

**Governors Annual Report  
2016/2017**

**SENCO:** Sam Noble

**SEN Governor:** Sue Harrison

**Policy reviewed:** October 2016

The main focus for SEND

**OUTCOME TARGET for Summer 2017:  
All children achieving milestone targets**

**INFLUENCING FACTORS:**

- Whole school focus on maths and reading.
- Whole school focus on spelling/phonics
- Staff performance management based on raising achievement.
- 2 children with an EHCP. (An additional 2 children going through the process at the moment)
- 40 children currently on the SEND Register
- 30 Children currently receiving speech and language therapy
- 22 children receiving counselling at present. (4 levels available)
- Higher proportion of children with ASD tendencies in school at the moment so additional training and resources have been targeted.

**Achieved by:**

- Carefully targeted interventions, which are rigorously tracked and changes implemented if necessary. Baselines taken at the start of interventions and tracked every 6 weeks (or half termly) to monitor progress.
- Good class interventions and differentiation, first quality teaching
- Improve independence by use of a range of strategies and resources to support children with SEND.
- Visual individual timetables for children with ASD tendencies, resources and all staff trained by ASD specialist service last June. SENDCo trained lunchtime staff in ASD strategies over 3 sessions during September.
- Implementation of local authority advice and support
- Sharing good practise with other teachers, HLTAs, TAs and Lunchtime supervisors.
- Peer observations and book audits to support staff development
- Parents curriculum evenings within each key stage or eg Reception, KS1 and KS2 completed with the power-points put on the school website.
- Resources for children with dyslexic tendencies on the staff section of the intranet. RWI introduced as an intervention.
- AHT and some TAs received training for accelerated reading.
- Reader, writer and maths displays in classrooms.
- TAs allowed to complete a full cycle of intervention and not moved to complete other tasks.
- All staff aware of the high profile of pupils making progress and attaining their full potential.
- Pupil progress meetings with SENDCo/HT to support teachers with their targeted support.
- More frequent communication with parents and structured conversations with parents.
- Speech and Language closer monitoring, records kept should future problems arise with literacy etc.
- Vulnerable children are also closely monitored as well as SEN and FSM children.
- All registers and lists are checked at least monthly (or as and when the need arises) and updated.
- All class teachers are informed of any SEND changes as the need arises.

- Medical care plans updated annually or as changes occur and register checked fortnightly.
- Each child has a provision prescription based on any assessments, professional reports or observations carried out which outlines what they need to support their needs. This is shared with all who work with the child and parents as necessary.
- Local Information report updated October 2016
- SEND policy updated October 2016 – to be reviewed during the raising standards meeting.