



Annual Report on the Implementation of the Special Educational Needs (SEND) Policy And Disability Equality Scheme

Section 317 (5) of Education Act 1996

Academic Year 2016/2017

The school has a duty to produce an annual report on the provision of SEND and the implementation of our disability equality scheme.

Children with special educational needs have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is that which is different from or additional to, that normally available to students of the same age and is designed to help children with SEND to access the national Curriculum.

The SEND Code of Practice (January 2015) lies at the heart of the school's SEND Policy and School Information Report. These documents outline the processes and procedures that the school follows to meet the needs of children with special educational needs. The Code of Practice recognises that all teachers are teachers of special educational needs and the school has rigorous systems in place to ensure that if students are not making progress, their needs are identified as early as possible. Where students are not making expected progress, the school will initiate intervention programmes that are based on evidence of need and follow a 'graduated response'.

Policies

The Special Education Needs and Disability (SEND) Policy is reviewed annually in September.
The School Information Report (Local Offer) is reviewed annually in September.

The Personalised Learning Department are involved in supporting not just the young people with SEND, but also those students who are not making expected progress or students who simply require additional support and encouragement.

Deployment of Staff

The SEND Team includes:

Mr G. Davies, Assistant Head, SENCo
Mrs K. Mould, Head of Personalised Learning
Ms S. Keeling, Assistant Head of Personalised Learning
Mr M Jones, SEND Governor
Mrs S. Harris, Senior HLTA
Mrs M. Satoor, Admin Assistant

We have 17 experienced Teaching Assistants who are involved in supporting children with SEND. This involves in class support, group interventions or one-to-one interventions depending upon an individual student's needs. The school also supports students with behavioural, emotional or social difficulties. This work enables students to develop the skills needed to become independent learners and ensures that they are able to manage their time effectively.

Liaison with Partners

Strong links exist with our local primary schools, secondary schools and further education colleges. To support and ensure positive transition, the school shares relevant information and data with

other establishments and liaises closely with colleagues regarding the needs of all students. This is particularly important for students with SEND as the accurate and efficient transfer of records and information will maximise the continuity of support.

External Agencies

The following agencies have supported SEND pupils throughout the year:

- Educational Psychology Service
- Learning Support Advisory Team
- Looked After Child Team (LAC Education) Shropshire, Telford & Wrekin, Wolverhampton and Oxfordshire.
- Sensory Inclusion Service
- Speech, Language & Communication Service
- Woodlands Outreach
- CAMHS
- Initial Contact Team
- School Nurse
- Diabetic Nurse
- Severndale School
- Education Welfare Officer
- Shropshire Youth
- Targeted Youth Services
- Police

Staff Development

Staff from the personalised learning department attended professional development sessions in the following areas:

- Child Protection Update – Level 1 Training
- Whole –school Literacy and Numeracy Training
- Appraisal
- Show My Homework
- Accelerated Reader
- Effective use of data – know your class/students
- Spelling policy and “Attack” Intervention Programme

Individual staff attended other training courses, specific to their role or area of responsibility.

Number of Pupils with SEN

The new Code of Practice uses the following categories to record a child’s SEN status:

- Statement or Education, Health and Care Plan
- SEN Support

SEN Category	2016/2017	2017/2018
Statement/EHCP	20	16
SEN Support	73	84
Total	93	100

The information above includes data for students transferring to Mary Webb School in September 2017. At the start of the academic year, prior to any testing, students transferring at SEN Support will remain in this category.

Comparison of 2016/17 Cohort with National & Local Data (January 2016)

SEN Category	National	Shropshire	School
Statement/EHCP	1.7%	3.8%	3.8%
SEN Support	10.7%	10.0%	13.5%
All SEN	14.4%	13.8%	13.9%

The percentage of students on the SEN register with statements in January 2016 (updated July 2017) was below the national level, but slightly above the county level. However, the percentage of students on the SEN register but without a statement was above both the county and national figures.

Parental Communication

Parents and carers are updated regularly on their child's progress. The identification of students with SEND is an integral part of the school's overall approach to monitoring the progress and development of all students. Where a student is making less than expected progress, parents/carers are informed and interventions are initiated as and when appropriate.

The school endeavours to involve parents and carers at all stages in the planning and reviewing process by meeting with them regularly to set targets, monitor outcomes and review progress. Meetings will provide opportunities to discuss the interventions, activities and support that a child will receive and to identify the specific responsibilities of the parents/carers, pupil and school.

Attendance

During the academic year 2016/17 the whole school attendance figure was 94.21%

SEND attendance for 2016/17 was:	Statement/EHCP	90.95%
	SEN Support	87.55%

Accessibility Plan

The school has adopted an accessibility plan in line with the school's special educational needs policy with the aim of ensuring that the school is socially and academically inclusive, that all students have access to a full curriculum, and that they are appropriately challenged. The plan aims to promote equality of opportunity for all students, improve access to facilities and the physical environment of the school and ensure access to a broad and balanced curriculum, including extra-curricular activities.

September 2017