

Special Educational Needs and Disability (SEND) Report to Governors 2015-16

The SEND team consists of Clare McBride (SEN Co-ordinator), Nicola Bowie (SEN governor) and a dedicated team of 9 Teaching Assistants with SEND roles as well as general classroom support.

In the year 2015-16 there were 20 children listed on our SEND register. This was 12% of the children on roll (including Nursery). Of the children with SEND, 17 (85%) were at SEN Support and 3 (15%) were on an Education, Health and Care Plan. These children may have one or more of the following areas of need: communication and interaction; cognition and learning; social, emotional and mental health needs; sensory and physical.

SEND Breakdown by need	EYFS, KS 1 & 2
Primary need	
Communication and Interaction (inc Autistic Spectrum Disorder)	4
Cognition and Learning	14
Social, emotional or mental health difficulties	0
Sensory and Physical	2

Interventions

In addition to quality first teaching from their class teacher, SEND children continue to be supported in a number of ways, including 1:1 support and small group interventions. As well as interventions generated within the school, some children follow special programmes devised by external professionals. This year Mrs Humbles worked with Andrew Sumpner from the Learning Support Service to set up Paired Reading, a peer support programme. We have received positive feedback from the children involved, both as tutors and tutees.

The following group interventions have been led in school:

Nursery: Nursery Narrative –to further develop pupils’ speaking and listening skills.

WellComm speech and language intervention for those children who have been assessed as needing support.

Musical Interaction – for children who need support with communicating effectively with others and taking turns in conversation.

It’s in a little bag – Fine motor skills programme for younger children.

Reception: Reception Narrative –to further develop pupils’ speaking and listening skills.

It’s in the Bag –to further develop pupils’ fine motor skills.

Time to Talk –to develop social skills.

Year 1: Early Literacy Support – for a group of pupils who were at risk of not attaining the required standard in the Phonics Screening Check. *5 out of the 6 children who completed the whole programme achieved the required standard in the PSC.*

Talkabout – to further develop social skills.

Reception Narrative –to further develop pupils’ speaking and listening skills.

It's in the Bag –to further develop pupils' fine motor skills.

Word finding programme – to support pupils with word finding difficulties.

Year 2 – No specific group interventions were required this year

Year 3 – Socially Speaking – to develop social skills.

X Code – to further develop literacy skills. *The children following X Code have demonstrated improvement in their reading ages (as measured by the Salford Sentence Reading Test) and now have reading ages which are in line with their chronological age).*

Inference Reading intervention – mainly for the children who completed X Code, to develop their understanding of texts.

Year 4 - X Code – to further develop literacy skills.

Direct Phonics – to support reading and spelling for those children who do not have secure basic phonic knowledge.

Ticking Texts – to support comprehension skills.

Number Bond intervention – to promote rapid recall of number bonds within 10. *3/4 children have shown improvement in speed of recall of number bonds.*

Paired Reading – a peer tutoring programme

Year 5 - Ticking Texts – to support comprehension skills.

Talkabout - to further develop social skills.

Inference Group Work – to support comprehension skills.

Spelling Intervention – to support knowledge of spelling rules and phonics.

Paired Reading – a peer tutoring programme

Year 6 - Ticking Texts – to support comprehension skills.

Spelling Intervention – to support knowledge of spelling rules and phonics.

Talkabout - to further develop social skills.

Inference Group Work – to support comprehension skills.

Multi-Agency support in school

Children and staff continue to be supported by the following professionals:

Educational Psychologist

Speech and Language Therapist

Occupational Therapist

LSS (Learning Support Service) Advisory Teacher

Autism outreach support teacher (from Kirklees)

Communication, Interaction & Access Team (Wakefield)

Staff Training

The SENCo has attended SEND Network meetings involving Catholic Partnership (BKCAT) schools at regular intervals throughout the year and the Wakefield Inclusion Forum each term.

All staff have received training about Autistic Spectrum Disorders (September 2015). Feedback from staff suggests that adults have a greater understanding of ASD.

Teaching staff have received training in Paired Reading (November 2015).

Teaching assistants have received training in Precision Teaching, Building Phrase Fluency and Cued Spelling.

Mrs Backhouse has completed a number of training sessions to support language development in children and strategies to support pupils with ASD. She has also received training from the Communication, Interaction and Access Team and is now confident to lead Musical Interaction.

Mrs Shelton has received training to support behaviour issues and sensory issues in children with ASD.

Mrs Gerrard has completed a year-long course in supporting pupils with difficulties in Literacy. This course required Mrs Gerrard to complete assessments of children and plan to meet their individual needs. Now that Mrs Gerrard has completed the course she will be able to plan to meet the needs of pupils who demonstrate difficulties with reading and spelling.

Mrs McBride has completed the National Award for Special Educational Needs Coordination (October 2015). School now meets the requirements set out for SENCos new to role since 2009.

Mrs McBride has led a staff meeting on meeting the needs of all pupils through Quality First Teaching for All.

We have established intervention groups for children in EYFS, Key Stages 1 and 2 and planned support for individual children.

Early identification remains a priority. We achieve this through rigorous tracking of pupil progress, from teacher and TA knowledge of individual children and from close liaison with parents/carers.

In KS1 the phonics screening check in Y1 also identifies children who need more support.

We also monitor the progress of children with SEND through:

- At least two SEND specific learning walks during the academic year
- Work scrutinies
- Observation of specific interventions
- Tracking results in reading, writing and maths.

Priorities for 2016/17

- Involve children more in setting and monitoring their own targets – person centred planning
- Move towards making school more dyslexia-friendly by enabling all staff to attend training in specific literacy difficulties.
- Ongoing monitoring and evaluation of intervention programmes.