All pupils where appropriate
2	Booster groups, TA support 1:1, additional keyboard skills, daily reading with TA/teacher	3 children



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3	Intense literacy or numeracy support, adapted catch-up programmes, additional phonics, additional individual reading, paired reading, memory skills training, peer tutoring	1 child
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Social, Emotional and Mental Health

Wave	Support	Pupils
1	Quality first teaching, whole school and class reward systems, whole school/class rules, whole school behaviour policy	All pupils where appropriate
2	Small group circle time, group reward system, support for unstructured times, social skills interventions, Lego Therapy	1 child
3	Individual counselling, individual reward system, anger management techniques, circle of friends/buddy systems	2 children

Speech, Language, Communication and Interaction

Wave	Support	Pupils
1	Quality first teaching, flexible teaching arrangements, structured class and school routines, differentiated curriculum delivery, alternative recording methods, increased visual aids, visual timetables, use of symbols, talking partners	All pupils where appropriate
2	In class support from the TA with a focus on supporting speech and language, additional use of IT to support the curriculum, talk boost	4 children
3	SALT support, support for alternative forms of communication Visual organiser, IT – writing symbols	3 children

Sensory and Physical

Wave	Support	Pupils
1	Quality first teaching, flexible teaching arrangements, teacher awareness of S and P impairment, availability of resources	All pupils where appropriate
2	Additional keyboard skills, additional handwriting practice, access to equipment eg writing slopes	1 child
3	Motor skills programme for small group, individual support in class during PE, physiotherapy programme, access to IT	1 child



Progress of SEN children

Year Group	Number of children	Progress in reading	Progress in writing	Progress in maths
R				
1	3	2	2	2
2				
3				
4	2	1	0	1
5	2	1	1	1
6	1	1	1	1
%		63%	50%	63%

Measures in place to support children not making progress

- In classes with a high proportion of SEN children, more TA hours are allocated and additional TA hours have been used for interventions
- White Rose maths introduced for fluency skills to then build in to reasoning skills
- Bug Club introduced to support reading and phonics during school closure and to support remote learning
- Year 5 and 6 taking part in the Fantastic Book Awards to raise the profile of reading
- More time allocated in the school timetable for core subjects
- Interventions revised and improved

How we demonstrate our ambition for all children with SEND

- SEND children are involved in teams
- SEND children have roles in school eg prefect, school council, worship team
- We ensure early identification of possible SEND
- We ensure small steps are celebrated

Early Identification

- SEND identified by member of staff who speaks to SENCO (HT). This identifies children who are stalling or regressing, particularly at data collection points.
- Individual concerns raised at staff meetings/pupil progress meetings
- SENCO in school full time and available to hear concerns



How we develop and adapt our curriculum so that it is coherently sequenced to all pupils' needs

- Ensure children have real life experiences eg trips and roles in school
- SEND children have differentiated activities in which they are able to succeed but also challenged.
- IN EYFS and KS1 children are given opportunities through continuous provision to experience learning themselves and are given practical ways to achieve their targets.
- Vocabulary enriched curriculum
- Visual timetables used where necessary alongside now and next charts
- Working walls used for children to refer back to

How we involve parents, carers and professional services

- Regular meetings through CAFs/ TAFs and EHCP reviews
- ISP's sent home and parents invited to book a meeting with the SENCO/HT.
- School but in Specialist Support Teachers
- School is part of an Educational Psychologist Cluster with other schools, gaining expertise advice from other SENCOs.
- Use of Seesaw for parents to be able to contact class teachers directly and privately.
- SEND parents on the 'Treales Friends' group.
- SEND parental involvement in One Page Profiles

How well our SEND pupils are prepared for High School and next steps in their education

- We ensure any children with SEND who are moving to High School have either extra transition days or extra visits from their new school.
- We encourage all children with SEND to attend school trips and when possible, residential activities.
- Children have the opportunity in Year 5/6 to attend 'bikeability' and Reception/Year 1 take part in a road safety scheme.
- Our ISP's are targeted life skills to use in the future out of school eg telling the time
- Our curriculum supports healthy living and eating and parents are encouraged to join in at home. KS1 has a variety of fruit available.
- A Relationship and Sex Education Programme is in place and parents have been consulted
- Newsround and First News are used within school to keep up to date with current topics



How we have made effective and appropriate safeguarding arrangements that reflect the additional vulnerabilities of our children

- We ensure that any incidents regarding children with SEND are recorded on CPOMS
- We liaise with external agencies if such safeguarding issues arise
- We recognise that SEND pupils may be more vulnerable and so, as a school, are more vigilant

Annual reviews/EHC Plans

- Two children with an EHC plan

External agencies

- 5 children working with SALT (Speech and Language Therapy).
- Educational Psychologist contacted regarding support for a child in and recommendations given.

Resources purchased

- Dyslexia friendly dictionaries
- Mnemonics to support spelling
- Maths key skills cards
- Coloured overlays to support those with reading difficulties
- A range of renewals for IT support programmes including Maths Plus 1, NESSY and Cogmed.

Interventions

- Run by a range of members of staff and volunteers
- Nessy, Cogmed and Plus 1
- Maths interventions to deepen understanding of basic skills
- 1-1 reading for targeted children
- Handwriting interventions

Staff skills

- Termly pupil progress meeting to discuss interventions, impact and progress of SEN children
- Termly Individual Support plans put in place for children
- SENCO termly updates
- Mrs Smith and Roz Plum attended a mental health in young children course
- Mel Smith trained on using Social stories