

## Uley Primary School

### Annual SEND Report 2015-2016

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on special educational needs.

At Uley Primary School we believe in providing every possible opportunity to develop the full potential of all children. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Head teacher, SENDCO and all members of staff have important responsibilities.

The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually.

The Special Educational Needs Co-ordinator (SENCO) is Mrs. Zoe Mandeville and the named Governor for SEN is Mrs. Erica Latham.

#### Number of Children with SEN

**Autumn 2015** 13% (13 children) on My Plans, EHCP or statement, reduced to 8 children by December due to mobility and making good progress

**Spring 2016** (8 children) My Plans, EHCP or statement

**Summer 2016** (8 children) My Plans, EHCP or statement

#### Type of Need

Communication and interaction: 5 (63%)

Cognition and learning: 1 (13%)

Social, emotional and mental health: 1 (13%)

Sensory and/or physical needs: 1 (13%)

#### Progress

Each year the children's progress is monitored, by class teachers, Head teacher and SEND Governor. Pupils progress from individual starting points. For children on the SEND register the review and assessment happens frequently throughout the year and their SMART targets adjusted according to their progress. Parents and pupils are an integral part of the review and SMART targeting process. Disclosing individual achievements would identify individual children and their families at our small school. The School and Governors regularly review the pupil's progress and attainment.

### **Budget**

The school received high needs funding last year which was used to provide teaching staff for the SEND children identified. Teaching assistants have been recruited to reflect the funding and support the areas identified on their EHCP plan.

Other support for SEND registered children is provided through quality first teaching, small class sizes and targeted support with teaching staff or teaching assistants.

### **Attendance**

The attendance of the SEN pupils is 93.82%

The whole school pupil attendance is 96.6%.

There have been no exclusions of SEN pupils

### **Deployment**

Four full time teaching assistants (TAs) support children alongside the class teachers in class and with small groups of children and with interventions. Some interventions include:

Precision teaching

Speaking and Listening – supporting speech and language therapist’s programmes and recommendations, Language for Thinking

Reading – Daily reading support

Writing and Spelling – Precision Teaching

Phonics – supporting groups across the school

Numeracy – Precision teaching.

Social and Behaviour – SEAL programme (Social and Emotional Aspects of Learning), Behaviour management strategies

Physical – Supporting occupational therapists’ programmes and recommendations such as the Fizzy Programme.

### **External Agencies**

This year the school has liaised with, and had meetings with, an educational psychologist, speech and language therapists, Advisory Teaching Service and the school nurse.

### **Secondary Links**

Uley and local secondaries have worked closely for the transition of children with SEN. The SENCo has organised for additional visits for some pupils as part of their transition into secondary school.