



Annual Report to Parents on the Implementation of the Special Educational Needs Policy and School Accessibility Plan

Schools have a duty to report to parents annually on the provision for SEN and on compliance with the Public Sector Equality Act.

Children with special educational needs have additional needs to other children in their class. They need extra provision than that provided for children of the same age.

The Special Educational Needs Policy is the heart of the school's SEN policy and sets out procedures and processes that all organisations should follow to meet the needs of their pupils. The code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN. At Edleston this is in the form of Initial Support/Monitoring, SEN/Behaviour Provision and Educational Health Care Plans.

Policies –

- The SEN policy was reviewed in October 2014
- SENCo – Mrs Ruth Astles, SEN Manager – Mrs Kate Ferguson, SEN Governor – Mrs Ceri Salt

Pupils with SEN at Edleston

Numbers are changing regularly as children are added or removed from the SEN register but at present, there are 6 pupils at Initial Support/Monitoring, 3 pupils with Behaviour Plans, 9 pupils at SEN Provision and 5 pupils with Educational Health Care Plans. The low number of pupils at Monitoring level is due to Quality First Teaching and the number of specialised interventions in place in all classrooms.

All pupils are involved in their annual reviews and are asked their opinions about their learning, provision, needs and progress.

Progress of pupils with SEN

The progress of pupils with SEN is generally below that of non-SEN pupils.

The interventions used in school are regularly monitored and include Better Reading Partners, CatchUp Maths, CatchUp reading, one to one tailored support and booster groups.

Attendance of SEN pupils is just below attendance of non-SEN pupils.

There have been no permanent exclusions in the last year.

Budget Allocation

Total income to the school budget allocated specifically for SEN (Element 2 funding) is £108,095 .

The total budget spent on SEN during the last year was £167,344 – additional expenditure was met from the school's main budget.

Deployment of staff and resources

School has a nominated SENCo who has non-contact time to allow her to carry out her management and liaison duties.

A SEN Manager and SEN Support Assistant work with SEN pupils during afternoon sessions.

A Behaviour Mentor is employed to support children with Social Emotional and Mental Health Difficulties and to liaise with their parents and outside agencies.

Four Teaching Assistants support children with EHCPs during the day.

All classes have Teaching Assistants providing support within classrooms for SEN pupils throughout each week.

External Agencies

Our SEN team regularly attend consultations with Educational Psychologists and the Autism Team.

Close consultation is also in place with Speech and Language Therapists, Sensory and Physical Team.

Liaison with High Schools

Where necessary, greater transition takes place to ensure pupils with SEN have a successful move to High School.

Staff Development

During the past year our Behaviour Mentor has taken part in training for Magic 1,2,3, the voice of the child and other behaviour interventions.

Our Headteacher and a Teaching Assistant have attended an Educational Psychology led course around improving mental health.

Also 3 Teaching Assistants have been training in CatchUp Maths, 2 Teaching Assistants were trained in Switch On, and 2 were trained in CatchUp Reading.

Equality Act – Accessibility and Future Plans

Under the Equality Act 2010 schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other users of the school are treated equally. Schools are required to establish an Accessibility Plan to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Accessibility Plan

- The Accessibility Plan was last reviewed in September 2015 and will be evaluated for progress against actions in September 2017.

Information gathered over the year and how it was used to inform planning and action

- All pupils and parents are consulted throughout the year in a variety of ways including interviews, questionnaires and consultation.

Numbers of pupils with disabilities and medical needs within the school

- Very few pupils are classed as having a disability or medical need. Pupils with a need have a Care Plan which is drawn up and reviewed with parents and professionals.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

- The school is accessible to disabled pupils. Every effort would be made to include pupils with disabilities on trips and residential visits, where required.

Parents and Carers involvement in the provision for pupils with special educational needs, and those with disabilities and/or medical needs

- Edleston Primary School has clear policies and practices that include all pupils and treats all pupils equally. Parents/carers are involved in reviews of care plans and provision maps. Parents are directed towards the Parent Partnership Service for support and guidance.
- The school complaint procedure is available from the school office.