



# Special Educational Needs

## Governors' Report July 2018

### Review of Academic Year 2017/18

#### Summary

At the start of the year we quickly recognised that there were a lot of children who were not listed as part of the Special Educational Needs register. Some had no diagnosis; others showed that they were making no or minimal progress. Records kept within school needed updating in order to ensure that children were receiving appropriate interventions to support their learning. The register has been updated and includes all children that are receiving any intervention as well as quality first teaching. The record is held on Insight and enables all staff to monitor SEND children's progress as a specific group and modify their practice where necessary.

I have carried out Learning Walks with both the Head teacher and Julia Dinley (Chair of Governors). Book scrutinies have been carried out alongside Maths and English subject leads. I intend to gather children's perceptions of their learning in school before the end of term.

#### High Tariff Needs Funding

This has dramatically increased and helps to support those children with significant learning or behavior needs within the classroom. Applications for funding are submitted on a termly basis and I am gradually gathering evidence to support these applications. I have developed a tool that allows me to show the provision and cost per child based on Suffolk County Councils costing model.

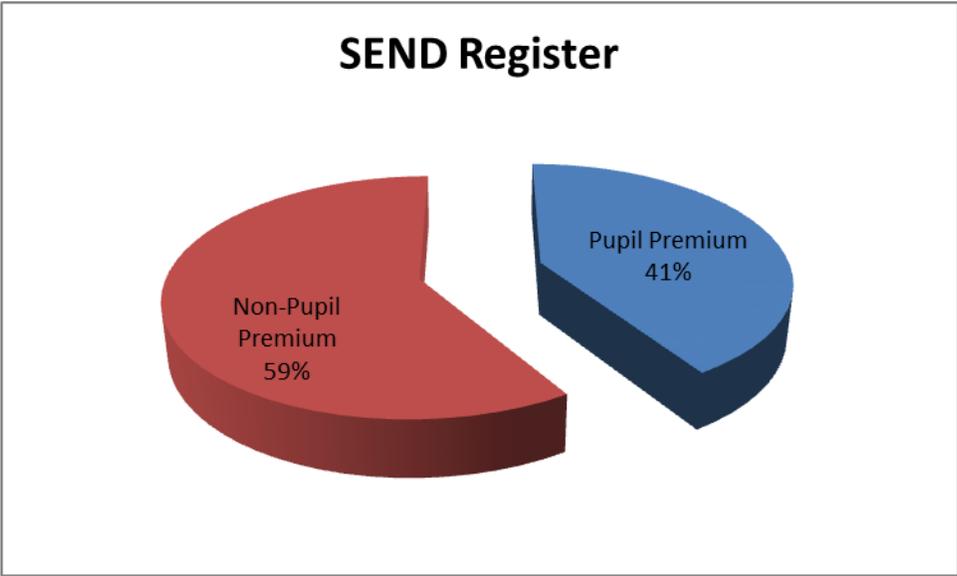
#### Support Plans

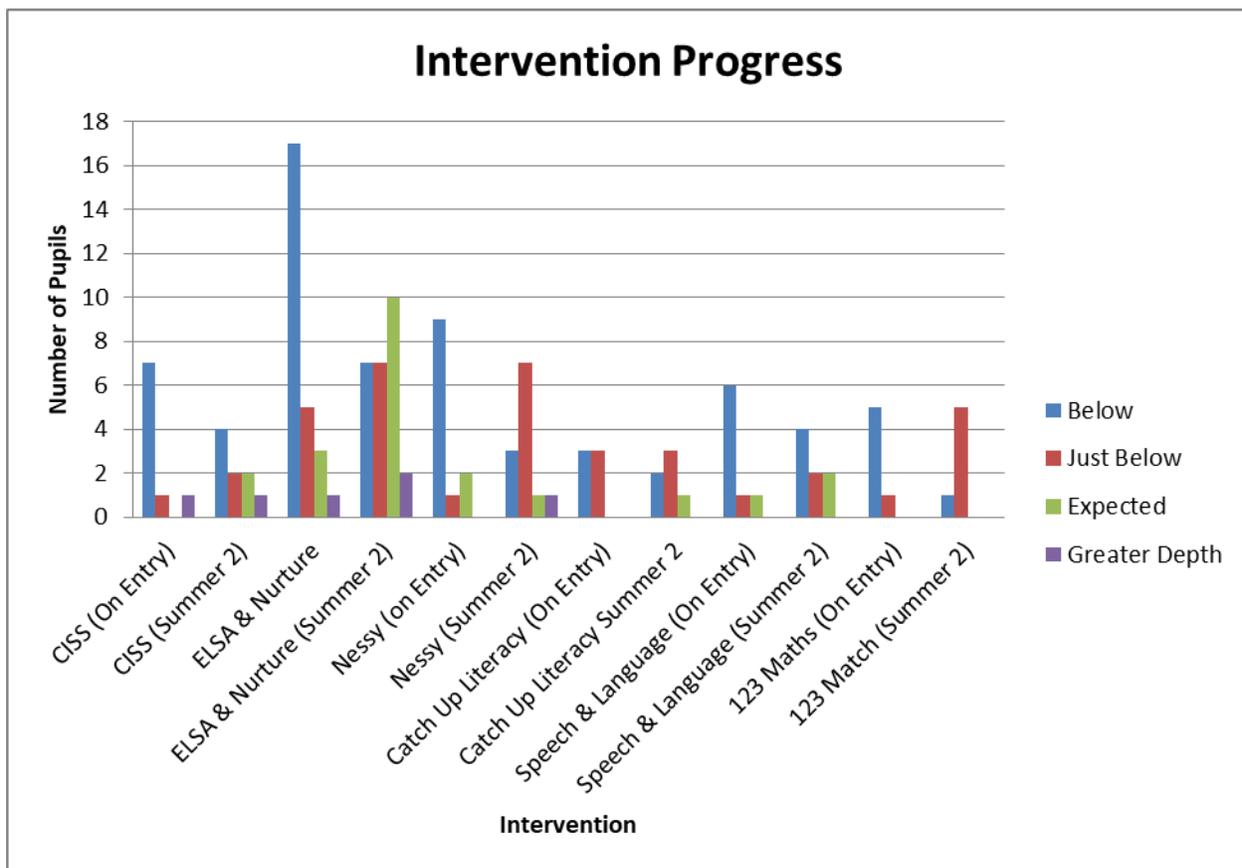
