

Hevingham and Marsham Primary School's SEND Annual Report to Governors 2017

- ***Changes to SEND in our school:***

Philippa Clarke is still the SENCo assistance and Deborah Leahey, Head Teacher at Buxton is the named SENCo since currently no-one else has the qualification at Hevingham/Marsham. Karen Hutchison our Head teacher was the SENCo but she is on secondment until December 2017. If she does not return we will advertise internally for a new SENCo.

Philippa Clarke and Lydia Board (Acting Head) have half termly meetings to review the register in line with the Norfolk Offer recommendations.

This has been a very busy year, particularly focused around two pupils, one at Hevingham and one at Marsham. We have had a lot of support from other agencies and tried numerous strategies to help these two pupils remain in school, both at high risk of permanent exclusion. We have set up an FSP around one family and are awaiting the decision of the EHCP board following an assessment by an Educational Psychologist. This pupil's behaviour has improved significantly since he has left Marsham and is gradually being integrated into Year 2 at Hevingham. If this works well he will transfer permanently in September 2017 with continued additional support in class. The other pupil is currently being taught individually out of class. We are slowly increasing his attendance from one hour a day until he can cope with the full school day and be reintegrated back into class. At the moment he has continual adult support and since he refuses to undertake any academic work we are concentrating on nurture and PSHE which is working well. His EHCP was turned down in November but we have just reapplied and awaiting a decision. The family are supported by Social Services. We have the opportunity to bid from the cluster for exceptional needs top up funding for pupils who cannot function in a mainstream class. We are currently making a bid for support in class for him.

There have been extreme delays with the EHCP applications. Two pupils have an EHCP at Hevingham and one was turned down although this is now being reapplied for. There is one EHCP application pending at Marsham . We have yearly reviews and meet regularly with the parents/carers to give them updates on progress and review their IEPs

- **SEN Profile:**

Our SEN profile for 2016-2017 is as follows:

	% of children identified as having SEN	% of those who have an EHCP (Education Health and Care Plan)	% identified as having SEN linked to			
			Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
<i>Hevingham</i>	<i>15%</i>	<i>2%</i>	<i>12%</i>	<i>50%</i>	<i>19%</i>	<i>19%</i>
<i>Marsham</i>	<i>30%</i>	<i>0%</i>	<i>50%</i>	<i>20%</i>	<i>30%</i>	<i>0%</i>

Hevingham : 2 EHCP's and 1 applied for

Marsham: 0 EHCP's and 1 pending

- **Progress of children with SEND:**

We monitor the progress of the children with SEND at “pupil progress meetings”. During these meetings, we check the progress of the children and which additional provision they have been receiving. In discussion with the class staff, we then decide on the appropriate interventions necessary to support their continued progress. If required, we will request assistance from outside agencies.

- **Effectiveness of SEND provision:**

Progress of children is continually monitored and any interventions are reviewed and updated during termly Pupil Progress Meetings.

We continue to use Nessy, a SPELD computer based spelling programmes which has proved successful. This term we have introduced Toe to Toe for phonics support and Teodorescu – a perceptuo motor programme. In addition to in-class phonics lessons we use rapid phonics as a wave 3 intervention. Catch-up reading is being used across both schools for pupils in Year 2 upwards to support their reading development. We have maths and Numicon interventions for small groups and 1:1 out of class and we use the Sandwell maths assessment to identify any gaps in the children's knowledge base.

Several children have individual Speech and language therapy prescribed by the Speech Therapist. Likewise, some pupils have Occupational Therapy directed by the Therapist. For children who have difficulty in handwriting we have specific interventions and to help fine motor skill development as a precursor to handwriting, two TA's are trained to do Playdoh disco.

- **Staff training:**

There are no longer SENCo cluster meetings but the cluster have funded 3 sessions of Assistant SENCo training with Judith Carter from Willow Tree learning. Philippa Clarke has attended these; 2/3 Essential SENCO Network meetings which are very useful for keeping up to date with new legislation; and the SENCo conference on communication and interaction.

