**Governors’ SEND report for the academic year 2017 - 2018.**

The named Governor for SEND for 2017-2018 was Mrs Marla Carroll.

The Special Educational Needs Co-ordinator (SENCO) for 2017-2018 was Miss Lisa Freeman, who oversaw the provision for the SEND children in the mainstream classrooms who had identified special needs, where the identified primary need is not a physical disability. During the academic year 2017 -18, there were approximately 70 children on the SEN register which is 23% of the school cohort.

The Local Authority commission Westlea School to provide a Special Resourced Provision (SRP) for Physically Disabled (PD) pupils. This SRP can take up to 10 children who have a physical disability and/or complex medical needs; who without such provision would be unable to access the mainstream curriculum. Pupils are included in the mainstream classrooms with support, staffing and/or specialist equipment, as much as possible. The SRP PD Co-ordinator for 2017-2018 was Mrs Sarah Sumner, who managed the needs of the 10 children, placed in the SRP.

# At Westlea School, staff are committed to ensuring equality of education and opportunity for all our pupils; staff believe that diversity is a strength, which should be respected and valued by all who learn, teach and visit here. SEND pupils are identified as early as is possible, the achievement of these identified SEND pupils is monitored and the data used to raise standards and ensure inclusive teaching. All children with SEND are encouraged to participate as fully as possible in the whole life of the school, including school visits and all other activities as far as is possible.

# **SEND Policy:**

# The SEND policy provides details of the way that the school identifies, supports and monitors the needs of pupils with special educational needs, which may be short term, long term or lifelong.

# The school SEND policy is subject to ongoing review. It complements the school ethos and aims to ensure that all children on the school roll are fully integrated into the life of the school, whatever their level of special need. The SEND policy was reviewed and updated during the school year 2014-2015 in line with the changes in SEND law from September 2014.

**SEND pupil data from 2017 – 2018:**

**Breakdown of SEND pupils throughout school as at May census 2018:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **May****2018** | **No. of pupils** | **SS** | **%** | **S/EHCP** | **%** | **SRP(all children have a S/EHCP and should not be counted twice)** | **%** | **SS, S,EHCP** | **%** |
| YR | 45 | 5 | 11% | 1 | 2% | 1 | 2% | 6 | 13% |
| **Y1** | 46 | 10 | 22% | 2 | 4% | 1 | 2% | 12 | 26% |
| **Y2** | 45 | 8 | 18% | 1 | 2% | 1 | 1% | 9 | 20% |
| **Y3** | 49 | 11 | 22% | 4 | 8% | 4 | 8% | 15 | 31% |
| **Y4** | 43 | 10 | 23% | 1 | 2% | 0 | 0% | 11 | 26% |
| **Y5** | 39 | 8 | 21% | 2 | 5% | 1 | 2% | 10 | 26% |
| **Y6** | 41 | 7 | 17% | 6 | 15% | 2 | 5% | 13 | 32% |
| Whole school | **308** | 59 | 19% | 17 | 6% | 10 | 3% | 76 | 25% |

**Key: SS = School Support S = Statemented SRP = Special Resourced Provision**

**SEND type throughout school as at Spring census 2018:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018** | **SpLD** | **MLD** | **SLD** | **PMLD** | **SLCN** | **ASD** | **SD** | **PD** | **SEMH** | **Visual Impairment** |
| **YR** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| **Y1** | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 3 | 0 |
| **Y2** | 3 | 0 | 0 | 0 | 3 | 1 | 0 | 1 | 5 | 0 |
| **Y3** | 3 | 1 | 0 | 0 | 0 | 2 | 0 | 4 | 2 | 0 |
| **Y4** | 6 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 7 | 0 |
| **Y5** | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 |
| **Y6** | 7 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 |
| **Whole School** | 31 | 0 | 0 | 0 | 6 | 6 | 0 | 10 | 23 | 2 |

