



Date: May 2019	
<b>Name of SEN Lead, experience</b>	Louise Jackson (Executive Headteacher) and Teresa Menday. Between Louise and Teresa there is expertise in EYFS, Primary (KS1 and KS2), Secondary Mainstream, Secondary PRU/SSfN, and Hospital School- 12-18 years. Teresa has been a SENCo for 12 years. Louise has been a Senco for 10 years.
<b>Name of SEN Governor</b>	Danielle Rodrigues
<b>SEN support from other agencies</b>	Educational Psychologist, SEMH Team, Speech and Language Therapists, Occupational Therapist, Virtual School for Sensory Support and LAC, Behavioural Specialist Support.
<b>Summary of the school's existing provision and approaches</b>	Our values lie in delivering quality first teaching and provision for all our children. We believe that all teachers are teachers for SEN children. We have purposefully reduced TA led interventions and increased the time that SEN children spend in class with their peers. This has been our strategy for all our SEN and disadvantaged children since April 2018. We want the vast majority of SEN pupils to access their age-related curriculum through good support and that feedback and differentiation enables high levels of self-esteem and progress for all our children. As a result of this strategy, SEN children have better quality experiences and progress, particularly in speaking, confidence and self-esteem, reading and mathematics has increased. There are Overcoming Barriers to Learning Plans (OBTLPs) which are reviewed informally half-termly with the teacher and child, and termly with parents and the child. There is a central SEN register, which has historical and current information, including referrals and outcomes. We have supported parents with developing their confidence in supporting their children, met with worried families to offer early help and to make parental requests for EHCP assessments.
<b>Next steps</b>	To implement and monitor boosters and interventions where there have been identified needs.

Identification of need															
Category of need	Rec		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Totals: Prime
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<b>Cognition &amp; Learning</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific Learning Difficulty	0	0	0	0	0	0	0	0	0	0	FB	EH	NW	0	3
Mild/Moderate Learning	0	0	FF	0	0	AB	LB	0	0	0	JC	0	HC/TF	0	6
<b>Social, Emotional and Mental Health</b>	0	0	0	0	0	0	0	0	0	0	0	0	JF	0	1
Autistic Spectrum	0	0	0	0	0	0	AB	0	0	0	0	0	0	0	1
<b>Communication &amp; Interaction</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language & Communication	0	0	AD	SJS	0	0	0	0	0	0	0	0	0	0	2
<b>Physical/Sensory Impairment</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Supported in class/in school (K) EHCP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	JB	0	CK	0	0	0	0	0	2
<b>Totals</b>	0	0	2	1	0	1	3	0	1	0	2	1	4	0	15

**Vulnerable groups where SEN overlaps with other needs**

Need	Total number	SEN support	EHCP
Pupil Premium (disadvantaged)	32	4	1
LAC (Looked After Children)	1	0	0
CP register (Child Protection register)	0	0	0
Children in Need (CIN)	0	0	0
EAL	3 (SZ Y2, JW Y4, AV Y6)	0	0
Traveller	1 (FA)	0	0
Pupils out of Year group	2 (JB/DMN)	0	1
Poor attenders below 95%	44	4	0
Persistent Absentees below 85%	1	0	0
Pupils with medical needs (Health Care Plans/ Toileting Plans)	5 (NS Y5, FB Y5, KM, Y4, ES Y4, ZM Y3)	0	0
Service Children	0	0	0

**Exclusions relating to SEN children 2017 -2018**

	Non-SEN Pupils Sept 17- July 18	Pupils receiving SEN Support	Pupils with EHCPs
Number of Fixed term exclusions	0	0	0
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0
Number on Part-time Timetables	0	0	0

Exclusions relating to SEN children 2018 - 2019

	Non-SEN Pupils Sept 18- May 19	Pupils receiving SEN Support	Pupils with EHCPs
Number of Fixed term exclusions	0	0	0
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0
Number of Managed moves	0	0	0
Number on Part-time Timetables	0	0	0

Overview of systems, policy and practice (please highlight the correct answer in green and write your reasons in the evidence section)

