

## Seva School Governors Annual Report to Parents May 2017

As part of their statutory duties, Governing bodies are required to publish information and report on, the schools policy on special educational needs. At Seva School the Special Educational Needs Co-ordinator (SENCO) is Mrs Jaswant Soand and the named Governor for Special Educational Needs and Disabilities (SEND) is Dr Amarjit Johal.

### Number of Pupils with SEND

In the academic year 2015/16 there are 11 pupils identified as having a SEN, which is approximately 3.9% of pupils on roll. Those who are on High needs they make up 0.4% of all pupils. These are made up of:

- 10 pupils receiving provision through at SEN support
- 1 pupil receiving provision through Education and Health Care Plan (EHCP) or a statement of SEND
- We have also continued to monitor a number of pupils with initial concerns to ensure early intervention is taking place to support their progress.

**Pupils with SEND in different year groups are as follows:**

Year Group	Statements / EHCP	K (previously known School Action/School Action+)	Total
Reception	0	1	1
Year 1	0	2	2
Year 2	0	3	3
Year 3	0	1	1
Year 4	0	1	1
Year 7	1	2	3
<b>Total</b>	<b>1</b>	<b>10</b>	<b>11</b>

## New SEND strand type trend

Year Group	Cognitive and Learning	SEMH	Communication and Interaction	Sensory Physical	Total
Reception	0	0	0	0	1
1	0	0	0	0	0
2	0	0	0	1	1
3	0	0	0	0	0
4	0	0	0	0	0
7	1	0	0	1	2
<b>Total</b>	<b>10</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>20</b>

## Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	0	0	-	0	0
Moderate Learning Difficulty	-	2	4	-	0	0
Severe Learning Difficulty	-	0	0	-	0	0
Profound & Multiple Learning Difficulty	-	0	0	-	0	0
Social, Emotional and Mental Health	-	0	1	-	0	0
Speech, Language and Communication Needs	-	0	2	-	0	0
Hearing Impairment	-	0	0	-	0	0
Visual Impairment	-	0	0	-	0	0
Multi-Sensory Impairment	-	0	0	-	0	0
Physical Disability	-	0	0	-	0	0
Autistic Spectrum Disorder	-	2	3	-	0	1
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	0	1	-	0	0
<b>School total</b>	-	<b>4</b>	<b>11</b>	-	-	<b>1</b>
<b>Percentage of school roll</b>	-	<b>3.0</b>	<b>3.9</b>	-	<b>0.0</b>	<b>0.4</b>

## Attendance of pupils with SEND

The attendance of the pupils with SEND is considerably better than national average. There has been no exclusion of pupils with SEND either fixed term or permanent during the year 2015-16. The number of school sessions missed by pupils with statements/Education Health Care Plan and code K are below the national average.

	%of sessions missed due to Overall Absence		% Persistent absentees-absent for 10% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All pupils	3.1	5.0	6.7	12.4
No SEN	3.1	4.6	7.0	10.8
SEN Support	2.9	7.3	0.0	21.2
SEN with statement or EHC Plan	1.8	7.1	0.0	20.5

## Progress of Pupils with SEND

All pupils who are currently on SEND register have had an Individual Education Plan in place and they received different and additional support to meet their individual targets. Parents were informed at the beginning of the school year by a letter if their child was on the SEND register. Parents were provided with copies of these individual education plans and they were invited to attend progress meetings. EHCP pupil's parents are met termly, whilst SEND K code pupils' parents are met annually, where they are able to contribute to their pupils' targets. The SEND staff are available to address any concern regarding student's needs and wellbeing. Progress towards students' outcomes specified in their EHCP and their targets is continually monitored by the subject teachers and the SENCo to ensure they make appropriate level of progress.

All teachers have access to a SEND folder on the shared area where all relevant information is kept. In addition to that all staff are informed on regular basis regarding SEND needs of individual pupils. All interventions, meetings and tests are recorded, monitored and evaluated by SENDCo and teachers regularly. These are reviewed on a half termly basis by the SENDCo. All staff have access to all key SEND information, including IEP, reports and relevant medical information through our management information system (Arbor). The data regarding the progress made by all pupils including pupils with SEND is kept on Target Tracker for Primary and for secondary students it is on a database.

Data and results from classroom assessments are also analysed termly by the Senior Leadership Team in their line management meetings with middle leaders. Access arrangements for public examinations at Key Stage 1 were put in place to provide equal access to the examination materials and students who were eligible were provided 25% extra time. All pupils with special needs and disabilities are making equally good progress at Key Stage 1 in comparison with national average.

At key stage 4 pupils with SEND who have EHCPs are underachieving in comparison with their peers' attainment due to the complexity of their individual needs. Pupils attainment in comparison with all pupils locally and nationally at all Key Stages is given below.

## Attainment in Phonics Year 1

Phonics Screening Check					
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
<b>All Pupils</b>	50	2	43	86	81
No SEN	49	1	43	88	86
SEN Support	1	1	0	0	46
SEN with Statement or EHC plan	0	0	0		18

## Attainment in Phonics Year 2

Phonics Screening Check					
	Cohort	Number A/D*	Number achieving expected standard	% School	% National
<b>All Pupils</b>	48	1	47	98	91
No SEN	46	1	45	98	96
SEN Support	2	-	2	100	69
SEN with Statement or EHC plan	-	-	-	-	29

**SEND Provision and use of re:** Students with SEND needs are supported through a wide range of activities. The top up funding and the notional funding from school is used effectively to ensure each individual student with SEND is supported effectively and the interventions provided are supporting students' individual needs to meet their targets and to achieve the outcomes identified in their EHCPs.