**Key: SpLD = Specific Learning Difficulties MLD = Moderate Learning Difficulties**

**SLD = Severe Learning Difficulties PMLD = Profound/Multiple Learning Difficulties**

**SLCN = Social, Language & Communication Needs ASD = Autistic Spectrum Disorder**

**SD = Sensory Disability PD = Physical Disability SEMH = Social, Emotional & Mental Health**

**End of KS and National Test Results July 2018:**

**EYFS GLD 68%**

**Phonics in Y1 84%**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Y2** **Subject** | **Predictions for 100+** | **Dec 17****ARE****B2** | **Feb 18****ARE****B2** | **April 18****ARE****D2** | **School SAT scores****2018** | **National Scores****2017** | **GDS** |
| **Reading** | 55% | 64.4% | 84.4% | **68.9%** | **73.%** | **76%** | **35.6%** |
| **Writing** | 51% | 60% | 75.6% | **57.8%** | **60%** | **68%** | **17.8%** |
| **Mathematics** | 55% | 73.3% | 82.2% | **75.6%** | **71.1%** | **75%** | **26.7%** |
| **Phonics Retakes** | 100% |  |  |  | **75%** |  |  |
| **RWM** |  | **53.3% GDS 17.8%** |

**Year 6**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Predictions for 100+** | **Dec 17****ARE****B6** | **Feb 18****ARE****B6** | **School Test results 2018** | **GDS** | **Average Scaled****Score** | **National Test Results****2018** | **Predicted Progress****Scores** |
| **Reading** | 78% | 78% | 80.5% | 74% | 26% | 103 | 75% | 0.6+ |
| **Writing** | 71% | 80.5% | 86.5% | 76% | 24% |  | 76% | 1.8+ |
| **Mathematics** | 78% | 78% | 88% | 64% | 19% | 102 | 76% | 0.4+ |
| **GPS** |  |  |  | 69% | 26% | 103 | 78% | N/A |

**Attainment/Progress of Pupils with SEND – taken from end of year results July 2018:**

**Reading**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 6****41** | **Cohort****41** | **Non****Pupil****Premium** | **Pupil****Premium****6** | **SEN****14** | **Non****SEN****27** | **SEMH****15** |
| Average Attainment Step | D669.00 | D669.43 | B6(66.50) | S564.64 | S671.18 | B666.53 |
| Average step progress from start of year baseline | 5.76 | 5.91 | 5.17 | 4.36 | 6.46 | 4.87 |
| % Expected Progress (6 progress point and above) | 83.3%(35/42) | 85.7%(30/35) | 83.3%(5/6) | 57.1%(8/14) | 96.4%(27/28) | 66.7%10/15 |
| % Better than Expected Progress (7 progress points + above) | 38.1%(16/42) | 42.9%(15/35) | 16.7%(1/6) | 21.4%(3/14) | 46.4%(13/28) | 40%6/15 |
| % on Target (S6) | 73.8%(31/42) | 77.1%(27/35) | 66.7%(4/6) | 35.7%(5/14) | 92.9%(26/28) | 60%9/15 |
| **Year 5****40** | **Cohort****40** | **Non****Pupil****Premium** | **Pupil****Premium****8** | **SEN****9** | **Non****SEN****30** | **SEMH****13** |
| Average Attainment Step | D5+63.89 | D5+63.87 | D5+64.00 | B561.00 | S564.69 | D5+63.52 |
