



SEN Update Report to Parents July 2018

This report aims to provide parents with an update about SEN practices at Brewster Avenue Infant and Nursery School. Our school is an inclusive school that aims to involve all pupils in the wider life of the school.

SEN Lead Teacher: Amanda Bull (Deputy Headteacher)

SEN Lead Governor: Kate Lindgren (until June 18)

SEN Policy

Our SEN policy and 2017-18 Local Offer can be accessed through our school website or a paper copy can be requested through our school office. The policy was reviewed on 8th November 2017.

Accessibility Plan

Our Accessibility plan was reviewed by governors in November 2017 and an action plan devised. This can be seen on our school website or a paper copy can be requested through our school office.

Admissions

The Local Authority will admit children with a statement of Special Educational Needs/EHCP which names a school. This will be in addition to any specific arrangements to specialist provision.

Year Group	SEN Support	EHCP	
Nursery	3		
Reception	4	4	
Year 1	4		
Year 2	2	1	
Area of Need			
C&I	C&L	SEMH	S/P
14 8-ASD			4

Attainment and Progress

Due to the relatively small number of children formally identified as having SEN, numerical data does not provide a useful indication of attainment and progress.

We measure progress against targets set in an assess, plan, do, review cycle on an individual basis. These targets are set and reviewed with parents and where appropriate, children, at least 3 times a year, often more frequently.

Additionally, we meet as a whole staff to discuss progress of children with SEN at the end of each term. This information is then collated by the SENCO and next steps are planned.

Interventions

In addition to quality first teaching from their class teacher, children with SEN continue to be supported in a number of ways, including:

- 1-1 targeted support
- Small group interventions
- Programmes of need provided by external professionals
- Daily sensory circuit
- Social skills groups
- Music therapy
- Access to the sensory room



Pupil Involvement

Where possible, children are involved in setting and reviewing their targets. Where appropriate, they also contribute to their reviews, often using PECs.

Parental Involvement

The support of parents is greatly valued. Parents are invited to set and review Coordinated Plans termly with the SENCo, class teachers and teaching assistants.

Annual reviews for children with Statements of Special Educational Needs/EHCP involve external agencies as well and are led by the SENDCo or Local Authority SEN team.

Home/School books are used for daily communication as appropriate.

Parents are able to talk to key staff at the beginning and end of the school day.

This report has been produced in consultation with parents.

We work with "Family Voice" a charity who support families of children with SEN. We have run a coffee morning and 2 courses on supporting with challenging behaviour. This work will continue next year.

Governor Involvement

Kate Lindgren met half termly with Amanda Bull. During her regular visits to school she:

- Reviewed attainment and progress
- Discussed impact of new initiatives
- Reviewed individual case studies
- Met children and observes them learning

Multi-Agency Support

Throughout the year the following professionals have supported pupils with special educational needs in the school:

- Educational Psychologist
- CAMHs
- Speech and Language Therapist
- Autism Outreach Teacher
- School Nurse
- Occupational Therapist
- Social Worker
- Sensory Impairment Service
- Project for Schools Mental Health team

Transition Arrangements

We worked closely with the neighbouring preschools, our feeder junior school and other local receiving primary schools to ensure that there was a smooth transition for all our children with SEN. This included extra visits to the school for individual children, key staff visiting and observing children in current provision and visual aids such as photobooks and social stories.

All statements have now been transferred to EHCPs

**Attendance**

During 2017-2018
SEN support-92.66%
EHCP-94.94%
Non SEN-93.77%

Budget Allocation

April 2017- March 2018

Income

High Needs top up funding	£14,281
Low attainment	£33,370

Expenditure

Salary for dedicated SEN teaching assistants	£85,972
SEN resources	£200
Total	£86,172

Staff Training

Teaching assistants are constantly developed by working with outside agencies such as SALT and OT to support children.

4 Twilight sessions are planned for Spring 18 on understanding speech and language difficulties.

Priorities for 2018-2019

To further improve SEN provision using SEN Audit tool and completing peer reviews with 2 other infant and 1 nursery school.

To work with the ASD hub at Welborne Primary to deliver CPD for teaching assistants.