Special Educational Needs and Disability (SEND)

Annual Governors’ Report – November 2015

This report comments on the implementation of Marlfields’ policy for helping our children with special educational needs and disabilities (SEND).

We review the school’s SEND policy annually. This year the policy has been comprehensively updated to reflect the reforms of the new SEND Code of Practice. The school’s SEND information report (this details exactly what Marlfields Primary Academy offers for children with SEND) can be found on the website and together with a link to the School’s and Cheshire East Local Offer for SEND.

**Overview of Activities throughout the year:-**

* As a result of a new SEN code of Practice, part of the Children and Families Act, major changes in SEND came into force in September 2014. At Marlfields, comprehensive new systems have been established and extensive staff training has been undertaken to ensure that:
* SEN is identified early and support is routinely put in place quickly
* Staff are fully equipped to provide the right support
* Parents know what they can reasonably expect from the school, have regular communication and feel supported by the school.
* Aspirations for disabled and SEN children are raised through an increase in focus on life outcomes
* Those with very complex needs have an Education, Health and Care Plan.
* The new ‘Marlfields School Offer for SEND’ published on the website – outlines our provision for pupils with SEND in clear, parent-friendly language. Feedback from this has been used as a basis for our new SEN Policy.
* All parents were invited to a presentation and Q&A session on the new Code of Practice and its implications in. (Sadly, only five parents attended.)
* The focus of the new code of practice is on accurate identification of SEN and an appropriate outcome, together with the acknowledgement that SEN is the responsibility of all staff involved with the pupil.
* The definition of Special Educational Needs has not changed – if a child has a learning difficulty or disability that requires support that is ‘additional to or different from’ that provided for other children of the same age as part of the differentiated curriculum. Since September 2014 the way we make provision for those children has changed.
* The renewed focus on ‘Quality First Teaching’ ensures that, within the classroom, all children have access to a range of teaching methods, strategies and support associated with good classroom practice. Most children can and should be supported and have their needs met through normal teaching and learning strategies, modification to teaching approaches and classroom organisation or through the provision of equipment and aids. Ultimately all children should be supported as part of the class, rather than being given additional/extra support outside the classroom, for example with Teaching Assistants (TAs) doing an intervention programme.
* Early assessment is carried out by the class teacher. Our member of staff has had training and is beginning to use the new Graduated Response to SEN Support.
* At Marlfields, the emphasis is on teachers having clear responsibility for SEN. TAs are used creatively to enable teachers to work more closely and more frequently with SEN children.(As oppose to sending the children out to do ‘interventions’ with a TA.)
* Interventions that we do use are regularly reviewed, planned by the teacher and evaluated with clear entry/exit criteria and defined outcomes.
* Systems for monitoring and tracking the progress and development of SEND pupils have been reviewed and updated. New planning formats have been introduced and a process of evaluative provision mapping has been established to support the ‘Assess/ Plan/ Do/Review’ process advocated in the new Code.
* Clear guidelines have been developed to ensure record-keeping is thorough, accurate and consistent throughout all year groups. All classes have a regularly updated ‘provision map’ and individual children have a one-page profile, supported by appropriate strategy sheets and a personalised learning plan if appropriate. (Individual Education Plans (IEPs) are no longer a requirement.)
* The SEND register has been adjusted to show new categories of need. (School Action and School Action plus have been replaced by one new category – SEN Support.)
* Regular Pupil Progress Meetings occur for all pupils when progress is tracked against targets to identify children who are falling behind; appropriate support is allocated depending on resources available. The result is that any child can receive additional support, not only SEN children.
* The new process of ‘evaluative provision mapping’ sets out, on a term by term basis, the additional support being planned and provided, and monitors its effectiveness. Completed for each class as part of the Pupil Progress Reviews, it gives an overview of provision at any one time. It will build into an evaluated record of the ‘Assess/ Plan/ Do/ Review’ model advocated by new SEN Code of Practice.
* There are currently 37 children on the SEN Register (approx. 18.7%); where appropriate these have been recorded under the new category of SEN Support. This number includes 8 Statements of SEN; these will transfer to the new ‘EHCP’ (Educational health Care Plan) format according to Cheshire East’s schedule (by 2017). In addition, we have 29 ‘School Focus Plans’ in place (non-statutory) with no request for Statutory Assessment pending.

**Outcomes**

At Marlfields outcomes for pupils with SEND are generally good.

At the end of KS2 (Y6), SATs results show that the majority of pupils have made good progress during their time at Marlfields School, although attainment is generally lower than that of their peers. (This group is achieving at lower than the age-related level which is to be expected for children on the SEN register). As the number of SEND pupils is relatively small, specific achievement data is not provided in this report to protect individual pupil’s anonymity.

**Staff training**

Teachers and Teaching Assistants have again undertaken a variety of training over the year:

* the TEEP course
* improving teacher effectiveness at Wave 1.
* Specific training in Writing and Using Social Stories, Elklan (Speech & Language)
* Growth Mindset Research
* CARP
* The whole school has been involved with the ‘Maximising Impact of Teaching Assistants Programme’.

In addition, the SENCo attended the annual SENCo Conference and regular Senco Network meetings.

**Governors**

The Governors will continue to oversee that provision for our children with special educational needs is effective, targeted and cost-effective and to ensure that our systems are continually developed in line with best practice in schools. There is an ‘inclusion checklist’ which governors are encouraged to use during ‘link visits’ to become more aware of how Inclusion looks in practice.

The Governor with specific responsibility for SEN is Margaret Gartside.

**Contact information**

For further information contact the school’s SENDCo.