

SEND Report 2018-9

1. Admission of pupils with SEN or disabilities

- The admissions policy states that: All children whose EHCP names the school will be admitted. Children with Education Health Care Plans follow the transfer arrangements set out in the SEN code of Practice and associated regulations and are not subject to the general admission arrangements.
- The school's admission policy recognises that all children should have equality of opportunity and, therefore all children will automatically be considered for admission regardless of any disability.
- We can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. For instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

2. Identifying pupils with SEND

- Children with SEND are identified through a range of processes which work together:
 - i. Children who are assessed as E1, 2 or 3 in data gathering (three times per year) are discussed with the SENCO if not already identified as having SENs.
 - ii. Children who are assessed as E1, 2 or 3 are also discussed in pupil progress meetings, where targets are set for the year.
 - iii. SEN review meetings are held with each year group in the Autumn term and assessments and provision for pupils at E1, 2 or 3 are planned. This assures moderation across a year group.
- Once a pupil has been identified, assessments are carried out and provision is put in place. This is usually group provision in the first instance. Parents are informed of the provision that their child is accessing. Any referrals to outside agencies are made with parents' consent. If there is further cause for concern about lack of progress after the child has received appropriate support, then a request for EHCP assessment is made.
- Assessments used in addition to statutory assessments include the Baseline Language Test (Reception language) the Renfrew Action Picture Test (Expressive language), Sandwell Maths Test, Reading Benchmark, Phonological Awareness test (PHAB – dyslexia), Boxall Profile (Emotional wellbeing).

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3. Inclusion of pupils with SEND

- All pupils at Easton CE Academy have access to the National Curriculum or Early Years Foundation Stage Curriculum (for children in Nursery or Reception). We recognise that some children will need additional support to access the curriculum, and this may be provided in the form of differentiated activities, additional equipment or extra help from an adult, either in a group or 1:1.
- There are currently 8 children in school who have 1:1 support throughout the school day. We are working to promote independence for these children as far as possible and regular reviews take place with parents, class teachers and any specialists who are involved.
- All statements in school have now been converted to EHCPs, in line with government guidelines. Three children have EHCPs.
- A further 2 TAs work with small groups of children who need support for much of the day.
- In addition to this 2 TAs work closely with our Speech and language Therapist to provide speech and language groups for a large number of children in Reception who need help with early language and a smaller number of children from Y1 to Y6 who have been assessed as having language delays or disorders.
- Pupils with a wide range of special educational needs are included at school, and they play a full part in the life of their classes and the whole school. We are currently supporting pupils with ASC, speech and language problems, dyslexia, cerebral palsy, visual impairment, hearing impairment and behavioural problems.
- Children with disabilities and medical conditions are welcome at school, and, with their parents, care plans are drawn up to make sure that everyone is aware of their needs. Great care is taken to ensure the safety and wellbeing of children with conditions such as asthma, epilepsy and diabetes. Care plans are renewed annually for all these children.
- The school has made changes to classrooms in order to include children with different needs. We also make sure that staff are trained in order to have the knowledge needed to support these children.

4. Listening to pupils with SEND

- Children's views are sought and recorded whenever there is an annual review meeting. Throughout the school year, teachers and teaching assistants make time to listen to children and seek their opinion on their learning and their experience of school.
- We are aware that children with SEND may be more vulnerable to bullying. We have a robust anti bullying policy which we use if a child with SEND becomes involved in a bullying episode. 1:1 TAs or other adults who know the child may advocate for them if they need help to communicate.

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5. Progress made by pupils with SEND

- Pupils with SEN are making good progress, but still at a lower attainment level than their peers.
- Most children on the SEN register have their needs met through group interventions and records are kept at a group level. A much smaller number of children need 1:1 interventions and they have Individual Education Plans (IEPs). Individual records are kept for these children and the children with EHCPs.
- This academic year we have begun to track the progress of these children using an online program called Connecting Steps. Children's data is being entered three times a year at our whole school data points.
- Successful interventions this year include Language groups (YR R - 6), BRP (Years R, 1 and 2) and extra phonics (YR – 4). Talk for Writing has continued to be a very successful whole school method for teaching writing and language, and Soundwrite continues to work well for teaching phonics.

6. SEND funding

- Most children on the SEN register are funded through the school's core funding. In addition to this, 10 children were in receipt of Top Up funding at the start of the year. The funding is now only being awarded for a year at a time, and at the lowest level in the band. The projected amount gained from Top Up funding this year will be £34,138. The Top Up system is currently being changed and it is not known how it will function from September 2019.
- The Assistant Head for SEN and Assistant Head for Inclusion calculate provision and propose staffing, which is then discussed and agreed with the head teacher.
- Throughout the school, pupil premium is spent on extra staffing, Forest School and trips and visitors to enrich children's school experience.

7. Staff development

- The Assistant Head for SEN completed training to become an Oracy leader.
- All staff have received training on Behaviour management (a full day) and Oracy (a full day)
- One of the SEN TAs has received training in Speech and Language
- Staff who have children with epilepsy or severe allergies in their classes received training in the relevant first aid. (This is done annually)
- Staff who have children with diabetes in their class have received relevant training.
- Teachers have received training in Connecting Steps (SEN assessment system).
- In addition to this, 10 PGCE students received training in SEN from the Assistant Head for SEN.

8. Work with external agencies

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- This year, the school has worked in partnership with Childspeech, a speech and language therapy company. A speech and language therapist has worked in school one day a fortnight and has assessed children from Reception to Year 6, writing Communication profiles and providing work for teaching assistants to carry out with language groups.
- The school has worked in partnership with Educational Psychologists who have visited for 4 days over the year. Reports have been written for EHCP and Top Up applications and advice for managing children's learning and behaviour has been given to the Assistant Head for SEN, class teachers and the Inclusion Team.
- The Bristol Autism Team, has visited and given advice for a child in nursery. The team are now only able to work with children who are in receipt of Top Up or an EHCP. This has greatly restricted their role in giving advice for newly diagnosed children.
- A teacher of the deaf works weekly with a child with severe hearing loss who is in year 5.
- Teachers of visually impaired children no longer support children with visual impairments as the service has been reduced due to cuts. These children are supported in school by teachers and the Assistant Head for SEN.
- Occupational therapists and physiotherapists have worked with some children and left programmes to be carried out by Teaching Assistants
- Transition work has been done both for children due to start nursery or Reception and for those leaving to go to secondary school or specialist provision.
- Staff who have children with has been part of a local SENCO cluster.

9. Work with parents and carers.

- Around 20 Annual Reviews of statements, EHCPs or SEN support are held each year. In every case parents give their views and participate in the meeting, sometimes with the help of interpreters. Children have also given their views in each case.
- Many informal meetings have been held to listen to the concerns of parents, explain the SEN process and offer advice.
- Parents are now much more likely to welcome referrals to other professionals and to seek help for their children, although many need information about the roles of these professionals and how they can help.