

St. Buryan Academy SEN Information Report

For the Academic Year 2014-2015

(Please also see information in the 'St. Buryan Academy Special Educational Needs and Disability Policy 2014 -15' and the 'Information for Parents/School Offer 2014-2015' documents.)

Throughout the year, children with Special Educational Needs have been given the same learning opportunities and have been included alongside other children in all the school's activities.

There were no children at St. Buryan Academy with a physical disability nor any with an 'Education, Health and Care Plan' during this academic year. There were no children 'looked after' by the local authority. There was one Child Protection Plan. The Head Teacher attended the related Child Protection meetings.

Just 4 % of children were at 'School Support' during the year. Their additional needs ranged from the categories of 'Cognition and Learning', 'Communication and Interaction' to 'Emotional and Mental Health'. These children benefitted from 'Wave1', 'Wave 2' and particularly from 'Wave 3' support (additional individual and small group interventions) throughout the year. This was delivered by teachers and teaching assistants together with specialist support from agencies such as the 'Psychology Service' and 'Social Services'.

A weekly 'Social Skills' Intervention Group throughout the year supported a child at 'School Support,' as well as a range of other children.

A child with emotional needs received 14 hours teaching assistant support, to good effect, throughout the year. Weekly 1:1 intervention for a Y4 pupil was delivered by an additional teacher and by a teaching assistant. A younger child at 'School Support' benefitted from additional time in the Foundation Stage, as well as from her 'Wave 3' targeted support.

Three children received regular support from the Speech and Language Therapy Service. Following this and class teacher interventions, progress was such that two of these children's cases are now closed. One new referral was made in the Summer Term.

Provision Maps for each child at 'School Support', with more information about targets, provision and longer term outcomes, drawn up together by teachers and parents with pupil input, have replaced Individual Education Plans during the year.

Discussions with teachers, parents and pupils regarding outcomes and the progress of children at 'School Support', took place termly. Written summaries of these as well as provision maps were sent home for parents to refer to.

Each child at 'School Support' now also benefits from a 'Communication Passport' (introduced in the Summer Term). As well as including photographs, the provision map and information about the child's current levels and progress, this booklet details each child's strengths, how that child learns best and the proven strategies that have benefitted that child. This has been important information to share with student teachers, parents, the pupils themselves and future teachers of the child.

There has been an easily accessible 'Helping Hands Box' in each classroom. All children, including those at 'School Support' have made independent use of these to support their learning. Class teachers have added resources to the 'Boxes' as the need has arisen.

'On Alert' children (pupils identified as not reaching expected levels of achievement or progress) have also benefitted from additional support and strategies, from their class teacher or an additional teacher, this year. Each term has seen both intervention/ 'booster' groups and support for the 'exceptionally able' delivered by an additional teacher, in almost every year group.

The needs of the pupils identified as being 'the most able' were also met by challenging them to work with the year group above for certain subjects. One child has also attended a weekly 'Challenge Maths' masterclass at a local secondary school!

Information on Parenting Courses was made available to parents during the year.

Staff Training was on 'Implementing the New SEN Code of Practice', 'Dyslexia in Young Learners' and 'Chalk and Talk' emotional therapy.

The Special Educational Needs and Disabilities Co-ordinator (SENDSCO), met with the Governing Body to update Governors about changes in Special Education, following the new DfE, 'SEN and Disabilities Code of Practice, September 2014'. She had a termly meeting with the county Educational Psychologist and a termly meeting with the Special Needs Governor.

July 2015