



SEND Annual Report to Governors September 2018

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 2018 - 2019

	September 17	September 2018
SEN Support	32	23
High Needs Funded	8	3
Statement/EHC Plan	1	0

	Year R		Year 1		Year 2	
SEN Support	10		5		8	
High Needs Funded	1		0		2	
Education, Health Care Plan (EHC)	0		0		0	
Pupil Premium Details	PP	Non-PP	PP	Non-PP	PP	Non-PP
	3	7	1	4	2	6

Areas of Need

Communication and Interaction <ul style="list-style-type: none"> • <i>Autistic Spectrum Disorder</i> • <i>Speech, Language or communication Need</i> 	9
Cognition and Learning <ul style="list-style-type: none"> • <i>Specific Learning Difficulty</i> • <i>Moderate Learning Difficulty</i> • <i>Severe Learning Difficulty</i> 	15
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> Physical and Medical needs <ul style="list-style-type: none"> • <i>Mobility</i> • <i>Physical impairment</i> • <i>Medical conditions</i> 	2

Effectiveness and Impact of Additional SEND Provision on Pupil's Outcomes for pupils in 2017-2018

Year Group	Number of Pupils	Prime Areas	All 17 Areas
Reception	5	1/5 (20%) made a good level of development in the prime areas.	1/5(20%) 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	8	100%	0%	0%	100%	0%	0%	87.5%	12.5%	0%
2	15	73.5%	26.5%	0%	86%	14%	0%	54%	46%	0%

Attendance, Exclusions and Behaviour of SEND pupils

Attendance %	95.6%
Number of temporary fixed term exclusions	1
Number of permanent exclusions	0

Multi-agency Interventions and Support Consultation Meetings

2 meetings were held across the year to gather ideas and provide effective support to allow for the correct provision for SEND designated learners to be put in place. Discussions were held around 8 individual pupils and whole school training needs. The Educational Psychologist (EP) and support teacher from Learning Support Services (LSS) visited school to assess and advise on 2 pupils each. Advice on other pupils discussed led to 5 referrals to other external agencies and verbal suggestions given at the time of the meetings was used to support teachers in developing effective Individual Education Plans (IEPs). Whole school training on Precision Teaching was facilitated by LSS. Class teachers are now using Precision Teaching techniques for a range of different pupils.

Educational Psychologist

The EP observed/assessed and gave advice for 2 pupils. This advice was then used to support class teachers in developing IEPs that would support pupils in making progress in their identified areas of need. Both pupils were also reviewed by the EP towards the end of the year and had made slow but measurable progress towards short term outcomes.

Learning Support Services

Support teachers from LSS carried out observations/assessments on 2 pupils. The recommendations made for interventions/class support were used in the pupils IEPs. Both pupils were reviewed by LSS towards the end of the year and had made slow but measurable progress towards short term outcomes.

Other External Agencies

Referrals made to the Autism and Communication Team, Speech and Language Therapy Team, Occupational Therapy Team and the Tor School (providing behaviour support) resulted in recommendations and advice for 5 pupils. IEPs were then produced using expert suggestions. Reviews of IEPs show measurable progress towards targets set for all pupils involved.

Staff Training on Improving SEN Pupil's Outcomes.

SENCO Training

The SENCO has completed the National Award for SEN Coordination, attending 7 training days over the course of the year and submitting 3 assignments. Final results are expected by November 2018. The training has been invaluable and provided an excellent starting point for the role. New SENCO support, provided for the SENCO by LSS, included 6 face to face meetings over the year with an LSS support teacher. This was very effective in ensuring systems were put in to place.

Staff Training

There has been a wide range of staff training completed over the year. This has included:

- A review of the SEND Code Of Practice for teaching staff to ensure responsibility to SEND designated learners were clear.
- Exploration of the Graduated Response and the schools use of Assess Plan Do Review as the main tool for supporting SEND designated learners.
- A review and refinement of the SEND register reorganising pupils in to SEN support and Cause for Concern groups.
- A review of IEP design and review.
- Development of new SEND Pupil Passport for all SEN pupils across the year. Training for teaching staff in how to complete the passports was carried out in January 18 and trial of 2 pupils per class completed and reviewed in July 18. As of September 18 the system will be used for all SEND designated pupils providing a solid evidence base of all provision, interventions and impact.
- Precision Teaching training for all teaching staff led by LSS. This is to be followed up for training on Precision Teaching for all TAs.
- Training for all teaching and support staff on the use of the 5 Minute Box and the number box, a specific SEND intervention.
- Trial of the Speech and Language Communication Needs (SLCN) intervention Talk Boost with Reception Key Workers. This will be rolled out to all staff for use with designated SLCN pupils in the coming year.

Impact of SEN developments, projects or initiatives

The SENCO has attended the CLP SENCO group and been involved with the completion of an SLCN support tool. The group will continue this year and is a very useful opportunity for sharing resources and expertise. The use of assessment tools and training in how to administer them with pupils is an ongoing area for the group's focus, as is the new Inclusion Audit. These are a good opportunity to share ideas and initiatives.

View Point of Pupils

The development of the new Pupil Passport and pupil response proforma for Annual Review meetings means that pupil's ideas, views and future aspirations are being included in all SEND documents in an age appropriate format. This will continue over the coming year.

Future developments in SEND

- Implement the use of Pupil Passports for all SEND designated learners from September 2018.
- Continue to explore a range of new interventions that will best support learner's needs.
- Build up a bank of age appropriate assessment tools that will provide measurable data for the impact of interventions and adapted provision.
- Develop a specific SEND tracking system that measures success against targets not national age appropriate data.