Standard	Yes	No	In Part	Evidence
<b>Quality of Teaching &amp; Learning</b>				
Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support			√	Prior to Jan 2019 booster and targeted teaching has been happening in the classroom. Targeted TA support under the direction of the teacher has also been happening in the classroom. Interventions used across year groups include Sound Discovery, Phonics, Reading Comprehensions and Maths Boosters. Sound Discovery has its own assessment and impact is monitored routinely. The impact of other booster sessions is assessed using triangulation - Pupil Asset, lesson observations and work scrutiny.
Quality interventions are in place			√	We need time to monitor the impact of the interventions.
The quality of teaching is regularly monitored to ensure pupils' needs				Regular Learning Walks undertaken by SLT with identified focuses. Teresa has completed one set of learning walks and has fed back directly to class teachers and Ms Louise Jackson.

are met, e.g. effective differentiation				Performance management/appraisals happen routinely, progress of all children discussed in Pupil Progress meetings and actions are decided in order to meet individual needs.
The quality of teaching assistants is regularly monitored to ensure pupils' needs are met			√	The intention is for the quality of interventions to also be monitored, through the progress that the children make/do not make with a specific intervention, this will be discussed with TAs each half term and adjustments made accordingly. To develop this regular meeting with Teachers with Louise and Teresa to discuss TA practice/direction in class and further observations are needed to quality assure this.
Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers				All SEND children have the same access to learning, incentives- praise/rewards, focuses- literacy/topic, trips, extra- curricular opportunities, interventions and booster sessions. Extra resources are bought when necessary to ease access to learning – writing slopes, pencil grips, coloured overlays, check list for instructions/activities, scaffolding for written activities, use of iPads to record etc.
Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils				Early high school transitions are discussed around Easter time and interim EHCP reviews are held around this time too.
The quality of provision in place to meet pupils' needs is effective in promoting good or better progress for all pupils with SEND				Our emphasis is to improve the quality first teaching so that SEN pupils have higher access to teaching that is good with higher expectations. Most children across the school are making expected progress on data tracking and work collection checks in reading and mathematics, this may be in small steps/OBTLs. Our new initiative in reading, Destination Reader, has helped children with SEN use question stems to think more carefully about text they read which has had great impact. Introducing question stems in mathematics is also supporting understanding. Tackling tables has been very successful in promoting fluency for some children as repeated learning helps retention in the long-term memory. Capturing this impact is part of our improved systems. Some have accelerated progress – learning is supported through precision teaching, daily practise and quality feedback. Writing within the whole school for SEN children is an area

				where progress needs to improve. We will be using T4W as a strategy from September 19.
Pupils with SEND have access to a broad and balanced curriculum				SEND children have access to the same broad and balanced curriculum as their peers, however some children may need extra differentiated/appropriately challenging activities and visual resources and prompts made available to them, and for them to be taught how to use them.
There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND				Training is provided as and when needed with individual teachers-regular contact and discussions around concerns are frequent and ongoing, with both Louise and Teresa when she is on site or via emails. Outside Agencies and providers can be contacted for whole school CPD or individuals when requested or needed to inform/support children in specific classes.
<b>Standard</b>	<b>Yes</b>	<b>No</b>	<b>In Part</b>	<b>Evidence</b>
<b>Monitoring and Assessment of Pupil Progress</b>				
The school's data demonstrates that pupils with SEND make at least good progress				We strive to ensure that pupils with SEND make at least expected progress. Pupil progress meetings with teachers provides an opportunity to discuss individual pupils and identify where additional support is required to ensure that expected progress is made. OBTL targets provide small steps of progress, which can be measured (SMART).
Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development)				We are just beginning a programme of Boosters and Sound Discovery as an intervention. Sound Discovery has its own assessment measure and boosters are teacher assessed through triangulation of Pupil Asset, PiXL or SATS results and work collections.

