



SEND children at Uplands Junior L.E.A.D. 2016 - 2017 Governors Report

Gillian Martin SENCO from March 1st 2015.

1) SEN Policy Update

The SEN policy was reviewed in January 2017 to take into account the L.E.A.D. model policy and agreed at the governing body. It takes into account the SEND Code of Practice, the Equalities Act and The Children and Families Act. The full policy can be viewed on the website; it will be subject to further review in the Autumn Term. In addition a separate action plan for accessibility was written with the support of the site manager. This was agreed at the January governing body meeting and is published on the school website. Both policies are subject to annual review and will therefore be presented to the governors for approval in January 2018.

What types of special educational needs are provided for at Uplands Junior School?

There are four categories of need:

- Communication and Interaction - such as speech and language needs and autistic spectrum disorder.
- Cognition and learning - such as moderate learning difficulties, dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health - such as attachment disorders, attention deficit disorder and attention deficit hyperactivity disorder.
- Physical and Sensory - such as hearing or visual impairment.

We have children in each of these broad categories.

2) Profile of SEN in the School.

SEN Register - number of pupils

At the present time there are 51 children on SEN register. Of these there are 3 children with an Education, Health and Care plan; the children who were on a statement have been transferred to EHCP in line with the Leicester City Council timetable. These children have a designated 1-1 TA for the majority of the timetable.

The remainder of the children receive quality first teaching within differentiated lessons. In addition there are some children who receive specific interventions. Currently; RML, a phonics booster programme; speech and language programmes as recommended by the speech

and language team; Toe by Toe to boost reading skills; art therapy, guided imagery and friendship groups to boost self esteem and play interaction to support the needs of children who struggle with knowing how to play e.g. ASD children.

Changes over the Year.

The SEN register reduced by 7 pupils compared to the previous year. The total number has reduced by 1 pupil this academic year; this is due to family relocation. Following the latest round of learning reviews 2 pupils will be added and 1 removed; these changes will be made once parental signatures are received. We have 10 pupils in Year 6 on the register that will leave us in July.

The number of pupils entitled to free school meals has significantly dropped from 35 pupils last year to 10 this year.

Ethnicity has changed, although not significantly: Indian pupils remain the largest group; there is a rise in the number of Bengali pupils and a drop in the number of both Pakistani and Black Somali pupils.

Gender of Pupils on SEN Register by Class and Support.

Year Group / Class		SEN Support		Statement / EHC Plan		Total on Register
		Boy	Girl	Boy	Girl	
Year 3	3FC	2	1			3
	3GS	2	1			3
	3LM	2	2			4
	3RA	3	2			5
Year 4	4MM	2	1			3
	4RS	1	3			4
	4JS	0	1	1		2
	4ZA	1	2			3
Year 5	5KC			1		1
	5AP	2	2			4
	5TC	3	2			5
	5CB	4				4
Year 6	6RG		1			1
	6BM	4	2		1	7
	6CR		1			1
	6YA	1				1
Totals		27	21	2	1	51
TOTALS						

Areas of Need on the SEN Register by Gender

Type Of Need	CODE	BOYS	GIRLS	TOTAL
Hearing Impairment	HI		1	1
Visual Impairment	VI		0	0
Moderate Learning Difficulty	MLD	6	2	8
Specific Learning Difficulty	SPLD	7	7	14
Speech Language and Communication Need	SLCN	5	6	11
Social, Emotional and Mental Health	SEMH	6	4	10
Physical Disability	PD	2	2	4
Autistic Spectrum Disorder	ASD	3		3
Other	OTH			
	TOTALS	29	22	51

Ethnicity on the SEN Register by Gender

Ethnicity	Boys	Girls	Total
Black Somali	4	1	5
Indian	15	16	31
White and Asian	1		1
Bangladeshi	4	1	5
Pakistani	4	3	7
Gypsy Roma		1	1
White and Black African			
White European			
Other Asian	1		1
Totals	29	22	51

FSM on the SEN Register by Gender

Type	Boys	Girls	Total
FSM	6	4	10
Not FSM	23	18	41
Totals	29	22	51

LAC Pupils:

There are 2 pupils who are LAC in the care of one of their parents; one of these is also on the SEN register as he has Physical Disability. In addition there is one pupil who was subject to a full care plan but this has now been removed.

