

## Chestnuts SEN Annual Report 2018-2019

<p>How does the school identify children with special educational needs?</p>	<p>At Chestnuts we have a clear process for identifying children with SEND. If the Class Teacher/ Teaching Assistant notices that a child may be struggling with a specific learning goal or objective they will try different approaches to address their needs and monitor. This is part of Quality First teaching.</p> <p>Monitoring is a very important part in assessing whether a child is underachieving or has SEND. If a child has a persistent difficulty the class teacher, supported by the SENCO will complete a FACT [a communication assessment] which identifies areas of speech, language and communication that the child may need support with or a BOXALL profile which identifies areas of social, emotional and mental health support required. After the FACT or BOXALL are complete the Class Teacher and the SENCO will meet to discuss areas to focus on. If after the FACT strategies or BOXALL targets are implemented the child continues to struggle, the teacher (with support from the SENCO/ Phase leader) may decide that further intervention is required. Class teachers will also complete a Pupil Concern Pro-forma outlining specific areas of need and what is already in place for that child.</p> <p>If after looking at the impact of these interventions and using in house data, the child is still not progressing; the school may try an alternative intervention or seek advice from further agencies. This may be Lead Specialist Teachers, Educational Psychologists or the Speech and Language Team. Through discussion with the Specialist teaching team we would determine the needs of the child.</p> <p>We use our own assessments to establish levels for the children. Also, our standardised testing will show if a child is working well below their chronological age. This along with the background history, evidence of intervention and tracking of progress over time paints a picture of whether a child has SEND.</p>
<p>How many children in the school have special educational needs?</p>	<p>There are currently 98 children in the SEN register.</p>
<p>How many children are being provided for at EHCP level?</p>	<p>There are <b><u>4 children with EHC plans in place for Hearing Impairment</u></b> and <b><u>10 children with EHC plans for other additional needs.</u></b></p> <p>There are 84 children who are provided for under the heading of SEN support.</p>

<p>How many children have met the exit criteria and no longer need that support?</p>	<p>Some children have been taken off the SEN register because they have improved levels of attainment and have improved FACT scores. These children are underachieving and this has been recognised and alternative intervention is put in place.</p>
<p>What types of special education needs does the school currently need to provide?</p>	<p>We have <u>pupils with social, emotional, mental health issues</u>, <u>pupils with learning and cognition needs</u> <u>pupils with physical and sensory needs</u> and <u>with communication and interaction needs</u> some of whom have an ASD diagnosis.</p> <p>As a mainstream school with a hearing impaired department we have 7 children that have hearing aids and some that need communicators.</p>
<p>How are pupils with SEN ensured access to the curriculum?</p>	<p>We work very hard to establish an inclusive curriculum, with clear differentiation and multi sensory resources we are able to meet the needs of all types of learners. Each classroom where possible has a classroom assistant or learning support to provide additional support to all children. Some learners with specific difficulties have a 1:1 support assistant to support them. Children with EHCP's for hearing impairment have a Communicator in the classroom. We also have daily access to a teacher of the deaf to support these children with additional interventions. We have a specialist communicator and an SEN assistant to support learning assistants across the school.</p> <p>We have an Early Years intervention area run by 2 specialist TA's. This area supports children who have communication and Interaction needs in the Early Years and prepares them for Year 1 and beyond through a personalised EYFS curriculum and gradual integration. We have a Nurture room run by a qualified nurture practitioner which supports children with Social, Emotional and Mental Health needs across the school. At Chestnuts we also have an EAL assistant to support children with additional languages and all these additional adults work alongside the class teachers to ensure that all children can access the curriculum. This may include the making of additional resources or leading an intervention that the pupils can access outside of the classroom. This means that all the learning is meaningful for the individual and that they are targeting their next steps.</p>
<p>What are the targets and outcomes for children with special education needs (high level data only)</p>	<p>We expect that all children with SEND make expected or accelerated progress through targeted interventions.</p>

