

## Uley Primary School




### Annual SEND Report 2018-2019

#### **Ethos Statement**







*We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.*

#### **OUR SCHOOL VISION**

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

#### **OUR SCHOOL MISSION**

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on special educational needs.

At Uley Primary School we believe in providing every possible opportunity to develop the full potential of all children. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Head teacher, SENDCO and all members of staff have important responsibilities.

The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually.

The Special Educational Needs Co-ordinator (SENCO) is Mrs. Zoe Mandeville and the named Governor for SEN is Mrs. Erica Latham.

### **Number of Children with SEN**

**Autumn 2018** 8% (8 children) on My Plans, EHCP or statement

#### **Type of Need**

Communication and interaction: 4 (50%)

Cognition and learning: 4 (50%)

Social, emotional and mental health: 1 (13%)

Sensory and/or physical needs:

**Spring 2019** 9% (10 children) My Plans, EHCP or statement

#### **Type of Need**

Communication and interaction: 4 (40%)

Cognition and learning: 5 (50%)

Social, emotional and mental health: 2 (20%)

Sensory and/or physical needs: 1 (10%)

**Summer 2019** 9% (10 children) My Plans, EHCP or statement

#### **Type of Need**

Communication and interaction: 4 (40%)

Cognition and learning: 5 (50%)

Social, emotional and mental health: 2 (20%)

Sensory and/or physical needs: 1 (10%)

### **Progress 2018-2019**

Each year the children's progress is monitored, by class teachers, Head teacher and SEND Governor. Pupils progress from individual starting points. For children on the SEND register the review and assessment happens frequently throughout the year and their SMART targets adjusted according to their progress. Parents and pupils are an integral part of the review and SMART targeting process. Disclosing individual achievements would identify individual children and their families at our small school. The School and Governors regularly review the pupil's progress and attainment.

Uley School Classroom Monitor to track children's attainment and progress. Pupils showing 3 points progress in a year have made expected progress.

| <b>SEND Progress Reading</b> | <b>SEND Progress Writing</b> | <b>SEND Progress Maths</b>  |
|------------------------------|------------------------------|-----------------------------|
| Average 2.5 progress points  | Average 1.4 progress points  | Average 3.3 progress points |

### **Budget**

The school received high needs funding last year which was used to provide teaching staff for the SEND children identified. Teaching assistants have been recruited to reflect the funding and support the areas identified on their EHCP plan.

Other support for SEND registered children is provided through quality first teaching, small class sizes and targeted support with teaching staff or teaching assistants.

### **Attendance 2018-2019**

The attendance of the SEN pupils is 96.4%  
The whole school pupil attendance is 96.7%.  
There have been no exclusions of SEN pupils

### **Deployment**

Five teaching assistants are employed either full time or part time to support children alongside the class teachers in class and with small groups of children and with interventions. Some interventions include:

Precision teaching

Speaking and Listening – supporting speech and language therapist's programmes and recommendations, Language for Thinking

Reading – Daily reading support

Writing and Spelling – Precision Teaching

Phonics – supporting groups across the school

Numeracy – Precision teaching.

Social and Behaviour – SEAL programme (Social and Emotional Aspects of Learning), Behaviour management strategies

Physical – Supporting occupational therapists' programmes and recommendations such as the Fizzy Programme.

### **Staff Development**

SENCO, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants complete Intervention Record about their intervention programmes and the progress their pupils are making. This is shared with the class

teachers and parents ensuring we are all informed and working together as a partnership. This ensures everyone is fully informed and part of the SEND process in school. Teachers and Teaching Assistants have had the opportunity to attend SEN courses and SEN staff meetings.

Staff attend training courses mainly run through external services such as Educational Psychologists or Speech Therapists. Staff who attend the training courses feedback to the rest of the staff. Such training has included Precision Teaching, Autism Identification and Support and Nurture Group (currently being completed).

### **External Agencies**

This year the school has liaised with, and had meetings with, an educational psychologist, speech and language therapists, Advisory Teaching Service and the school nurse.

### **Secondary Links**

Uley and local secondaries have worked closely for the transition of children with SEN. The SENCo has organised for additional visits for some pupils as part of their transition into secondary school.