In school training which is class based has been carried out around new resources and different conditions e.g. Dyslexia.

- **Specialist Expertise:**

We have stopped our support from Janet Butler (SEN Advisor) in April 2017 since we have a new offer from the cluster. We have purchased provision from the Engage Trust providing us multi-agency support for 3 pupils in Hevingham and 1 at Marsham. We have support from Willow Tree learning which entitles us to telephone advice and training from Judith carter, Educational Psychologist.

This year we have received extensive support from the Engage Trust. They have worked with children in class; assessed pupils at the Douglas Bader School; organised assessments from Educational and clinical Psychologists; provided advice and strategies; offered support at home through their PSA (Parent Support Advisor) and come to meetings and FSP's.

We have also worked with professionals from the SRB at Mundesley ; Upton Road Children's Centre; The Bethel Child and Family Centre; Sensory support services; Paediatricians from Norfolk and Norwich Hospital; SALT; Occupational Therapy; Social Services; School Nursing team; Nelson's Journey; Aylsham Children's Centre; Health Visitors; Early Years and Family Focus; and we have made several CAMHS referrals to Point One.

Referrals to SALT have changed and now there is no on-going support from the service, instead a new referral has to be made each time a child needs to be seen. However, the service have provided some drop-in sessions for parents and these have proved useful to identify if a child requires further speech and language input.

There are long waiting lists for all services particularly CAMHS. Several children have been referred to Point One which is the first tier and this can take up to 6 months for the delivery of 4 sessions.

Philippa Clarke has hosted two Early Years and Family Focus meetings which are very useful for networking; finding out about additional available services; and undertaking case studies.

The cluster has bought into on-line Boxall profiles and all teachers undertake these for SEND pupils. This gives a good base-line for a child's developmental and diagnostic behaviour issues. These targets can be used to develop the Pastoral Support Plans and then reviewed to see if progress has been made.

- **Parental Contributions**

All decisions about children with SEND are made in consultation with the parents and outside agencies cannot be involved without their permission. Staff meet regularly with parents and hold more formal meetings with parents and other involved professionals when required. Each term they receive copies of SEND Partnership News and we have sign posted parents to different support agencies.

We continue to hold two Learning conversations a year (October and February), as well as optional parents evenings after annual reports are given out in July. This gives parents the formal opportunities required to discuss their child's academic progress with regards to SEND.

- **Complaints:**

The school has received no complaints from parents of pupils with SEND during the last academic year.

- **Transition support:**

We work closely with the Nurture Teacher and SENCO at Aylsham High School and advise on pupils who may require additional support through the Eagles nurture class. Two pupils have required additional support and Philippa Clarke has organised extra visits to Aylsham High which has helped considerably with their confidence.

The reception class teacher has made home visits to the families of children starting school in September 2017 and staff have had discussions about any pupils who have additional needs and may require to go on the SEND register.

SEND. Budget:

Hevingham receives £6,200 and Marsham £3,900 from the Local Authority. In addition, based on the January 2017 census, Hevingham receives £5,200 and Marsham £3,000 from the Aylsham cluster.

- **Statutory Documents:**

The SEND policy was updated in September 2016.

- **Action Plan:**

Priorities are:

- 1. Lydia Board will update the SEN information Report for September 2017.*
- 2. All children will be tested for reading and spelling ages at the beginning and end of every year. This will be more frequent for children with SEND.*
- 3. Talk Boost, a speaking and listening programme will be introduced as a wave 3 intervention for Reception in September 2017.*
- 4. If Karen Hutchison does not return from her secondment we will advertise for a SENCo.*

- **SEN Governor:**

Lydia Board and Philippa Clarke have met with Wendy Durrant the SEND governor.

Philippa Clarke 10.7.17