I have introduced individual 'Support Plans' for SEND children. These are written by the class teacher and shared with parents three times a year, as recommended in the SEND Code of Practice. Staff meetings are held each term to ensure that teachers are supported when writing the support plans. Teaching Assistants (TA) are fully involved in supporting children's needs and will ask for advice/share good practice at TA meetings that are held regularly.



# Progress

The graphs below show the on entry data and the progress made throughout the year. These are the main interventions carried out in school. The data shows that significant progress throughout the school has been made. The graphs particularly show the impact that the interventions have made. Overall the combination of interventions and quality first teaching has been successful and I will build upon this throughout the next academic year.





## Conclusion

There have been a number of reasons for the successful progress of SEND children this year. Working closely with both the Head teacher and members of CISS has ensured that SEND provision is now improved and best practice is observed and carried out regularly. Interventions are timely and it is my hope that more children, particularly pupil premium, will in time be removed from the SEND register. My main aims relating to SEND provision over the next year are:

- To continue to monitor and track progress ensuring that interventions are carried out regularly. It is important to make sure that interventions represent good value to the school and meet children's needs appropriately.
- To support teacher's in delivering Quality First Teaching and best practice for those children with specific learning needs.
- Reduce the number of pupil premium children on the SEND register.
- Continue to develop good working relationships with parents of children with SEND.

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