



Trusting in God, together we live, learn and grow.

# Report to governors on special educational needs and disability

## SEND profile

Mainstream school governors should see:

TYPE OF SUPPORT	NUMBER OF PUPILS
Special educational needs (SEN) support	19 children 19%
Education, health and care (EHC) plan	2 Children 2%

Special school governors should see:

AREAS OF NEED	NUMBER OF PUPILS
Specific learning difficulty (SpLD)	2 children
Moderate learning difficulty (MLD)	
Speech and language support	10 children
Profound and multiple learning difficulty (PMLD)	
Social, emotional and mental health (SEMH)	9 children
Communication and interaction needs	5 children
Sensory and/or physical needs	5 children

## 1. EHC plans

Expect information on any statutory assessments for EHC plans that have been submitted to the local authority and the outcomes of these.

Currently we have 2 children at Haresfield School with an EHCP.

## 2. Identifying pupils with SEN

- Currently we identify children that need extra support through our 3 x per year pupil progress meetings when the Head teacher can discuss each child with the class teacher. In addition to this if it becomes evident to a class teacher that a child needs extra support either academically or emotionally they can share this either at staff meeting or by coming to the office to discuss the needs of the child with the SENDCo.
- When a need is identified the class teacher, and SENDCo meet with the parents to discuss the need and the support required. This initial meeting allows parents to ask questions, share information that may help staff understand the need and discuss what steps we can take as a school or if the parent would like support from another agency through early help.
- The SENDCo or TA from the class will complete a profile alongside the child to help identify what helps them and provides information for staff to tie support into that individual child's interests.
- A My Plan is written and shared with parents and all relevant staff clearly identifying short term achievable targets, what support the school or home can put in place, what strategies are needed and what the outcome is likely to be of the support given. My Plans are reviewed each long term ie 3 x per year.

## 3. Progress made by pupils with SEN

See excel sheet

## 4. SEND funding

- The extra top up funding the school receives is used to pay 1:1 TA support, SENDCo time writing reports and meeting with parents and also buying in specialist external support such as Art therapy and emotional coaching support. During the summer term we also commissioned work with the Pupil Referral Unit (PRU) to work with children on transition to secondary school.

## 5. Staff development

- This year we have carried out an INSET on anxiety and autism. The advisory teacher service came into school and delivered training to all staff to enable them to be better aware and better prepared to deal with anxiety across all groups of children but to be specifically aware of the heightened risk for children with autistic tendencies.

- During staff training we also shared and discussed the education endowment fund paper on SEND in mainstream schools. We looked particularly at the use scaffolding pupil's learning and the use of technology to support all pupils but in particular those with SEND. This will continue to be a focus for training this year.
- Our new member of staff has worked hard to understand and use the systems we already have in place for management and monitoring of SEND and they have taken time to meet all parents of children on the SEND register to talk through their concerns and develop their understanding of the wider picture for all children.

## 6. Work with external agencies

We are very fortunate that we have close support from the Early Help Team who have attended school several times this year to meet with children and support families.

We have referred children and families to a variety of external agencies and support groups such as :-

Life coach talk therapy – 6 children (with 1 on waiting list)

Speech and language – 2 families

School nurse – 2 families

Advisory teaching service – 4 families

Art Therapy – 1 family

Ed Psych – 4 families

SCASS -3 families

Family Therapy – 1 family