

Spittal First School SEND Annual Report for Governors 2021

1	How does the school identify children with special educational needs?	Observation of children in school. Discussion with parents and pre-school providers. Close examination of assessment data.
2	How many children in the school have special educational needs?	In June 2021, 34 are identified as having special needs.
3	How many children are being provided for within school interventions, have top up funding or have an EHCP	School based interventions; 71 EHCP; 3 and 1 pending
4	How many children have met the exit criteria and no longer need that support?	In 2020/21 8 have left the register.
5	What types of special education needs does the school currently need to provide?	Speech and language Dyspraxia Behavioural Medical needs ASD ADHD Cerebral Palsy
6	How are pupils with SEN ensured access to the curriculum?	Individual support 1:1 Quality First Teaching Through small group support intervention groups Good differentiation by class teachers Monitoring of provision for children with SEND by the senior staff.
7	What are the targets and outcomes for children with special education needs	Targets and outcomes are set and monitored through Support Plans . School tracking shows in 2020 and 2021 the majority of children with SEND made and are making progress across the school. Progress has been impacted by COVID 19
8	How is their progress monitored?	Through IEP'S, intervention records and school wide tracking.
9	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	Provision maps – intervention plans Support Plans Behaviour plans Pastoral plans used when appropriate
10	How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	The school employs 9 TAs who work part time with children with SEN either 1:1 or in small groups. One additional TA runs intervention groups in certain year groups for PP children and for those with SEN. A TA is employed to work with the nursery children. School has purchased specialist equipment or resources when necessary.
11	Are there any budget/resource issues in terms of SEN provision?	SEN resources are acquired as requested by staff.
12	Describe the progress on any parts of the School Improvement Plan relating to SEN	SEN group is included in the current work on specific groups with Teaching and Learning section of the plan.
13	When was the SEN policy last reviewed and when will it be reviewed next?	2020 Next review 2021

	<ul style="list-style-type: none"> Who is involved in reviewing the policy? Does the policy reflect and meet needs of pupils What does it say about supporting pupils in their transfer to and from other schools? 	SENCO Teaching staff Governors The policy reflects the needs of current pupils
14	Has the SENCO undertaken the necessary training?	SENDCO in post from 2003 Updates training regularly One teacher is currently progressing through SENDco training.
15	Have the relevant staff members received appropriate training?	Staff attend training according to the needs of children identified e.g. in 2015-2021 training for memory, autism, epilepsy, diabetes, behaviour management, precision teaching and monitoring, Talk Boost, ELSA, MAPA, Thrive. Staff seek advice and observe practise at The Grove special school when needed and Grove staff have supported in school.
16	Which external agencies and support agencies are the school working with and how well is this working?	Local Inclusion team EWO, Educational Psychologist Speech and Language support Health agencies- Occupational and physiotherapists, Speech and Language Therapists, School nurse.
17	What communication strategies are in place for parents/carers of children with SEND?	Daily links with class teachers Termly contact with SEND CO if necessary
18	What is going well?	Provision for children medical and physical needs. 1:1 provision. SEN TA's running interventions throughout the school in the afternoons and supporting in class during the mornings has had an impact in the attainment of children with additional needs. Links with nurseries to provide training. Range of training accessed this year. Links with The Grove Special School. Additional member of staff training for SENDco qualification and supporting SENDco with completing paperwork.
19	What is going less well and needs to be improved?	Impact of COVID restricting staff movement and bubble working.