

SENCo Report for Governors – June 2019

SEND Overview

We currently have 15 pupils in total on our SEND register at SEND Support. We have no pupils on a statement or EHCP. This is a slightly higher than average number. All have a Marwood My Plan (MMP) and a few, usually those which are multi-agency (requiring input from health or social care services), have Devon Early Help Plans. These pupils have a termly TAF (team around the family) meeting to ensure that we work in participation with parents and we continue to listen to the voice of the child at these meetings, to gain the best results for our SEND pupils.

I meet with teaching staff at the end of each term to discuss the progress of their SEND pupils and then with the pupils themselves to discuss and agree their targets. The class teacher and/or I share the MMP with the parents and pupil. All pupils on SEND Support receive a new bookmark each term, with their individual targets and a piece of clipart of their choice on it. This is to help them remain focused and aware of their targets for the current term.

All year 6 pupils took the SATs this year.

As said last year, we have chosen to continue the good practice set by Margaret Greenslade (previous SENCo) in recording all children whom we have concerns about for whatever reason; social, emotional or educational. We currently have 26 children at this level. This number may seem high but we believe, as a school, it allows us to continue to ensure we monitor and meet the holistic needs of all our pupils (through quality first teaching). Further, this 'Concerns' list includes our Foundation pupils who receive intervention programs such as Speechlinks, LanguageLinks and Funfit, as well as our Disadvantaged pupils (Premium Pupils and Forces Pupils) who access Thrive or Drawing 4 Talking. We currently have no children in care.

Interventions & Assessment

At key times in the year I carry out Speechlink and LanguageLink assessments plus DEST assessments (Dyslexia Tests) as requested by class teachers, which in turn feeds into planning and provision. I run NESSY interventions weekly with 6 pupils and speech intervention programmes in conjunction with the speech therapist and class 1 TA with two Foundation pupils. Sharon Sanders, our LSA (learning support assistant) follows a busy timetable where she provides support to a range of pupils across the school with differing needs. Sometimes this is 1:1 support, other times in small groups as is appropriate. Class TAs provide class-based interventions set up by class teachers and reflected in the termly class provision maps. Again this is small group or 1:1 support.

Alongside Speechlinks, LanguageLinks and NESSY, other interventions in place are Funfit, Thrive, TRUGS, Drawing 4 Talking, Speed Up!, Memory Magic, Ruth Miskin reading intervention, Toe-by-Toe, Power of 1/2, OT fine motor intervention programme and a whole range of other in-house interventions put into place by class teachers and teaching assistants to help pupils 'catch up' and 'keep up' or to pre-teach to aid learning in class. We have had a number of visits by speech therapists, our educational psychologist and Babcock Social, Emotional and Mental Health Team to support us in our assessment and interventions we provide for pupils.

Transitions

Transitions are always in mind at this time of year. TAF meetings for current year 5 and 6 SEND pupils with the secondary school SENCOs have taken place and additional visits planned for. I have also shared and discussed the STAR transition booklet with our year 6 pupils to raise awareness of common concerns and give opportunity for group discussion. Transition meetings with our main feeder nursery, Springfield, have taken place with our class 1 teacher. In-house transition needs between classes are currently on-going.

Resources/ Spending

Money continues to be invested this year, following the advice of a specialist SpLD/ Dyslexia teacher, on a multisensory SpLD program, NESSY, to support six KS2 pupils. TRUGS is being used successfully with our KS1 pupils. We also continue to pay to access Thrive and Speechlinks & LanguageLinks.

A large chunk of the SEND budget has also been used to employ a Learning Support Assistant (LSA). This position is currently held by Sharon Sanders, who has a lot of experience in working with children with speech and language difficulties as well as with social, emotional and mental health. She is a great asset to the school.

CPD

I have been on two training day sessions this academic year with Virgin Care, Early Help 4 Mental Health team. Together with other Devon schools, we have written a Mental health Policy and Strategy which is due to be presented to governors at this terms FGB meeting.

I continue to meet termly with our educational psychologist and all SENCO's from the Branton Learning Community to keep myself abreast of current changes in SEND and to share good practise within the learning community.

Many thanks

Corinne Lethaby