

St John's Green School - Governors report July 16

Using the guidelines outlined in the Provision Guidance toolkit, our register is as follows however for those pupils who no longer meet the criteria for being placed on the SEND register their progress will still be monitored through the Assessment Period alert sheets, pupil progress meetings and Action Plans which have replaced the provision maps. The SENCo meets monthly with Staff supporting SEND pupils with Speech and Language difficulties. Formal consultations with Class teachers occur every assessment period. Thirteen of these pupils are also supported by Pupil Premium interventions.

Additional School Intervention (ASI)

ASI

Year group	Boys	Girls	Total
Foundation	4	0	4
Year 1	3	0	3
Year 2	2	0	2
Year 3	2	1	3
Year 4	2	1	3
Year 5	3	3	6
Year 6	3	1	4
Total	19	6	25

Statements/EHCP

Year group	Boys	Girls	Total
Reception	1	0	1
Year 1	1	0	1
Year 2	1	0	1
Year 4	1	0	1
Year 6	1	0	1
Total	5	0	5

SEND

The review meetings are now being run as one plan meetings, focusing on a Pupil Centred Approach. This means that the pupil and parents are more involved in planning for the child's needs. The children continue to complete a 1 page profile as part of the review meeting. For the children starting in September who have specific needs, a 1 page profile has been completed ready for September drawing on the information shared by parents and from observations made during the transition visits.

We are continuing to adjust the target section of the one plan to reflect the sections E & F from an EHCP, so enabling information to be easily transferred to different forms.

Due to the complexity of the needs of four SEND pupils and the number of staff involved, we are now holding additional Team meetings before or after school to ensure a consistent approach is used and this gives us an opportunity to adjust the strategies used to support the individuals.

A member of staff from Kendall School has also visited and observed the 'Gym Trail' sessions with a view to starting up something similar.

Pupil Voice Project - run by Local Authority.

We were asked if we would be prepared to share the mood cards at the SENCo Conference in September but three of the original children will have also left the school by then and because the cards were not used and therefore would have nothing to say we declined the invitation.

INSET/training

We continue to hold monthly LSA team meetings and in these sessions we have focused on supporting the children who live in the 'here and now' and cannot understand the passing of time etc. We looked at different strategies that can be used to support these children.

All LSA's shared an intervention they have used this term that has proved successful in moving children forward. As a result of this an additional session was run to look at the 'Zones of Regulation' which is used to support pupils in KS2 who have difficulties in identifying and managing emotions.

SENCo to contact Viv McMillian to see if there is a similar intervention for KS1 - DONE purchased the resources 11.7.16.

Two members of staff attended a twilight session looking at how Autism impacts on the individual presented by Alex Lowry a young man who has autism.

One member of staff has attended training on supporting a pupil with a hearing impairment who is due to start in September.

Manual handling training has been arranged for 1.9.16 for identified staff who will be supporting a new pupil in September who has Cerebral Palsy.

Autism Education Trust are booked to do training for EYFS staff on 6.10.16 due to the needs of identified children due to start in September.

Visits from outside agencies.

Specialist Teachers

The specialist teacher for LDD has made one visit this term to attend the second EHCP meeting in order to support the gathering of information needed in order for SAS to finalise and write an EHCP for a pupil in Foundation.

The ASD specialist teacher is continuing to support two pupils with a diagnosis of ASD. She attended a team meeting for one and the Annual Review of the second. She has also spent a day observing and offering strategies to support both children's personal targets/needs.

Due to the high level of needs of five children who are due to start in September, four Pre School Specialist teachers have met with the SENCo to discuss strategies etc that will help them to make a smooth transition to school from their current placements. In light of this 1 page profiles have been completed and the children have been given a social story that can be shared with parents over the Summer.

Educational Psychologist

Our Educational Psychologist (EP) is Marcos Lemos. He has assessed one pupil this term due to concerns raised by the class teacher about the progress the pupil has made. We are awaiting his report.

Outside NHS agencies.

Speech and Language.

Nikki Worth a Speech Therapist has continued to support the schools Sp & Lang LSA's looking at the results of assessments and helping to plan support programmes for individuals and groups of children.

Belinda Phillips has assessed four of the six pupils referred last term. The other two have since been discharged due to the progress they have made. We are awaiting her report which will be forwarded to the next class teacher.

Emily Skinner - NHS speech and language therapist has made one visit this term to support a pupil with Downs Syndrome. Her recommendations have been implemented..

Occupational Therapy and Physio therapy

Mrs Helen Morgan OT has made one visit this term to carry out an assessment with one pupil and to offer recommendations and make adjustments to their personal OT programmes. She has been able to discharge the year 2 pupil due to the progress he has made having attended 'Gym Trail' twice a week and practising the skills at home.

CADU

During this term the SENCo has attended three meetings run by the community paediatricians to share information on how identified pupils are coping in the school setting. This has been really beneficial and as a result two cases have been kept open, with a child awaiting an ADOS assessment for possible Autism and another is due to be observed by a Paediatrician in school during the Autumn term.

Personal, social and emotional support.

Skill Force

Two Year 6 pupils have attended a sleepover run by Skill Force. They were very positive about the benefits of this programme and as a result are becoming more confident about sharing their ideas etc within the school setting.

Play therapy

One student from Essex University has continued to support three pupils once a week. She provides an opportunity for the children to explore their feelings through play and to develop their self-esteem, so enabling them to access the curriculum.

She will continue on 21.9.16 supporting two of these pupils for a further term.

Parent Readers.

We now have ten parent/grandparent readers coming into school on a regular basis to support individual readers. The SENCo provides the initial training and then we meet once a term to reflect on what has worked well and strategies they use to support individuals.

Dianne Bibby

SEnCo

11.7.16