

St John's Green School - Governors report

In line with the SEND Code of Practise 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 disabled pupils.

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	7	0	7
Year 1	2	2	4
Year 2	3	2	5
Year 3	4	0	4
Year 4	4	0	4
Year 5	2	1	3
Year 6	1	1	2
Total	23	6	29

EHCP/IPRA funding

Year group	Boys	Girls	Total
Foundation	2 (+1 pending)	1	4
Year 1	4	1	5
Year 2	3	0	3
Year 3	1	0	1
Year 4	1	1	2
Year 6	1	0	1
Total	13	3	16

SEND

In line with SEND code of practice termly 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 teachers views are listen to which leads on to outcomes and 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, Year 1 and Year 2-6 where information is needs to be collated for a future EHCP

Mr Eves has carried out the Year2- Year 6 one plan termly meetings for children on SEN support.

This term an EHCP assessment has been requested for 1 pupil in EYFS. The assessment meeting will be held in July for an EHCP to be in place for September.

In July a Year 1 child's EHCP will be discussed before a tribunal as the child's parent is requesting an increase in hours/funding that the child has been allocated.

At the start of the next academic year there will be 12 children with EHCP who will need 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)_Specialist teacher has regularly been into school to support four Foundation children and three year 1 children. Due to the complexities of needs in the Lower Phase the school has been involved in the 'Engagement Project' which support the training of staff to support children with ASD to engage in their environment and in their learning. Throughout the Spring and Summer term two ASD support workers have been coming into school and working alongside support staff and the child to develop strategies to help children to connect with learning and make progress towards their outcomes. At the end of each visit support staff have a short CPD session to develop their skills. This has included musical communication, visual timetables and PEC's. A training session on Communication has been hosted at Abbey Fields for SENCo's.

SLCN (Speech, language and communication needs) Specialist teacher been into school to support a year 4, year 2, year 1 and foundation pupil. This support has including attending one plan meetings with parents, setting suitable outcomes and offering support on suitable interventions and suitable evidence for future EHCP. A staff meeting has taken place to develop staff's understanding of phonological awareness and how to support children who are struggling with reading and writing.

VI (Visually Impaired)- specialist teacher has been in regularly to support 2 children who are visually impaired in Year 4 and Foundation. 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 4 pupil and training has been organised for the child and two members of staff to attend.

PNI (Physical Need Impaired) - visited school to support year 1 child and LSA with access around the class, alternative ways to record. The town site has assessed to see if the use of a stair climber would be appropriate when the child transfers to town site.

Educational Psychologist

Marcos Lemos has visited school regularly throughout the Spring and Summer terms to offer guidance and support for 4 children's requests for EHCP and for a year 2 child with his behaviours at home. In all cases he has met with the parents and reports sent to school and home.

Kathleen Gayton EP has assessed a year 5 child (requested by his parents) and the conclusions from this assessment has been transferred to his outcomes.

Speech and Language

Mrs Parker - Nichols and Miss Kettley have been carrying out daily Narrative therapy for children in Foundation and Year 1. They will be screening the children to assess the progress the children have made and decide who needs further support.

Vanessa Jonas has put in place the TALC programme for children in Year 2 at the town site and has been carrying out regular interventions with children who have not passed the screening.

At both sites the speech and language team carry out children's individual programmes as recommend by the SALT. They offer advice and strategies to teachers who have concerns about children in their classes.

Makaton is being taught and used throughout the school and this is being led by Mrs Jonas who is regularly teaching signs in each class and offering support for teachers and pupils.

Penny Nicholls NHS speech and Language therapist continues to monitor and assess identified pupils who have a S&L programme. She has assessed the 30 plus 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. Mrs Bullivant has referred three children from these assessments to the community paediatricians for further assessment. 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 2 children and offer advice to support staff.

Kate Fielding speech and language therapist for children with severe needs is monitoring and assessing 2 foundation children and offering advice to encourage them to communicate their needs and follow an adult agenda. However due to a heavy workload she will be transferring these children to a new SALT.

Liz Spicer speech and language therapist who supports a Foundation child who is unable to talk requested Penny Nicholls assessed this child due to concerns that there was a physical reason why he was unable to speak. After this assessment he is being referred by SALT for further investigation. The school has been advised to apply for an EHCP.

Additional information

We have number of parent/grandparent readers who continue to support on a regular basis with reading. Mr Eves provides support and next steps for the readers.

Fiona Bullivant

SENCo