

SEN Governor report for Autumn term 2016 14/12/16

This year we have had a number of children enter school with a range of needs. We have two EYFS with speech difficulties although we have since noticed that two others are quite difficult to understand. The two who had a school entry plan have settled very well but will continue to be monitored and are difficult to understand to the unfamiliar ear.

Furthermore, we have another child who has medical needs as well as SEMH and we are monitoring him carefully, giving him some intervention and have much support from parents.

We have 22 children currently on our register

SEND need	Number of children on role
SPI/d	10
SEMH	8
PI/medical	1 with SEMH links
other	SLT 2 SLT plus SEMH 1 (retained)

We have less intervention time this year due to staffing but have sat and discussed carefully our main needs. We are still prioritising SEMH as we have a broad spread of children with these needs across the school. Some of the needs have been heightened due to personal circumstances and the intake. In addition Sallyann Edson is developing her role further as an ELSA (Emotional Literacy Support advisor). She has come to parent forums to introduce her role and set up a display board to highlight her role and support.

Furthermore, based on Parent forum I have written an intervention booklet. It was felt that parents would like an outline of interventions that take place. The ELSA role is also defined in there. I ensured that as many parents as possible saw took the leaflet at parents evening.

Parents continue to seek advice and support in both official and unofficial ways. I am awaiting questionnaire returns from parents so I have a baseline for the year on how well informed and supported they feel. (No responses at all to date so I need to think of an alternative way to get responses)

Strategies from the introduction of the new intervention spelling detectives, with regards to spelling, are being used within the classroom. Our main aim was to encourage strategies that are taught in the intervention to be used by the children in the classroom.

We are still having regular advice from Learning Support and intervention is planned in to support children with recommendations from the report. We feel strongly that we need to provide tools to aid the children's independent learning. To monitor this we copy cold and hot tasks and try and see where the intervention has had impact. The Head is working on this further with me based on the SEP's recent

visit as I feel it is quite hard to prove it's the intervention that has had impact. Again, we need our children to have tools and strategies to support their independence.

A big intervention has been through a talkabout assessment. We again have seen progress and I can show the data although it is very pictorial hence not attached. (This was from last year not this term)

The ELSA has focused on Social and emotional needs. This is difficult to show as progress but we use a pre and post system which is numbered. Again progress has been made and this also helps inform us of where we need to plan.

I have taken on a new form of assessment that bridges the gap re p scales and ARE. It is wakefield progression steps and our HNSEMH child has shown progress through the steps and we use them to support planning.

I have set case studies up to make notes re progress as with these children it is often the progress in their emotional and social state that is developing before academic progress really accelerates. I feel this is still an area to develop with stronger evidence base of actual progress from the intervention. With social and emotional progress it is a longer span. We can see a very positive effect with a case study from a Year 6, who still has support but has made vast improvements and this in turn has allowed access to his learning.

Numicon is being more widely used within the classrooms and this is useful for all ages from simple adding to percentages etc. TAs have had training to encourage and develop their skill set in the hope this has a good impact on maths this year.

A number of the children who are PP with SEND are still a concern with regards to ARE and as a result we are looking further into ways to develop the children's mindset and experience of the outside world. Some seem to have limited conversation and we need to give them opportunities to develop their language and bank of ideas/experiences. However, good progress for children with SEND was made this was shown through the Y6 SATs results. We are looking carefully at who is SEND and what criteria are used to classify them. The CLP are working on a policy in the spring term.