



SEN Annual Report to Governors September 2017

Shepton Mallet Community Infants School is an inclusive school and offers a variety of provision to suit the needs to the children.

SEND School Profile 2017 - 2018

	September 16	September 2017
SEN Support	36	32
High Needs Funded	8	8
Statement/EHC Plan	1	0

	Year R		Year 1		Year 2	
SEN Support	6		10		16	
High Needs Funded	0		2		6	
Education, Health Care Plan (EHC)	0		0		0	
Pupil Premium Details	PP	Non-PP	PP	Non-PP	PP	Non-PP
	0	6	1	10	6	9

Areas of Need

Communication and Interaction <ul style="list-style-type: none"> • <i>Autistic Spectrum Disorder</i> • <i>Speech, Language or communication Need</i> 	15
Cognition and Learning <ul style="list-style-type: none"> • <i>Specific Learning Difficulty</i> • <i>Moderate Learning Difficulty</i> • <i>Severe Learning Difficulty</i> 	24
Social, Emotional and Mental Health <ul style="list-style-type: none"> • <i>Social, Emotional and Mental Health</i> 	2
Sensory and/or Physical <ul style="list-style-type: none"> • <i>Physical Disability</i> • <i>Medical Disability</i> • <i>Visual Disability</i> 	1
Physical and Medical needs <ul style="list-style-type: none"> • <i>Mobility</i> • <i>Physical impairment</i> • <i>Medical conditions</i> 	3

Effectiveness and Impact of Additional SEN Provision on Pupil's Outcomes for pupils in 2016-2017

Year Group	Number of Pupils	Prime Areas	All 17 Areas
Reception	10	1/10 (10%) made a good level of development in the prime areas.	1/10(10%) made a good level of development in all 17 areas.

Year Group	Number of Pupils	Reading			Writing			Maths		
		% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE	% Below ARE	% At ARE	% Above ARE
1	11	55%	45%	12%	75%	27%	6%	82%	18%	6%
2	14	50%	50%	14%	79%	21%	7%	64%	36%	7%

Attendance, Exclusions and Behaviour of SEN pupils

Average Attendance	93%
Percentage of pupils with attendance below 90%	21% (8pupils)
Percentage with 100% attendance	2.5% (1 pupil)
Number of temporary fixed term exclusions	0
Number of permanent exclusions	0

The effectiveness and impact of multi-agency interventions and support

- Consultation Meetings - two meetings across the year to gather ideas and provide support to allow for correct provision to be put in place.
- Educational Psychologist - observed and given advice for 2 pupils. Advice used to support provision put in place by class teachers.
- Learning Support Services - carried out assessments on 3 pupils. Suggestions made for interventions to be put in place to support pupils.

Impact of Staff/TA/SENCO training or INSET on improving SEN pupil's outcomes.

- SENCO attendance at annual SENCO conference. Guest speaker gave good advice on improving SENCO role.
- SENCO attended training Road show on new High Needs Funding Allocations.
- Training for TAs on new SEND interventions proving successful. All new interventions purchased are now in regular use with targeted children.

Impact of SEN developments, projects or initiatives

- CLP SENCO groups have continued. These are a good opportunity to share ideas and initiatives. The Educational Psychologists for the schools leads the group and is available for advice. Julie Morris (SEMH Advisory Teacher), Lynne HERRINGTON (Learning Support Services) and Angela Williams (SLCN Advisory Teacher) have also attended meetings to support, advise and give training to the SENCOs.
- CLP SENCO group has developed a booklet to support SEMH (social, emotional and mental health) pupils. The booklet helps to collate evidence and support intervention.

View Point of Pupils

- Will be collated over the first term.

Future developments of SEN department

- New SENCO to complete National SENCO award.
- To meet with all class teachers and discuss the interventions and provision in place for children in their class on the SEN register.
- Explore a range of new interventions (particularly for Maths).
- Focus TA and teacher training opportunities on improving SEND pupils rate of progress, as detailed in SDP.
- To complete the SEND Audit.