SEN activities over the year.

- The SENCo has taken a leading role and managed joint planning meetings, PEP reviews, learning reviews and social services core group meetings. Pupil and parent voice has been at the heart of these meetings and their opinions have been sought and acknowledged. Parents and professionals have commented positively on school's ability to plan interventions that are appropriate and that children are making progress as a result of forward planning.
- SEN register has been thoroughly checked and monitored through learning reviews.
- Children have been assigned the correct codes for September so the area of need makeup of the register has changed; there is an increase in the area of Specific Learning Difficulty and a decrease in both Moderate Learning Difficulty and Social, Emotional and Mental Health pupils. This has meant that school census data is accurate.
- Each child has an SEN profile folder with 3 reviews planned; 2 of the reviews parents will be invited to and the third was completed during parents evening.
- Overhaul of SEN systems is now complete; all data is stored electronically in addition to the "paper" profile kept.
- More teaching assistants have been employed.
- Teaching assistants have been deployed to support children with EHC plans. In addition they have taken responsibility for targeted interventions in the afternoons. Training has given them the confidence to suggest different interventions and to inform me of other pupils who need support.
- Single word reading and spelling tests have been used so that progress can be measured for SEN pupils. All children on the register will be tested by the end of the Summer Term.

Staff Skills and CPD:

In November 2016 all staff completed training in the impact of the new code of practice; for some staff this was new for some it was a refresher.

The areas covered were: The Code of Practice; Early Identification and a Single Assessment and how this would look at Uplands. The staff looked at the identification of children with SEN and the graduated response expected in the identification process.

Each member of staff has been given the Element 1 funding document and the inclusive Provision for SEND pupils in mainstream schools update; these outline a class teacher's responsibility for providing for SEN pupils in the classroom.

Epipen training was provided by the school nurse service for the majority of staff as we have 3 children with severe allergies. School nurse training on Epilepsy awareness provided for a core team of staff plus support staff and dinner supervisors.

Team Teach training was provided for those staff without a current qualification.

Training and Qualifications of the SENCo

The SENCo award is complete. The SENCo completed a case study looking at the link between EAL new to English pupils and SEN and a research project considering how transition could be improved. Graduation was in February.

In addition the following training has been undertaken:

- $\frac{1}{2}$ day introduction to sickle cell anaemia organised by the specialist nurse. This incorporated writing an Individual Health Care Plan.
- $\frac{1}{2}$ Designated LAC lead teacher training.
- A 1 day course, Introduction to Children and Young People's Mental Health, organised through Young Minds.
- School nurse training, Epilepsy awareness, organised for a new pupil.
- A 1 day course, update on ASD, organised by L.E.A.D. SENCo network.
- SENCo update termly meetings in the Autumn, Spring and Summer Term.
- SENCo has joined the L.E.A.D. network.

Accessibility:

In line with the DDA, the accessibility of the school premises has been increased over time. This can be seen in the signage from the school car park and the improved reception area enabling wheelchair access. There are two disabled toilets and two lifts.

Advice has been sought and followed from VISTA to improve accessibility for visually impaired pupils, e.g. improved lighting, painting of handrails and manifestations on glazing. Careful consideration is always given before transition periods, about the suitability of classrooms for pupils with disabilities.

Pupils with special educational needs and disabilities have equal access to the curriculum. Teachers use different teaching strategies and differentiate their work according to the needs of pupils. Advice from outside agencies is also sought and acted upon to improve accessibility for children with more complex needs, for example securing CCTV for a visually impaired pupil.

