

Governors Annual Report

2017/2018

SENCO: Sam Noble

SEN Governor: Sue Harrison

SEN Policy reviewed: November 2017

The key objectives of Belmont's SEN Provision are:

- Meeting the needs of pupils with SEN requires a partnership between all those involved, LAs, schools, parents/carers, pupils and agencies involved with SEN pupils.
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map and Provision Plans and where necessary ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Individual Education Plans; the use of structured conversations to support pupils.
- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- To support those children, at whatever level, enabling them to overcome their difficulties to such an extent that they are able to cope and progress within the learning environment.
- To improve children's self-esteem by setting tasks that are in achievable steps, thereby promoting success and fostering self-motivation and greater independence.
- To promote independence and not overreliance on adult support through bespoke provision/resources.
- All teachers are teachers of pupils with SEN. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.

The aim of the Governing body is to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their

learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;

- Have regard to the Special Educational Needs Code of Practice (2001) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus;

At Belmont we are inclusive and believe all children have the right to a balanced and broad based curriculum. We are able to be flexible to the individual needs of children and can provide opportunities for support in differing sized and cross year groups as required. Some support will be carried out within class; some will involve children taking part in short term interventions outside the class.

We value all our pupils equally, irrespective of race, creed or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential) and to take on roles and responsibilities throughout the school, such as School Councillors, Play Leaders.

The Governing Body receive an annual report on SEN. There are also regular updates on progress of this group at Curriculum Committee meetings throughout the year.

The main focus for SEND

**OUTCOME TARGET for Summer 2018:
All children achieving milestone targets**

INFLUENCING FACTORS:

- Whole school focus on maths and writing particularly greater depth;
- Whole school focus on spelling/phonics;
- Staff performance management based on raising achievement;
- 4 children with an EHCP. (An additional 2 children going through the process at the moment);
- 52 children currently on the SEND Register;
- 41 Children currently receiving speech and language therapy (there will be more referrals within nursery as the children are joining);
- 32 children receiving counselling at present. (4 levels available);
- Similar to last year we have a higher proportion of children with ASD tendencies in school at the moment so additional training and resources have been targeted;
- 9 children are currently receiving THRIVE;
- 15 children and families working with CAMHS;

Actions taken as part of the school development plan, specific to SEN provision:

- Progress of SEN cohort tracked and monitored, targeted intervention put into place;
- Interventions monitored and evaluated for effectiveness within a timely manner;
- Provision of needs mapped and shared with all staff working with each child;
- Professional development for support with dyscalculia; dyslexia and support from the ASD service with specific teachers and professionals coming into school to upskill staff;

Impact of actions taken:

- For children receiving support, progress overall is in line with their starting points;
- Interventions monitored on a half termly basis – if not appropriate before that point they are reviewed earlier and changed;
- Whole school and individual children's provision mapped. This is reviewed half termly, updated and amended as necessary and shared with all staff working with the individual child;
- School questionnaires and verbal feedback provided examples of positive feedback from SEN pupils and their parents;
- All parents of children on SEN register have met the SENCO;
- An extremely positive Ofsted report November 2012 stated:

“Pupils with SEND achieve well, relative to their starting points.”

Priorities for 2017/18 in respect of provision for SEN/D pupils:

- To interrogate data relating to progress of specific groups of children through need and implement appropriate action;
- Conduct monitoring meetings with Teaching Assistants leading interventions, regarding pupil progress, extend this so that teachers liaise fully with TAs;
- To ensure teachers monitor IEP target sessions and SENCo where appropriate;
- Track achievement of vulnerable children;
- Assess the impact of behaviour support/family support on achievement;
- To continue to look for opportunities to include children with SEN in extra-curricular and enrichment activities;
- To smoothly implement the education, health care plans (EHC plans) and provide advice and support for parents;
- To embed THRIVE across the school;
- To continue to upskill teaching and support staff with ASD support;
- Upskill teaching and support staff with dyslexia and dyscalculia friendly multi-sensory approaches to their teaching;

Under the Equality Act 2010 schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish an accessibility plan to promote equality of opportunity for disabled pupils' which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

These prompts aim to aid schools in reporting upon the impact of their Accessibility Plan.

Accessibility Plan This was last reviewed in November 2016.

These prompts aim to aid school in reporting upon the impact of their Accessibility Plan:

- *Improving the Delivery of Written Information at Belmont School*
- *Improving the Curriculum Access at Belmont School*
- *Improving the Physical Access at Belmont School*

Numbers of children/young people with disabilities and medical needs within the school

Pupils with disabilities and medical needs make up a very small percentage of the school currently. The school liaises with Health and Occupational Therapy Services regarding any specific resources required by pupils. Hearing and Visual Impaired Services. Health care Providers and school nurses also support with care plans, training/visits and advice.

All pupils are supported in making contributions to their annual SEN review. All pupils are treated equally in regard to admissions, irrespective of their disabilities.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

At Belmont School we have an 'Open Door' and welcome involvement and questions from parents at any time. All Parents and Carers are invited to be involved in regular reviews of their child's progress by attendance at Parent Consultation Evenings, Structured Conversations and Curriculum Evenings. For children with an EHCP needs there is also an Annual Review meeting. We endeavour to have the local SEN link officer present at the meetings and Parent Supporters if parents are using the Parent Support Service.

We believe that it is of vital importance for Parents and Carers to play an active role in the education of their child. Over the course of a school year, we run information workshops for Parents and Carers and send out regular newsletters and termly topic letters.

We have an Open Door policy at Belmont Primary and would hope that any issues should be first brought to the attention of the Class Teacher. If Parents/Carers are still unhappy after this then they should make an appointment to see the Head Teacher so that the issue can be resolved.