

St John's Green School - Governors report

In line with the SEND Code of Practice we aim to improve the outcomes by having high aspirations and expectations for children with SEN. We identify and address the needs of pupils identified as requiring SEN support through on-going assessments and observations made by staff. We also use the guidelines outlined in the Provision Guidance toolkit to ensure that QFT teaching and strategies made for supporting pupils with SEN are being used.

In September the school prepares an SEN information report which outlines the arrangements for the admission of pupils who require additional support.

For those pupils who no longer meet the criteria for being placed on the SEND register their progress will still be monitored. The SENCO's meets regularly with Staff to discuss concerns and offer advice.

Additional School Intervention (ASI)

ASI

Year group	Boys	Girls	Total
Foundation	2	0	2
Year 1	6	0	6
Year 2	2	2	4
Year 3	4	1	5
Year 4	4	0	4
Year 5	3	0	3
Year 6	3	1	4
Total	24	4	28

EHCP/IPRA funding

Year group	Boys	Girls	Total
Foundation	0	0	0
Year 1	2	1	3
Year 2	4	0	4
Year 3	1	0	1
Year 4	1	0	1
Year 5	1 pending	1	2
Year 6	0	0	0
Total	9	2	11

SEND

In line with SEND code of practice 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 and the writing of targets. Before the meeting with adult support a child will complete a 1-page profile which is used as a starting point for the discussion. Then during the meeting, the child, their parents and teacher's views are shared. The information gathered and linked to evaluation of previous outcomes leads on to new targets and appropriate provision being discussed and put in place.

Mrs Bullivant has carried out the EHCP termly and yearly reviews and one plan meetings for children in foundation to Year 6. Information is being gathered to support a request for 2 future EHCP assessment requests.

Mr Eves has been taking focussed Literacy and Maths interventions for targeted Year 5/6 pupils in the mornings. Identified year 1 children are also being supported with their phonics and reading in morning. While in the afternoon Mr Eves is carrying out interventions for year 3 and 2 pupils at the town site. The interventions put in place are planned through discussions between class teachers and Mr Eves.

This term an EHCP assessment has been requested and agreed for a pupil in Year 5. The assessment meeting will be held in January for an EHCP to be in place for March.

At the start of this academic year there were 10 children with EHCP who need intensive adult support. Their needs include; speech, language communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or Physical needs.

Visits from outside agencies

Specialist Teachers

ASD (Autism Spectrum Disorder) The Specialist teacher has regularly been into school to support 2 Year 1 children and three year 2 children. Due to the complexities of their needs, the school has been involved in the 'Attention Autism' strategy which supports the training of staff to support children with ASD to engage in an adult directed activity. In December, 2 members of staff will be visited Montgomery Primary school to share good practice. Staff working with children who have ASD have been regularly attending Autism Lead practitioner's meetings. When they return they have been cascading strategies and resources to other member of staff.

SLCN (Speech, language and communication needs) The Specialist teacher been into school to support two year 5 pupils, two year 3 pupils, two year 2 and a year 1 pupil. This support has including attending one plan meetings with parents, setting suitable outcomes and offering support on appropriate interventions and evidence for future EHCPs. An inset training - 'scaffolding writing' has taken place to develop LSA's understanding of the link between speech and language and writing, writing development and offering strategies to support writing which doesn't involve copying from a board. An evaluation of the impact will take place in December.

VI (Visually Impaired)-The specialist teacher has been in school weekly to support 2 children who are visually impaired in Year 5 and Year 1. Both children have the use of a Braille machine and training has been given to the adults who are supporting the children. A Braille touch pad has given to the school to support the Year 5 pupil and training has been undertaken. A braille teacher has been coming into school to develop both children's knowledge and use of braille as this method will become the children's chief method of reading and writing.

Educational Psychologist

Marcos Lemos has visited school regularly throughout the Autumn term to offer guidance and support for a child's requests for EHCP and to assess the cognitive knowledge of a child who has no speech. In all cases he has met with the parents and reports sent to school and home. Marcos will be holding a teacher's consultation day (shadowed by a trainee Ed Psy) to discuss pupils who teachers have concerns about in their classes.

Speech and Language

In September Mrs Parker - Nichols and Miss Kettley baselined the new intake children using the Wellcomm screening. Once completed they have organised daily Narrative therapy session for children who have a 1 year to 18-month delay. During the assessment they identified children who have specific SLCN and Mrs Bullivant has referred them to ACE.

Year 1 children have been reassessed in October and continued receiving Narrative Therapy if needed.

Mrs Parker Nicholls and Miss Kettley have been leading 'Daily Word Bite' sessions in each of the foundation class. These sessions focus on common speech and language vocabulary misunderstandings i.e. tall, small, behind, in front.

Due to the increase in the numbers of children at the town site with individual programmes as recommend by the SALT, it was decided that Vanessa Jonas would focus on ensuring that these children programmes are being carried out regularly. Mrs Parker Nicholls and Miss Kettley carry out the programmes at the Abbey site.

In the afternoon Miss Kettley is supporting children at both site who English is not their first language (EAL).

Penny Nicholls NHS speech and Language therapist continues to monitor and assess identified pupils who have a S&L programme. She has assessed all the children who were referred to ACE from concerns raised by the Speech and Language team and class teachers and if necessary a programme has been put in place. Penny Nicholls comes into school regularly to offer advice and guidance.

Helen King- NHS speech and language therapist for children with severe needs has come into school regularly to monitor and assess a child in year 2 and offer advice to support staff.

Fiona Bullivant

SENCo