| Average step progress from start of year baseline | 5.57 | 5.63 | 5.29 | 5.25 | 5.66 | 5.55 |
| % Expected Progress (6 progress point and above) | 64.9%24/37 | 63.3%19/30 | 71.4%5/7 | 37.5%3/8 | 72.4%21/29 | 72.7%8/11 |
| % Better than Expected Progress (7 progress points and above) | 10.8%4/37 | 13.3%4/30 | 0% | 12.551/8 | 10.3%3/29 | 9.1%1/11 |
| On target (S5) | 64.9%24/37 | 66.7%20/30 | 57.1%4/7 | 0% | 82.8%24/29 | 54.5%6/11 |
| **Year 4****41** | **Cohort****41** | **Non****Pupil****Premium** | **Pupil****Premium****10** | **SEN****9** | **Non****SEN****32** | **SEMH****15** |
| Average Attainment Step | D457.29 | D4+57.79 | B455.44 | D3+52.33 | S458.64 | B4+56.21 |
| Average step progress from start of year baseline | 5.88 | 6.00 | 5.44 | 5.56 | 5.97 | 5.57 |
| % Expected Progress ( 6 progress point and above) | 92.9%39/42 | 93.3%31/33 | 88.9%8/9 | 88.9%8/9 | 93.9%31/33 | 85.7%12/14 |
| % Better than Expected Progress (7 progress points and above) | 9.5%4/42 | 9.1%3/33 | 11.1%1/9 | 11.1%1/9 | 9.1%3/33 | 14.3%2/14 |
| % on target (S4) | 61.9%26/42 | 63.6%21/33 | 55.6%5/9 | 11.1%1/9 | 75.8%25/33 | 42.9%6/14 |
| **Year 3** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | D351.26 | D351.49 | D3+51.83 | S247.22 | D3+52.21 | D3+51.50 |
| Average step progress from start of year baseline | 5.57 | 5.56 | 5.50 | 5.00 | 5.68 | 5.30 |
| % Expected Progress (6 progress point and above) | 73.9%34/46 | 74.4%29/39 | 66.7%4/6 | 75%6/8 | 73.7%28/36 | 70%7/10 |
| % Better than Expected Progress (7 progress points and above) | 10.9%5/46 | 10.3%4/39 | 16.7%1/6 | 0% | 13.2%5/38 | 0% |
| % on target (S3) | 57.4%27/47 | 59%23/39 | 50%3/6 | 22.2%2/9 | 65.8%25/38 | 40% |
| **Year 2** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | S246.56 | S246.51 | S247.29 | D244.86 | S246.87 | D2+46.47 |
| Average step progress from start of year baseline | 7.12 | 7.21 | 7.14 | 7.29 | 7.09 | 7.47 |
| % Expected Progress (6 progress point and above) | 92.9%39/42 | 94.1%32/34 | 100% | 85.7%6/7 | 94.3%33/35 | 88.2%15/17 |
| % Better than Expected Progress (7 progress points and above) | 57.1%24/42 | 58.8%20/34 | 57.1%4/7 | 42.953/7 | 60%21/35 | 58.8%10/17 |
| % on target (S2) | 71.1%32/45 | 70.3%26/37 | 85.7%6/7 | 28.6%2/7 | 78.9%30/38 | 70.6%12/17 |
| **Year 1** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | D1+40.27 | D1+40.27 |  | B1+38.00 | S140.50 |  |
| Average step progress from start of year baseline | 5.70 | 5.70 |  | 5.00 | 5.76 |  |
| % Expected Progress (6 progress point and above) | 67.5%27/40 | 67.5%27/40 |  | 33.3%1/3 | 70.3%26/37 |  |
| % Better than Expected Progress (7 progress points and above) | 20%8/40 | 20%8/40 |  | 33.3%1/3 | 18.9%7/37 |  |
| % on target (SO+) | 75%33/44 | 75%33/44 |  | 50%2/4 | 77.5%31/40 |  |

