



Annual Report to Parents on Special Educational Needs and Disabilities (SEND)

2017/18

Key Staff

- Our school's Special Educational Needs Coordinator is Isabel Stubbs.
- The SENCO support teacher is Gill Leah.

Reporting Arrangements

Cecil Gowing Infant School will report annually to all parents on the provision for SEND: Special Educational Needs and implementation of the disability equality scheme.

The New Code of Practice

The SEN Code of Practice for pupils with special educational needs came into force on September 1st 2014.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need help that is "different from" and "in addition to that" which is offered to their peers.

The new Special Educational Needs Code of Practice sets out the processes and procedures that all organisations should follow to meet the needs of children.

As part of the new SEN Code of Practice, we are required to publish our own Local Offer known as our School Information Report, outlining our SEN provision. Following consultation with parents and staff, this is published on our website and is updated at the start of each new school year. (Paper copies are available from the School Office on request.)

Cecil Gowing's SEND Information Report is in line with the current code of practice to ensure a graduated approach that recognises that children learn in different ways and can have different kinds of Special Educational Need. It outlines how we identify SEND pupils within our school.

Individual Education Plans (IEPs) are written termly containing targets which the teachers have set with parents. These are reviewed each term.

Some SEND pupils may have or need an EHCP (Education, Health and Care Plan). This is a legal document which describes a child's needs and how these needs

should be supported. An EHCP can only be issued once a process of assessment has been carried out by the Local Authority.

Children with Disabilities and Medical Needs

All children with SEN, disabilities and medical needs have access to a full academic and pastoral life at the school. When a pupil has a long term medical need, or has a condition which may require emergency treatment, a Health Care Plan is written in consultation with parents and shared with all school staff.

Our Accessibility Plan is available on the school website.

Number of Pupils with SEND

In consultation with parents, children with SEND have been placed on the School's SEND Register.

SEND pupils made up 13.5% of our school population. This compares with a national average of 14.4% and Norfolk average of 15.5%.

Number of pupils with SEN 2017/2018:

Year Group	Total Number of SEND Pupils	Total Number of SEND Pupils with an EHCP
R	10	1
1	8	
2	6	
Total SEND Pupils	24	1

(For more detailed information on how SEND pupils are identified at Cecil Gowing School, please see the School SEND Information Report on the school website.)

Types of SEN

Type of Need	Number of Pupils
1. Communication and interaction	15
2. Cognition and learning	4
3. Social, mental and emotional health	1
4. Sensory and/ or physical needs	4

Progress of SEND Pupils 2017-18

We are pleased with the progress of all our pupils and, although some pupils with SEND are not at the expected standard for their age, all children who received specialised interventions during the year made increased progress generally.

All SEND children are tracked individually so that their progress is recognised with respect to their starting points.

Exclusions of SEND Pupils

During the academic year 2017-18 there were no fixed term exclusions (for persistent disruptive behaviour resulting in cause for concern for the safety of the excluded child and/or other people.)

Deployment of Staff and Resources

During the academic year 2017-2018 Cecil Gowing School received £53,575 within the School SEND Memorandum.

This has been used towards employing staff such as teaching assistants, SEND Support Worker, Parent Support Adviser, purchasing resources and training, and contracting traded services such as Educational Psychology.

The use of staff is reviewed continually to ensure the right intervention and provision is provided for pupils to have the greatest impact on progress. During the year teaching assistants have been deployed to support SEND children in the following ways:

- One to one provision for learning and emotional needs.
- Supporting individual and small groups of pupils in class and in booster sessions in Literacy and Maths.
- Carrying out phonic, spelling and reading assessments and interventions using a number of strategies.
- Supporting pupils in class and at play times who have social / behavioural difficulties.
- Supporting children through the implementation of speech and language programmes.

Teaching assistants do not solely support SEN children.

We have purchased the following resources this year:

Specialist books

Training for staff to support children with Social and Emotional difficulties (via S2S support service)

Training for 3 members of staff including the Headteacher to be trained as 'Autism Champions) plus whole school autism training and a presentation by Dean Beadle to explain what it is like to live as a person diagnosed with autism.

Training for 2 Teaching Assistants to complete Elklan Speech and Language training.

£271,682 is the amount of funding received by the Sprowston Cluster of Schools. This has been used to:

Support for pupils in two classes who have required additional help to access the curriculum and adapt to classroom and lunchtime routines. There is strong evidence to show the successful impact of this funding.

Assessment

This year we have used the following assessment materials to support the provision mapping process:

Phonics and high frequency word lists
Sandwell Early Maths
Boxall Profile
Sensory processing

External Agencies

During the school year we have worked with the following external agencies to support pupils with SEND:

- Speech and Language service
- Educational Psychologist
- Point One
- CAMHS
- School Nurse

Staff development

Mrs Stubbs and Mrs Leah have attended the Essential SENCo Network meeting each term and the Annual SENCo Conference to keep up to date with changes and national and local SEND requirements.

Staff have received the following training: Support for dyslexic learners, mental health awareness, resilience and emotional health. Staff also attended the Cluster Parents' SEND evening which put on workshops in various aspects of SEND.

There is ongoing staff development through sharing expertise within the school and beyond. Good practice is also shared with other schools in the Cluster.

Parents

Parents of children on the SEN register have been kept informed of targets and progress through Parent Consultation meetings with teachers and through an

annual report. The SENCo is available to talk to parents on SEN matters on an “open door” basis or by appointment. Meetings have been arranged with parents and the external professionals supporting their child. Parents of children with an EHCP are invited to attend annual review meetings and are formally asked for their views.

Transition

This year we have liaised closely with our Junior School, in order to ensure all information for SEND pupils is transferred correctly. This has enabled us to plan for new SEND pupils and those who are moving on in order to ensure any pupils who require extra transition support are well catered for. We aim to provide our pupils with SEND with a smooth transition either into our school or on to the next, where they feel more confident about the changes they face.

The Sprowston Cluster

The SENCOs of our cluster and other schools meet termly to continue to keep up to date with changes in process and legislation and to support each other with good practice and information sharing.

Priorities for next year

- Continue to monitor the progress of SEND pupils rigorously.
- Identify more effectively the children who need intervention.
- Continue to review and evaluate the effectiveness of interventions.
- Improve ways of communicating with parents.
- Identify opportunities for staff training to support children with SEND.
- Cluster SENCOs to continue to meet regularly to share good practice, discuss ways forward, etc.

Report completed: September 2018