

# Alpington and Bergh Apton VA CofE School

## Annual SEND report April 2018

**Governor:** Joy Shreeve

**Responsibility:** SEND Governor

**Date of visit:** 17<sup>th</sup> April 2018

**Focus of visit:** to monitor current SEND situation and practice within the school and the Cluster

**Type of visit:** a discussion with the SENCO, Teresa Osborne

### **Information gained:**

The school has 14 children in total on the SEND register which is a decrease from 2017 (17 pupils). This equates to 11% of the school roll. This includes 1 child with an Education, Health and Care plan in Y4. There are 3 SEN pupils in Y6, 1 in Y5, 4 in Y4, 1 in Y3, 2 in Y2, 3 in Y1 and 0 in YR. Of these children, only 1 receives Pupil Premium. There is also a post-Lac child.

Regarding progress in their learning, the majority of children with SEN-D are making either above the expected progress or the expected progress. Only 1 child with SEN-D is making less progress in reading.

As in previous years there is a range of SEND needs. A few children have EAL but most of them do not require support. One child has received a lot of language input to improve his English competency. We do have pupils with physical or health difficulties and one may need to be referred for an Education, Health and Care plan. Two pupils have an ASD diagnosis at the moment. The number of children with Speech and Language difficulties has increased at one time there were 14 pupils exhibiting such issues which impact on the reading and writing skills. There is a close relationship between low S&L skills and dyslexia. . All have received support for S&L and a few are continuing to receive support. As the Cluster has lost the services of a Speech and Language therapist new cases will now be referred solely to the NHS. Fortunately School has got TAs with experience in delivering interventions to meet this need. Some pupils are experiencing glue ear and temporary deafness.

The number of pupils showing Dyslexic tendencies has increased and these children are being monitored. School is dealing with more children showing Emotional, Social and Mental Health needs. This is the case across the country. In school we have 8 children receiving Nurture input from an experienced TA.

Currently there are 5 TAs employed to support children generally in the class situation, and to give individual pupils more help. There are no pupil specific TAs. The TAs also deliver most of the interventions around Phonics, Speech and Language, extra 1 to 1 reading and extra Maths support. The HT is also supporting 2 pupils in a Maths club after school. The Numicon programme may be introduced for a few children struggling with Numeracy in upper KS1 and lower KS2.

Many outside agencies are involved in the school. Health professionals work with the school. A recent workshop on Dyslexia organised through the Cluster was well supported. Parents have access to advice from the Parent Support Adviser. This support will continue to April 2019 as most of the Cluster schools have opted to pool some of their notional SEND budget to keep this person in post.

Budget constraints at Norfolk County Council Education Department mean that Cluster SEND money will stop in September 2018. Last year the Cluster received £140,000. For this coming year through to September 2018 the Cluster was allocated £33,000. This has a major impact on our budget as some of it is used to employ TAs to implement the learning interventions and for Nurture. 4 Cluster schools have opted out of the last year's arrangement. The remaining 9 schools have agreed to keep control of the remaining £22,000 to employ the existing Cluster SENCO till April 2019. She is a very experienced individual whom the schools can call upon for advice, support, diagnoses of children's needs, meetings, assessments and resources.

Our TAs have continued to undertake Professional Development training. They have attended courses on Grammar and Punctuation in the National Curriculum, Dyslexia, Reading Comprehension, Supporting Children with Cerebral Palsy, ASD, Phonics, Dyscalculia Awareness and Working Memory.

School is fortunate to have volunteer parents and ex-staff who come in to support targeted children with reading. A former parent, an Occupational Therapist, undertakes activities and exercises.

With all this support our SEND pupils are making progress and achieving well.

Date to be reported to Effectiveness Committee 8<sup>th</sup> May 2018