**Writing**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 6****41** | **Cohort****41** | **Non****Pupil****Premium** | **Pupil****Premium****6** | **SEN****14** | **Non****SEN****27** | **SEMH****15** |
| Average Attainment Step | D669.07 | D6+69.54 | S5+66.00 | S564.86 | S671.18 | S5+66.47 |
| Average step progress from start of year baseline | 5.93 | 6.20 | 4.33 | 4.43 | 6.68 | 4.93 |
| % Expected Progress (6 progress point and above) | 88.1%37/42 | 91.4%32/35 | 66.7%4/6 | 64.3%9/14 | 100% | 73.3%11/15 |
| % Better than Expected Progress (7 progress points + above) | 35.7%15/42 | 40%14/35 | 16.7%1/6 | 14.3%2/14 | 46.4%13/28 | 33.3%5/15 |
| % on Target (S6) | 76.2%32/42 | 77.1%27/35 | 66.7%4/6 | 35.7%5/14 | 96.4%27/28 | 60%9/15 |
| **Year 5****40** | **Cohort****40** | **Non****Pupil****Premium** | **Pupil****Premium****8** | **SEN****9** | **Non****SEN****30** | **SEMH****13** |
| Average Attainment Step | D563.38 | D563.23 | D5+64.00 | S459.00 | S564.59 | D563.45 |
| Average step progress from start of year baseline | 5.95 | 5.90 | 6.14 | 6.25 | 5.86 | 5.91 |
| % Expected Progress (6 progress point and above) | 75.7%28/35 | 70%21/30 | 100% | 75%6/8 | 75.9%22/29 | 81.8%9/11 |
| % Better than Expected Progress (7 progress points and above) | 13.5%5/37 | 13.3%4/30 | 14.3%1/7 | 12.5%1/8 | 13.8%4/29 | 9.1%1/11 |
| On target (S5) | 59.5%22/37 | 63.3%19/30 | 42.953/7 | 0% | 75.9%22/29 | 54.5%6/11 |
| **Year 4****41** | **Cohort****41** | **Non****Pupil****Premium** | **Pupil****Premium****10** | **SEN****9** | **Non****SEN****32** | **SEMH****15** |
| Average Attainment Step | D456.83 | D457.36 | B454.89 | D3+51.89 | D4+58.18 | B4+55.86 |
| Average step progress from start of year baseline | 5.86 | 6.06 | 5.11 | 5.56 | 5.94 | 5.43 |
| % Expected Progress ( 6 progress point and above) | 88.1%37/42 | 90.9%30/33 | 77.8%7/9 | 77.8%7/9 | 90.0%30/33 | 78.6%11/14 |
| % Better than Expected Progress (7 progress points and above) | 11.95/42 | 15.2%5/33 | 0% | 11.1%1/9 | 12.1%4/33 | 7.1%1/14 |
| % on target (S4) | 50%21/42 | 54.5%18/33 | 33.3%3/9 | 0% | 63.6%21/33 | 35.7%5/14 |
| **Year 3** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | D350.81 | D351.08 | D351.00 | D2+46.11 | D3+51.92 | B3+50.30 |
| Average step progress from start of year baseline | 5.37 | 5.31 | 5.67 | 4.25 | 5.61 | 5.00 |
| % Expected Progress (6 progress point and above) | 76.1535/46 | 74.4%29/39 | 83.3%5/6 | 50%4/8 | 81.6%31/38 | 70%7/10 |
| % Better than Expected Progress (7 progress points and above) | 2.2%1/46 | 2.6%1/39 | 0% | 0& | 2.6%1/38 | 0% |
| % on target (S3) | 55.3%26/47 | 57.4%22/39 | 50%3/6 | 22.2%2/9 | 63.2%24/38 | 40% |
| **Year 2** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | D2+45.96 | D2+45.95 | S246.71 | B2+44.43 | D2+46.24 | D2+46.00 |
| Average step progress from start of year baseline | 7.07 | 7.26 | 6.86 | 7.57 | 6.97 | 7.59 |
| % Expected Progress (6 progress point and above) | 88.1537/42 | 91.2%31/34 | 85.7%6/7 | 100% | 85.7%30/35 | 100% |
| % Better than Expected Progress (7 progress points and above) | 66.7%28/42 | 70.6%24/34 | 57.154/7 | 85.7%6/7 | 62.9%22/35 | 76.5513/17 |
| % on target (S2) | 60%27/45 | 59.5522/37 | 71.4%5/7 | 28.6%2/7 | 65.8%25/38 | 58.8%10/17 |
| **Year 1** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | D1+40.07 | D1+40.07 |  | B1+37.75 |  |  |
| Average step progress from start of year baseline | 5.73 | 5.73 |  | 5.00 |  |  |
| % Expected Progress (6 progress point and above) | 67.5527/40 | 67.5527/40 |  | 66.7%2/3 |  |  |
| % Better than Expected Progress (7 progress points and above) | 22.5%9/40 | 22.5%9/40 |  | 66.7%2/3 |  |  |
| % on target (SO+) | 63.6%28/44 | 63.6%28/44 |  | 25%1/4 |  |  |

