



SEN Update Report to Parents July 2019

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: Graham Casey

SEN Policy

Our SEN policy and 2018-19 Local Offer can be accessed through our school website or a paper copy can be requested through our school office. The policy was last reviewed in November 2018.

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 an Education Health and Care Plan which names a school. This will be in addition to any specific arrangements to specialist provision. This year we admitted 1 child with and EHCP which took us over our PAN in Year 1.

Year Group	SEN Support	EHCP	
Nursery	4	(1 request with LA)	
Reception	4	1	
Year 1	4	4	
Year 2	5	(2 requests with LA)	
Area of Need			
Communication and interaction	Cognition and Learning	Social, Emotional, Mental Health	Sensory and Physical
20	1	0	3

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 SENCo 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.

Collaboration

The school works in a triad with the 2 other Peterborough infant schools, working on the outcomes from The London SEN Audit tool. These visits have allowed sharing of good practice and regular professional dialogue between SENCos.

Governor Involvement

Graham Casey (named SEN Governor) meets with Amanda Bull. During his visits to school he:

- 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 Workers
- Sensory Impairment Service
- Project for Schools Mental Health team

Transition Arrangements

We work 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.

**Attendance**

During 2018-2019:

SEN support - 80.3%

EHCP - 83%

Whole school (including nursery) - 93%

Whole school (excluding nursery) – 95%

Budget Allocation April 2018- March 2019**Income**

High Needs top up funding: £28,824

Low attainment: £66,889

Total: £95,713

Expenditure

Salary for dedicated SEN teaching assistants £97,906

SEN resources: £200

Total: £ 98,106

Staff Training

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

Speech and Language Therapy Service ran part of a training day and 3 twilight sessions on identifying and supporting children with speech and language difficulties.

All teaching assistants have received 'precision teach' training from our Educational Psychologist. The Deputy Head and one class teacher have worked with KCA training and the Virtual School on trauma and attachment awareness. This has involved a whole school audit and 3 days training sessions.

Priorities for 2019-2020

- Imbedding actions from trauma and awareness audit.
- Supporting 2 children in transition to specialist settings.
- Working with the Early Year's Area SENCO on early identification.