



## ANNUAL REPORT TO PARENTS ON THE IMPLEMENTATION OF THE SPECIAL EDUCATIONAL NEEDS POLICY FROM GOVERNORS

SENCo : Mrs Mary Mantilas/ Mrs Angelina Adrien

SEN Governor: Ms Victoria Yeats

<b>Number of pupils on SEN register</b>	24	5%
<b>Range of Need</b>		
<b>Communication &amp; Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Emotional Mental Health</b>
13	5	6

### Staff Training and Development

<b>Summary of SENCo qualifications:</b>	
National Award in Special Educational Needs Co-ordination – commenced January 2016	
<b>Summary of staff CPD for SEND 2015-2016</b>	
<b>Teaching Staff</b>	<b>Teaching Assistants</b>
Epipen	Elklan
First Aid	Build to Express
Defibrillator training	Lego Therapy
Emotional & mental health workshop	ELSA
	Epipen
	First Aid
	Defibrillator training
	Working with pupils with autism
	Partners in Talking
	I Can training
	Improving pupils social communication skills



Flagship School



### **Impact on quality teaching and learning**

Teachers and teaching assistants have improved knowledge of the range of special needs and how to meet individual pupil needs.

Their additional skills and expertise has enabled them to deliver high quality intervention programmes which have had a positive impact on improving emotional well-being and pupil outcomes.

Behaviour for learning is good and pupil voice questionnaires inform us that pupils feel safe and are well supported.

There are a number of pupils with medical needs and staff training has resulted in pupils having full access to the curriculum whilst meeting their medical needs.

### **Working with External Partners**

The Academy works with a range of external agencies to support pupils with SEN and their families. These include:

- Educational Psychology Service
- Speech & Language Therapy
- Occupational Therapy
- Educational Welfare Officer
- Child & Adolescent Mental Health Services
- Primary Behaviour Support Team

### **Engagement with Parents**

100% of parents attended annual review meetings.

### **Exclusions**

In 2015/2016 there were 6 fixed term exclusions and 3 children in total were involved.

### **KS1 Performance Summary – SEN Group 2015**

	Actual Results			Pupil Progress		
	2013	2014	2015	2013	2014	2015
<b>Number of pupils/% matched</b>	4	10	7	75%	100%	100%
<b>% Level 2+ (R,W,M)</b>	75%	60%	71%			

Pupil progress indicates % of pupils performing better than other children nationally of similar background (i.e prior attainment, gender, month of birth).

### **KS1 Performance Summary – Pupil Premium 2015**

	Actual Results			Pupil Progress		
	2013	2014	2015	2013	2014	2015
<b>Number of pupils/% matched</b>	1	3	2	100%	100%	100%
<b>% Level 2+ (R,W,M)</b>	100%	33%	100%			

### KS2 Performance Summary – SEN Group 2015

	Actual Results			Pupil Progress		
	2013	2014	2015	2013	2014	2015
Number of pupils/% matched	3	11	6	67%	91%	100%
% Level 4+ (R,W,M)	100%	55%	100%			

### KS2 Performance Summary – Pupil Premium and SEN 2015

	Actual Results			Pupil Progress		
	2013	2014	2015	2013	2014	2015
Number of pupils/% matched	-	2	1	-	100%	100%
% Level 4+ (R, W, M)	-	0%	100%			

### School level absence– 3 year trend

	2013		2014		2015	
	School	National Average	School	National Average	School	National Average
% persistent absentees – absent for 15% or more sessions	7.7%	3.6%	4.4%	2.8%	2.1%	2.7%