**Numeracy**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 6****41** | **Cohort****41** | **Non****Pupil****Premium** | **Pupil****Premium****6** | **SEN****14** | **Non****SEN****27** | **SEMH****15** |
| Average Attainment Step | D6+69.60 | D6+69.83 | B6+68.33 | B667.00 | S670.89 | B6+67.80 |
| Average step progress from start of year baseline | 6.00 | 6.00 | 5.67 | 5.43 | 6.29 | 5.33 |
| % Expected Progress (6 progress point and above) | 85.7%36/42 | 85.7%30/35 | 83.3%5/6 | 64.3%9/14 | 96.4%27/28 | 73.3%11/15 |
| % Better than Expected Progress (7 progress points + above) | 21.459/42 | 22.9%8/35 | 0% | 21.4%3/14 | 21.4%6/28 | 6.7%1/15 |
| % on Target (S6) | 66.7%28/42 | 74.3%26/35 | 33.3%2/6 | 35.7%5/14 | 82.1%23/28 | 46.7%7/15 |
| **Year 5****40** | **Cohort****40** | **Non****Pupil****Premium** | **Pupil****Premium****8** | **SEN****9** | **Non****SEN****30** | **SEMH****13** |
| Average Attainment Step | D5+63.59 | D5+63.60 | D5+63.57 | S4+59.88 | S564.62 | D563.27 |
| Average step progress from start of year baseline | 6.08 | 6.17 | 5.71 | 5.63 | 6.21 | 6.18 |
| % Expected Progress (6 progress point and above) | 75.7%28/37 | 80%24/30 | 57.1%4/7 | 50% | 82.8%25/29 | 81.9%9/11 |
| % Better than Expected Progress (7 progress points and above) | 21.6%8/37 | 23.3%7/30 | 14.3%1/7 | 37.5%3/8 | 17.2%5/29 | 27.3%3/11 |
| On target (S5) | 62.2%23/27 | 70%21/30 | 28.6%2/7 | 25%2/8 | 72.4%21/29 | 54.5%6/11 |
| **Year 4****41** | **Cohort****41** | **Non****Pupil****Premium** | **Pupil****Premium****10** | **SEN****9** | **Non****SEN****32** | **SEMH****15** |
| Average Attainment Step | B4+56.38 | D456.91 | S3+54.44 | D3+51.89 | D4+57.61 | B455.36 |
| Average step progress from start of year baseline | 5.17 | 5.42 | 4.22 | 4.89 | 5.24 | 4.64 |
| % Expected Progress ( 6 progress point and above) | 61.9%26/42 | 69.7%23/33 | 33.353/9 | 44.4%4/9 | 66.7%22/33 | 35.7%5/14 |
| % Better than Expected Progress (7 progress points and above) | 9.5%4/42 | 9.1%3/33 | 11.151/9 | 11.1%1/9 | 9.1%3/33 | 14.3%2/14 |
| % on target (S4) | 50%21/42 | 57.6%19/33 | 22.252/9 | 0% | 63.6%21/33 | 28.6%4/14 |
| **Year 3** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | D3+51.64 | D3+51.79 | S352.67 | B348.89 | D3+52.29 | D3+52.30 |
| Average step progress from start of year baseline | 5.93 | 5.90 | 6.00 | 6.13 | 5.89 | 5.90 |
| % Expected Progress (6 progress point and above) | 80.4%37/46 | 76.9530/39 | 100% | 87.5%7/8 | 78.9%30/38 | 90%9/10 |
| % Better than Expected Progress (7 progress points and above) | 19.659/46 | 20.5%8/39 | 0% | 25%2/8 | 18.4%7/38 | 10% |
| % on target (S3) | 70.2%33/47 | 69.2527/39 | 83.3%5/6 | 44.4%4/9 | 76.3%29/38 | 70%7/10 |
| **Year 2** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | D2+46.38 | D2+46.27 | S247.14 | D245.29 | S246.58 | D2+46.29 |
| Average step progress from start of year baseline | 6.98 | 7.00 | 7.00 | 7.00 | 6.97 | 7.12 |
| % Expected Progress (6 progress point and above) | 90.5%38/42 | 88.2530/34 | 100% | 85.7%6/7 | 91.4%32/35 | 94.1%16/17 |
| % Better than Expected Progress (7 progress points and above) | 54.8%23/42 | 58.8%20/34 | 42.9%3/7 | 57.154/7 | 54.3%19/35 | 58.8%10/17 |
| % on target (S2) | 71.1%32/45 | 70.3%26/37 | 85.7%6/7 | 71.4%5/7 | 71.1%27/38 | 70.6%12/17 |
| **Year 1** | **Cohort** | **Non****Pupil****Premium** | **Pupil****Premium** | **SEN** | **Non****SEN** | **SEMH** |
| Average Attainment Step | S140.52 | S140.52 |  | B1+37.75 | S140.80 |  |
| Average step progress from start of year baseline | 6.03 | 6.03 |  | 4.67 | 6.14 |  |
| % Expected Progress (6 progress point and above) | 77.5%31/40 | 77.5%31/40 |  | 66.7%2/3 | 78.4%29/37 |  |
| % Better than Expected Progress (7 progress points and above) | 37.5%15/40 | 37.5%15/40 |  | 66.7%2/3 | 35.1%13/37 |  |
| % on target (SO+) | 77.3%34/44 | 77.3%34/44 |  | 25%1/4 | 82.5533/40 |  |