- Quality First Teaching: provision made to cater for differentiation within mainstream lessons in particular in English and maths.
- Students with SEND and other additional needs are taught English and Mathematics in small groups (targetted teaching in Primary phase) to ensure they access the National Curriculum and specific reading recovery programme was put in place to ensure their needs are met through differentiated activities and support.
- All class/subject teachers are provided additional time for preparation to work collaborarely with TAs.
- Teaching assistants – Group interventions and one to one interventions working on IEP and EHCP's outcomes. 3 Learning Support Assistants (LSAs).
- Speech and Language Therapy (Termly sessions with Speech Therapist)- reinforcement and follow up activities through LSAs' support
- Tiger club
- Breakfast club
- After School Enrichment for Home work and other skills

## **Deployment of Staff and Resources**

There is a senior leader who possesses the National Award for SENCO which is now a compulsory qualification for SENCO's. Her experience and expertise are used effectively to benefit all pupils in starting from identification up to ensuring that all pupils are making good progress.

Learning Support Assistants (LSAs) at Seva School work with individual pupils or a small group of pupils in class, following a variety of intervention programmes. All of pupils who are on the SEND register do not need additional support in specific areas and the support is provided considering individual needs of pupils. Intervention groups run throughout the day to make use of the limited space (Primary Library – a designated intervention room) available in the school. Where possible we try to support pupils within the classroom in order to ensure equalities at all levels. We also ensure that pupils don't miss activities in class, however this is not always possible.

The SENCO's main task is to oversee, coordinate and implement SEND provision throughout the school. The SENCO supports students through structured interventions, meets with parents, liaises with outside agencies, works with pupils, assesses pupils and completes paperwork ensuring the pupils receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENCO meets regularly with all staff to discuss pupil progress and the impact of intervention programmes. It is also a time to talk about pupils in depth and to think about ways to support them further. This is an area we will develop further next year.

The SENCO looks carefully at Seva School's data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

## **Working with Parents**

Seva School operates an open door policy, parents are welcome into school. SENCO is available to speak with parents Monday to Friday.

We have also completed the annual review of a pupil recently and parents' views on SEND provision at Seva School.

The area for improvement was identified that there should be more information on our website. This is being addressed.

## **External Agencies**

This year to date, we have worked with a number of different agencies which include:

- *Young Carers* 02476 786087
- *Speech and Language Therapy (Talk Therapy)*
- *Louise Scrivener* 01926 258630
- *Sensory Support (hearing)*
- *Wendy Shaw* 02476 786174

- Pre-School Education Service 02476 694736
- Communication and Interaction Service -Wendy Bates (Autism) 01676 541249
- CAHMS Coventry 03002002021
- AT7 Mentor 02476665530
- Dare 2 Dream - Steve Farmer 07967427109

We have also accessed support and advice through the Coventry and Warwickshire SENCO networking meetings which are held termly. We have also received support from the CAF team, (Common Assessment Framework).

The SENCO has been implementing the new changes in the SEND department, which have become statutory through the New Code of Practice 2014.

### **Staff Development**

SENCO, teachers and LSAs share information about pupils, their intervention programmes and resources in a variety of ways. Learning Support Assistants complete record sheets about their intervention programmes and the progress their pupils are making. This is shared with the class teachers. There has been a new initiative to develop a provision map this is followed by all subject teachers and underpins the supporting activities in their department along with monitoring of defined outcomes. This ensures everyone is fully informed and on board to support pupils with SEND and part of the SEN process and provision in school.

Training attended so far this year is listed below:

- Understanding the needs of pupils with Autism and meeting their needs
- Supporting Pupils with Speech and Language difficulties
- Briefing on changes in SEND from September 2014 (Termly Sessions)
- SENCO Update course
- Supporting Visually Impaired pupil

All training and courses attended or delivered by the SEND staff have had a positive impact in academy and supported pupil's needs. The courses and training of the SENCO and LSAs has helped to make SEN provision in school more effective and streamlined. It has helped staff to identify pupil's additional needs early and to make appropriate provision.

### **Physical and Medical Needs**

Any pupil at the school with medical needs have a care plan in place which is written with parents and reviewed annually. These are on Arbor and all staff are aware of these. Any new care plans are shared with all members of staff through Arbor.

We have First aid and welfare staff Seva to support pupils who need prescribed medicines during the school day. There have been a number of developments to provide appropriate learning environment, equipment and resources to address the individual needs of these pupils.

### **Disability Duty- Accessibility and Future plans**

We currently have three pupils with a registered disability. There are also a few parents with disabilities and we have been working with these pupils and parents to ensure they receive appropriate support they may need.

### **Next Steps:**

- Up to date provision map with input from all subject leaders and teachers.
- Schedule and conduct Annual Review meetings with parents and other stake holders for every student with Statement/EHCP
- Conversion of Statements to Education Health Care Plans
- All pupils on SEND register with K code will have individual Education Plan on Arbor by the end of this term.
- Develop LSA's expertise to cater for the range of SEND needs.
- Developing a robust system to plan, deliver and monitor short term interventions to ensure individual EHCP's outcomes are achieved.

This report is compiled by Mrs Jaswant Soand, SENDCo. If you have any questions or issue you would like to discuss please contact her through Seva School's main office or email at [Jaswant.Soand@seva.coventry.sch.uk](mailto:Jaswant.Soand@seva.coventry.sch.uk)