All pupils are included in trips with risk assessments identifying any special provision required, this has included, for example, the borrowing of a wheelchair and the hiring of a taxi. Pupils with SEND are encouraged to attend extra-curricular activities with adjustments made as necessary. The P.E. coordinator organised an inclusive football club and SEND children have attended inclusive sports festivals, including one at a local Rugby Club.

The Assessment and Reporting Arrangements (Standards and Testing Agency) are followed to ensure that pupils with SEND have equal access to tests.

The SENCo liaises with the school's P.E. teacher to ensure that resources and activities are adapted where necessary.

Outcomes:

All pupils have contributed to their reviews this term.

There were no permanent or fixed term exclusions of SEN pupils.

We have one pupil on a positive handling plan that has had to be restrained once this year.

All pupils with Physical Difficulties (PD) have accessed all trips with school providing a taxi when walking distance was too far.

All EHCP children and those with PD and other vulnerable pupils were offered the opportunity to participate in inclusive football and other inclusive sports events.

Summary of work with external agencies.

This year children on the SEN register have been supported where necessary by the following external agencies:

- Educational Psychologist.
- Social, Emotional and Mental Health Team (SEMH).
- Complex Learning, Communication and Interaction Team (CLCI).
- Vision Support and Hearing Support Team.
- Community Paediatrician.
- Autism Outreach.
- Social Services.
- Community Physiotherapists and Occupational Therapists.
- School Nurse
- Bereavement Counsellors
- Emotions in Motions

Work with other schools.

Liaison with both the infant feeder schools and the secondary school that the children will be transferring to has been positive. Liaison with Uplands Infant School in the Summer Term ensured that the children were organised into 4 classes that took into account the needs of the pupils. Liaison with all of the secondary schools that the pupils were transferring too has been completed and the SENCo from each of the schools attended the end of year review for any pupils with an EHCP. To ensure a smooth transition for Year 6 children with SEN, additional transfer arrangements were implemented during the summer term. Close liaison between SENCos took place to ensure the effective transfer of records took place in order for support programmes to be in place immediately.

Academic Year 2016 - 2017.

There are currently 3 pupils with Element 3 Funding which will be reviewed in September by the Special Educational Needs Service. This funding is awarded for pupils with enduring needs who need one to one support for much of the day. In addition there are a further 3 pupils who will need additional funding applications; two of these are for Element 3 Funding the other pupil will need an application for an EHCP.

SEN Register 2016 - 2017

Year Group	Girls	Boys	Total
Year 3	6	9	15
Year 4	7	5	12
Year 5	4	10	14
Year 6	5	5	10
Total	22	29	51

Potential SEN Register 2017 - 2018 (final numbers will be verified in September)

Year Group	Girls	Boys	Total
Year 3	2	6	8
Year 4	6	9	15
Year 5	7	5	12
Year 6	4	10	14
Total	19	30	49

The Year 3 data is given following preliminary discussions with the infant school. None of the pupils have an EHCP; all require SEN support. In addition to those pupils currently on the register for Year 3 there are a further twelve pupils with a higher level of need and 5 who are international new arrivals who are new to English that the infant staff feel may need further support.

Proposed Plan 2017 - 2018.

- Liaise with Head teacher to discuss the approach for SEN provision.
- Assess the new year 3 pupils to plan targeted interventions from the Autumn Term.
- Plan in a programme of monitoring to assess the impact of interventions.
- Analyse planning to look at SEN provision in the classrooms.
- Analyse the data to assess the impact of the interventions and support that has been given.
- Continued liaison with external agencies to provide targeted support as necessary.
- To implement EAL assessments at point of entry in both English and home language to identify early needs.
- Provide EAL training for all staff.
- Deployment of Teaching Assistants for those pupils with an EHCP and a planned programme of targeted interventions planned for the afternoon sessions. These interventions will be recorded on the provision map and specific time frames allocated in order for accurate analysis of progress to be recorded.
- Update the vulnerable pupil display with current photographs; provide staff with the information for the SEN folder and produce booklets for lunchtime supervisors for the most vulnerable pupils.
- Implement a system of Pupil Passports for each child on the SEN register.