Standard	Yes	No	In Part	Evidence
<b>Policies/Statutory Compliance</b>				
SENCO has appropriate experience and/or qualifications	√			Louise Jackson has many 10 years of experience as a Headteacher also covering the role of SENCo. Teresa Menday has 12 years of experience as a SENCO working in primary, secondary, PRU/SSfN and Hospital school environments.
SEN policy is in place and reflects current practice and provision				
SEND responsibilities under the Equality Act 2010 are in place				Equal opportunities and access to learning are in place, but we need to provide the tools, <u>consistently</u> , which SEND children need to recall knowledge and understanding and scaffold this, so that they can successfully record the information. Differentiation/appropriately challenging needs more work with some Teachers.
SEN Governor is in place and has an overview of SEND provision				Danielle Rodrigues is the SEND governor at Snettisham Primary and has an overview of SEN provision.
SEN Information Report is published on the school website and is updated at least annually				Yes, the link on the website takes you directly to the SEN Information report. This is updated annually.
School website has a link to the Local Offer				Yes- links directly to NCC SEND offer to schools.
Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND				Risk assessments are completed using Evolve. Pupil specific information is included for children with SEN/specific needs.
School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning				Assessment data/results are used to target specific children for focused teaching within the classroom by the Teacher or a TA under the direct supervision of the Teacher. During pupil progress meetings SEND attainment and progress is discussed and support for those children is recorded. Access to interventions is through a process of assessments.

Standard	Yes	No	In Part	Evidence
<b>Involvement of Parents, Carers and Pupils</b>				
Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year				Parents Evenings where reports are shared every term. Termly reviews of Overcoming Barriers to Learning Plans (OBTLP's), where the parents and child take part in the discussion about their targets, success criteria, how we can support and with what resources/activities and how parents can help at home. Half termly updates are advised as an ongoing dialogue. Parents have copies of all the OBTLP's. These are informally updated with progress half termly. If a teacher is concerned about a child's learning they can seek advice from either Louise or Teresa and if appropriate review targets more often than termly.
Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff				If a meeting with a parent is separate to an OBTLP or a Parents Evening where reports are shared. A record of this meeting should be taken, any actions noted and shared with appropriate staff. This way agreed actions can be tracked. If required a copy of this can be made available to parents. Some children may have a Pastoral Support Plan (PSP) or the family may have support through a FSP (Family Support Process).
Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities				Forest School, after school clubs, Self- Esteem with SENCo and Mrs Gardner, Reward charts.
The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being				The voice of any child who has SEN-D is recorded in their termly OBTLP's and their wishes and feelings are listened to and actioned where necessary, so through a PSP, FSP, CIN and CP meetings. Meetings with parents are also instigated if there are identified needs, be that learning and or social and emotional. Parent and child's voice is extremely important and actioned where necessary. We accommodate all aspects of a child's SEN and disabilities as far as we are able to. Some restrictions are due to staffing and some are due to space available.



Standard	Yes	No	In Part	Evidence
<b>Leadership &amp; Management</b>				
SENCo is part of the SLT and works strategically with senior colleagues and governors	√			Louise is the person who liaises with Teachers, TAs and governors. Teresa works one day a week over 3 schools.
SENCo clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement				
SENCo promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities				Both Louise and Teresa promote access to learning for all children, regardless of their abilities, meetings with individual staff to highlight difficulties and find easy to implement solutions. Suggesting tools and resources that can help children recall information if they have weak working memories and or processing difficulties. Without tools to support access and recall SEND children will make little/no progress. Part of evaluating and monitoring interventions is to ensure that quality interventions are happening to improve the skills and abilities of SEND children.
SENCo clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND				
SENCo deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities				This is Louise's role as Executive Headteacher and SENCo.

Strategic financial planning, budget management and use of resources are in line with best value principles				This is Louise's role as Executive Headteacher and SENCo.
SENCo is closely involved with professional development of staff so that <b>all</b> staff improve their practice and take responsibility for removing barriers to participation and learning				SENCo organises CPD wherever required, enabling staff to develop practice and promote inclusion.
School, led by the SENCo, works effectively with external agencies across education, health and social care. SENCo ensures that, where appropriate, advice is implemented	√			Both Louise and Teresa work with outside agencies from multi disciplines to make referrals, seek advice, interventions, assessments and reports. These reports will then be discussed with Teachers, as a new step to keep everyone informed and an action plan developed from the recommendations, the focus of the action plans should be reviewed half termly.