



SEN Annual Report to Governors September 2016

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 2015 – 2016

	June 2015	June 2016
SEN Support	31	36
High Needs Funded	6	8
Statement/EHC Plan	1	0

	Year R		Year 1		Year 2	
SEN Support	11		12		13	
High Needs Funded	5		1		2	
Education, Health Care Plan (EHC)	0		0		0	
Pupil Premium Details	PP	Non-PP	PP	Non-PP	PP	Non-PP
	0	11	5	7	2	11

Areas of Need

Communication and Interaction <ul style="list-style-type: none"> Autistic Spectrum Disorder Speech, Language or communication Need 	13
Cognition and Learning <ul style="list-style-type: none"> Specific Learning Difficulty Moderate Learning Difficulty Severe Learning Difficulty 	18
Social, Emotional and Mental Health <ul style="list-style-type: none"> Social, Emotional and Mental Health 	3
Sensory and/or Physical <ul style="list-style-type: none"> Physical Disability Medical Disability Visual Disability 	1

Effectiveness and Impact of Additional SEN Provision on Pupil's Outcomes

Year Group	Number of Pupils	Prime Areas	All 17 Areas
Reception	9	1/9 (11%) made a good level of development in the prime areas.	0/9 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	12	69%	31%	0%	92%	8%	0%	92%	8%	0%
2	13	90%	10%	0%	90%	10%	0%	90%	10%	0%

Attendance, Exclusions and Behaviour of SEN pupils

Average Attendance	94.99%
Percentage of pupils with attendance below 90%	18% (6 pupils)
Percentage with 100% attendance	0
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 3 pupils. Advice used to support provision put in place by class teachers.
- Learning Support Services – carried out assessments on two 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.

Impact of SEN developments, projects or initiatives

- CLP SENCO groups have continued for the second year. 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 this year 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. We are now looking at the possibility of selling the booklet to other schools.

View Point of SEN Pupils (17 in total. 1 child = 6%)

	Question	All the time	Some of the time	No/don't know
				
1	Do you like being at school?	82%	0%	18%
2	Do you find out new things in lesson?	65%	12%	23%
3	Are your lessons interesting and fun?	65%	23%	12%
4	Do you have to work hard?	88%	12%	0%
5	Do you know what your targets are? <i>*not all children put an answer for this question</i>	21%	36%	43%
6	Do teachers show you how to make your work better?	76%	12%	12%
7	Do you get help when you are stuck?	88%	6%	6%
8	Do you feel safe at school?	94%	0%	6%
9	Are other children friendly?	82%	6%	12%
10	Is there a grown up you would go to if you were worried or sad at school?	88%	6%	6%
11	Are grown-ups fair to you? <i>*not all children put an answer for this question</i>	91%	0%	9%
12	Do teachers listen to your ideas?	82%	6%	12%
13	Are you trusted to do things on your own?	76%	18%	6%
14	Is there anything else you would like to say about school?	<i>I like the chickens I like being at school</i>		

Future developments of SEN department

- To meet with all class teachers and discuss the interventions and provision in place for children in their class on the SEN register. Also to discuss any concerns within the class. Look at other avenues to explore to support children and try to improve progress.
- To complete the SEND Audit.