**Transition liaison:**

There are very good transition procedures in place with pre-schools, between classes/key stages within school, to/from other schools and secondary schools. These transition procedures may include extra induction, visits by both pupil and staff to/from both settings, information shared, questions answered, transition meetings held and attended, and photo book for pupil to have prior to starting school/transferring; thus ensuring smooth transitions for the pupils. Previously, staff from 3 different secondary schools have reported successful smooth transitions for SRP pupils; with 1 commenting that the transition document they received was the most detailed and informative they had ever had.

* In July 2018 we had 3 Pupils with an EHCP transfer to Crowdys Hill Special School.
* 1 SRP child with an EHCP transferred to Commonweal (mainstream)
* 1 child with an EHCP transferred to the SRP at LPA
* 1 child with an EHCP transferred to LPA (mainstream)

## During this academic year we have:

* Continued to extend the support of our ‘in school counsellor’ to more children and their families
* Continued to work with the Parent Support Advisor, SEMH Advisory Team and Outreach Support, Educational Psychologists, ASC Advisory Service & other agencies to support our children and their families
* Monitored the progress and attainment of the SRP and SEND pupils through the use of O Track & Class Track
* Two SRP children have been successfully re-banded and have moved from Band 2 to Band 1, due to their increased needs
* Gained an EHCP for a Y4 pupil through Wiltshire County Council and secured Band 3 funding
* Attended an EHCP writing workshop
* Attended a ‘beyond P Levels’ Conference
* Developed Individual Education and Play Plans, ABC Plans, De-escalation Plans, Behaviour Ladders for +/- and personalised success/reward charts.
* Continued Rainbow Groups, Lego Skill Group and a Social Interaction Cooking Group, to support children with SEMH needs
* Continued to deliver daily Phonic teaching sessions to 2 SRP KS2 pupils
* Monitored the use and impact of Pupil Premium for SEND pupils
* Supported a large number of families in gaining help and advice through the TAC and CHIN process
* Achieved additional ‘Top Up’ funding for a Year 5 pupil who is being assessed for an EHCP
* Achieved ‘High Needs Funding’ for a Y3 pupils
* Attended further courses/updates etc. to gain greater understanding of changes in SEND, including the SENCO Conference
* Followed and completed a strict timetable for annual reviews and submission of reports
* Developed pupil contributions, including the 1 Page Profiles for the SRP children (Annual Reviews, TAC etc.)
* Completed Early Help Records and contributed to the writing of Education Health & Care Plans
* Contributed towards the conversion of Statements to Education Health & Care Plans for the SRP pupils
* Included SEND Information Report on school website
* Achieved the Healthy Schools Gold Award for the second year and have supported other schools with the Mental Health Award application.
* A member of school staff attended the Cygnet training course
* A member of staff attended the Early Bird training course, alongside parents
* Personalised reward and consequence ladders for SEMH pupils
* Successful enhanced transition for 5 Y6 pupils with EHCPs

**Disability Equality Scheme:**

**Accessibility**

The school is fully wheelchair accessible and has good toileting facilities for children with a disability, one room within the main school and another assisted medical room in the new extension. There is an identified classroom for therapists to use when they visit the school, and, if necessary, for any programmes of exercises that are recommended by them.

School trips are organised with **all** our pupils in mind, and will do all that is reasonably possible to allow all children to participate. School have a folding mobile hoist, which is taken on trips when needed for certain pupils, and two disabled toilet radar keys. Each trip is supported by trained staff to meet any medical (eg. severe allergies, diabetes) and physical needs (eg. cerebral palsy, Duchene’s Muscular Dystrophy, brittle bones, spina bifida). Risk assessments are completed prior to any trip, as are pre-trip visits if necessary.

There is wheelchair accessible equipment in the playground including a wheelchair roundabout and slide, as well as a number of play panels.

The arrangements of classroom furniture etc. is carefully thought about to take into account the needs of the SRP PD pupils ensuring, as far as is possible, clear accessible pathways around the classroom, pupils drawers in most accessible place, lower coat hooks etc.

Relevant staff receive annual training internally in both the theory and practise of Client Manual Handling. This training has been provided by Emma Waters, who is the Advisory Teacher for children with Physical Disabilities.

**Completed by Sarah Sumner September 2018**