<p>How is their progress monitored?</p>	<p>The progress of SEN pupils is monitored in the same way as all pupils across the school, using our school assessment system. We also use standardised scores to compare reading/ maths ability to chronological age. We also assess children with intervention specific assessments for example; Accelerated Reader, Read, Write Inc and Numicon are three interventions we use at Chestnuts and these have their own tracking assessments.</p> <p>The progress of SEN pupils is tracked half termly through a data meeting. Pupil progress meetings also take place termly. We track progress through regular assessment and teacher assessment in each learning session.</p>
<p>Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)</p>	<p>At Chestnuts we have a whole school provision map which highlights pupils at each stage of SEN and the provision that is provided.</p> <p>All children with SEND have their own provision map where targets are set to support their individual needs. Behaviour support plans are in place for identified pupils.</p>
<p>How are school resources deployed?</p>	<p><b>We currently have 25 Support assistants.</b></p> <p>3 TAs in Foundation Stage  1 HLTA and 2 TAs in Year 1/2, 4 1:1 support assistants and 1 communicators  1 HLTA and 0 TAs in year 3/ 4, 3 1:1 support assistants and 2 communicators  1 HLTA and 2 TAs in year 5/ 6, 2 1:1 support assistants and 2 communicators  1 Nurture HLTA, 2 TA's and 1 learning mentor in our nurture provision</p> <p>1 SEN assistant.  1 EAL assistant  1 family support worker.</p> <p>We have regular external support from the Speech and Language therapist, the VI team and the HI team. We have regular support from our Lead Specialist Teachers.</p>
<p>Are there any budget/resource issues in terms of SEN provision?</p>	<p>The high number of children with SEND exceeds the amount of notional SEN funding provided to the school. This makes it difficult to meet need with additional interventions.</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><u>School Development plan aims in relation to SEND</u></p> <p><b>1. SEND provision is effective, enabling SEN children to make at least expected progress.</b></p> <p>The SENCO works alongside Phase Leaders to ensure that provision for all children with SEN is suitable and enables them to meet their targets. Observations by senior leaders ensure that provision is effective in meeting all children's needs.</p>

	<p><b>2. Pupils with SEND to make good or better progress from their starting points.</b></p> <p>We carefully monitor and track children’s progress throughout the school year, setting targets which are appropriate for individuals needs and providing interventions where necessary.</p> <p><b>3. Nurture room meets the needs of all pupils requiring support</b></p> <p>Our Nurture provision has been established with the support of the specialist teaching team. Differentiated planning and target setting has been considered to ensure the needs of these pupils are met.</p>
<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <p>§ Who is involved in reviewing the policy?</p> <p>§ Does the policy reflect and meet needs of pupils</p> <p>§ What does it say about supporting pupils in their transfer to and from other schools?</p>	<p>The SEN policy was last reviewed in 2015</p> <p>The SENCO will review the drafted policy in 2018.</p> <p>The new policy will include transition planning.</p>
<p>Has the SENCO undertaken the necessary training?</p>	<p>The current SENCO Miss McVeigh has begun the training for the SENCO qualification</p>
<p>Have the relevant staff members received appropriate training?</p>	<p>Communicators are all trained to BSL level 2 and 18 additional staff members completed their BSL level 1. SEN courses are attended by support staff and teachers accordingly.</p>
<p>Which external agencies and support agencies are the school working with and how well is this working?</p>	<p>Chestnuts works with many external specialists. These currently include the Local Authority SEN team of specialist teachers, CAHMS, The School Nurses team, Children and Families Practice, Children’s Social Care, Speech and Language Therapists, Social Workers and Young Carers and PRU.</p>

<p>What communication strategies are in place for parents/carers of children with SEN?</p>	<p>When discussing children with Specialist teachers the school will notify parents and make them aware that the discussion is taking place and the reasons/ results of the discussion. Communication of SEND needs are usually discussed at Parents evenings. However parents can arrange meetings with the SENCO and class teacher via the main office.</p>
<p>What is going well?</p>	<p>Teacher training on SEND in the Autumn term has resulted in improvements in individual provision mapping and completing the FACT and FACT+ documents. Teachers are now ensuring Quality First Teaching is in place as a start for SEND learners. Staff are aware of the SEN Code of Practice and how this impacts everyone and the role we all play in supporting SEND learners.</p> <p>Our Nurture provision in Orchard supports us in meeting the needs of children with Social, Emotional and Mental Health needs across the school.</p> <p>Our Blossom provision provides an extra space to meet the needs for our Foundation children with Communication and Interaction needs.</p>
<p>What is going less well and needs to be improved?</p>	<p>As a school we need to further scrutinize the interventions we provide. Going forward we need further investment in quality interventions across the four areas of SEN. This will ensure there are quality provisions in place to meet the needs of all children across the school.</p>