



SHIBDEN HEAD PRIMARY ACADEMY SEND REPORT TO PARENTS AND GOVERNORS 2016/17

Annual report to Parents and Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy.

Schools have a duty to report to parents on the provision for SEND and Implementation of their disability equality scheme. Children with special educational needs have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different types of SEN. Children can be placed on the SEND register at different levels of need:

- Range 1 = Low level of need, working just below age related expectations
- Range 2= Need small group intervention within the classroom, working below age related expectations
- Range 3= Need a significant level of tailored intervention and 1:1 support, working well below age related expectations
- Range 4=Statutory Assessment. If support beyond range 3 is required, the school can request an assessment for an Education, Health and Care Plan from the Local Authority (LA). The LA agrees whether or not to assess, and ultimately whether an EHCP is issued.

The academy's SEND policy was reviewed and amended in February 2017.

Admission to the academy for Children with Disabilities

Shibden Head Primary Academy is compliant with the Equality Act 2010 in terms of admission to school for children with disabilities i.e. No child would be refused admission because of a disability. We would always strive to make reasonable adjustments for children with disabilities. The LA admission policy is followed by the academy. Accessibility for children with disabilities is regularly reviewed and documented in the Disability Action Plan. This DAP was reviewed and updated January 2017.

Liaison with Academy and Local Partners

Strong links exist with the academies within the Trust and feeder secondary schools. Meetings take place between SENCOs (Special Educational Needs Coordinators) to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary school. Separate transition and induction visits are set up for pupils with SEND where required. The SENCO attends SENCO meetings with the Trust academies and other local schools.

Number of Pupils with SEND

Range 1=4

Range 2= 19

Range 3=9

Range 4= 1

During the academic year 2016/17 1 child joined the school with a statement which will need converting to an EHCP

1 child was awarded an EHCP

1 child was awarded an EHCP after parental request and has subsequently moved to High School

2 further children are awaiting joint assessment meetings to complete statutory assessment requests for EHCP

1 EHCP application was submitted in July 2017 but we have yet to be notified if an assessment will be carried out

Parent Communication

Parents and carers have termly meetings with class teachers to discuss their child's IEP targets. The outcomes from the previous IEP are also discussed. The SENCOs are available for parent consultations on request.

Budget Allocation

SEND funding was directly channelled into Teacher and TA support of SEND. In addition specialist resource/licences have been purchased to support children with SEND for example a Dyslexia screening programme, games /resources aimed at improving reading and writing for dyslexic children, writing tools to aid children with physical difficulties , computer programmes and ICT resources. Support staff have attended specialist training sessions in order to equip them to support learning for individual children with specific needs i.e. Makaton training and autism training sessions.

We have also jointly commissioned a speech therapist to work one session per fortnight in school. The therapist has been training staff to work on specific needs identified for individual children.

Disability Duty – Accessibility

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors , parents, carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equal opportunities for disabled pupils. Shibden Head is on a largely level site. Level access is provided via several entrances. Additionally Shibden Head has been fitted with toilet and shower facilities for disabled. See Disability Scheme.

Key personnel

Inclusion Manager – Mrs Theresa Berry

Special Educational Needs Coordinator – Miss Kathryn Straw

SEND Governor- Mrs Elizabeth Fiddaman

Progress

Progress of our children with SEND is tracked and monitored regularly. If any child seems 'stuck ' with their learning in any aspect then we work in conjunction with parents and other agencies to address this. We strive for all of our children to achieve as well as they can.

External Agencies The following agencies and individuals have supported SEND pupils throughout the year:

Cognition and learning team

Family support workers

Educational psychology service

Occupational therapy

Speech and language service

CAMHS

School nurse service

Support team for the deaf

Occupational therapist

Autistic Spectrum Team

Community Paediatric Team

Visual Impairment Service

Report compiled by Kathryn Straw SENCo and Theresa Berry Inclusion Manager
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