

SEND REPORT TO LGB

2015-2016 Academic Year

Summary:

This report details the numbers, type, and the provision made for children attending the academy with special educational needs and/or disabilities in the academic year 2015-16.

Recommendations:

It is recommended that the report is:

- Noted
- Governors give as view as to how well the academy is addressing the needs of pupils with special educational needs and/or disabilities
- Governors approve the report for publication on the website
- Governors ask the Board of Directors to provide/ approve capital works for:
 - an additional accessible toilet be installed in the shower room: £6000
 - Changing facilities (eg. a bed) to support children with additional and medical needs: £2500

Annual Report on Special Educational Needs and Disabilities (SEN) in Essa Primary Academy – 2015-16 Academic Year .

1	How does the academy identify children with special educational needs/disabilities?	Using set criteria, at pupil progress meetings or by referral to SENCO. See guidance sheet.
2	How many children in the academy have special educational needs/disabilities?	27 children = 18%
3	How many children are being provided for at SEN support?	Tier 2: 21 children Tier 3: 6 children
4	How many children have met the exit criteria and no longer need that support?	Nil
5	What types of special educational needs does the academy currently need to provide?	Learning support Speech and language Social and communication Behaviour Medical
6	How are pupils with SEND ensured access to the curriculum?	Quality First Teaching and differentiation QA by SENCO and SLT Work with external agencies Accessibility Policy in place
7	What are the targets and outcomes for children with special education needs (high level data only)	data
8	How is their progress monitored?	SPTO tracking – data capture half termly Teacher Assessments ARD with parents Pupil Progress meetings
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	Yes – IEPs and Provision Maps in place
10	How are academy resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	1 LSA for a child with complex needs Behaviour Support and Educational Psychology Services bought Equipment budget for SEN eg. Pencil grips
11	Are there any budget/resource issues in terms of SEND	Yes – need for a changing facility and a

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12	Describe the progress on any parts of the Academy Improvement Plan relating to SEND	Separate action plan
13	<p>When was the SEND policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils ▪ What does it say about supporting pupils in their transfer to and from other schools/academies? 	<p><u>Reviewing the policy</u></p> <p>The SENDCO monitors the progress or difficulties of children on the SEN register. The SENDCO provides staff and governors with regular summaries of the impact of our policy, on the effectiveness of our SEND provision.</p> <p>The SENDCO is involved in supporting staff in drawing up Educational plans and learning passports for the children in their class/group. The SENDCO and the Principal/SLT member hold regular meetings to review the work of the Academy in this area. The SENDCO and the named governor with responsibility for special needs, also hold termly meetings.</p> <p>The Local Governing Body will review this policy every three years, or sooner if necessary, or in response to changes in national SEND policy.</p> <p>Policy written: September 2015</p> <p>Policy Ratified by Governing Body:</p> <p>Policy to be reviewed: September 2018</p>
14	Has the SENDCO undertaken the necessary training?	Rebecca Kay studying for the National Senco Award.
15	Have the relevant staff members received appropriate training?	<p>Yes – see CPD calendar</p> <p>Also – Positive handling training all staff, behaviour management training and INA courses.</p>
16	Which external agencies and support agencies are the academy working with and how well is this working?	<p>Ladywood Outreach Service</p> <p>Behaviour Support Service</p> <p>Educational Psychology Service</p> <p>Working well monitored by SENCo and SLT</p>

	parents/carers of children with SEND?	<p>Daily communication diaries where appropriate</p> <p>Behaviour charts and daily contact</p>
18	What is going well?	<p>New Senco training</p> <p>Action Plan in place</p> <p>Tracking of SEN progress data</p>
19	What is going less well and needs to be improved?	<p>Clearer entry/exit criteria for SEN register</p> <p>Facilities for changing children with medical/physical needs</p>