



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

2016-2017

SENCo : Mrs Angelina Adrien

SEN Governor: Ms Victoria Yeats

Number of pupils on SEN register	19	4%	
Range of Need			
Communication & Interaction	Cognition and Learning	Social, Emotional Mental Health	EHCP
7	3	7	4

Staff Training and Development

Summary of SENCo qualifications:	
National Award in Special Educational Needs Co-ordination – completed May 2017	
Summary of staff CPD for SEND 2016-2017	
Teaching Staff	Teaching Assistants
FGM	FGM
Sexting	Management of long term conditions
Neurodiversity	First Aid
Safer Recruitment	PIC
Designated Safeguarding Lead Training	
Dyslexia & co-occurring difficulties	
Maths & Dyslexia	
Health & well being	
All Together United Against Bullying	
Developing the More Able	
MASH training	
Practical Strategies for Safeguarding in Education	
DASV Forum	



Flagship School



Nasenco
<p>Impact on quality teaching and learning</p> <p>Teachers and teaching assistants continue to develop their knowledge, skills and practice regarding the range of special educational needs in the school and how to meet children's specific needs.</p> <p>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.</p> <p>Behaviour for learning is good and pupil voice questionnaires inform us that pupils feel safe and are well supported.</p> <p>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.</p>

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
- Children's social care

Engagement with Parents

100% of parents attended annual review meetings.

Exclusions

In 2016/2017 there were 2 fixed term exclusions and 2 children in total were involved.

KS1 Performance Summary – SEN Group 2015-2016 2 Children

2015-2016	WTS	EXS	GD
Reading	1 50%	1 50%	0
Writing	1 50%	0	1 50%
Maths	1 50%	0	1 50%

KS1 Performance Summary – SEN Group 2016 – 2017 2 Children

2016-2017	F	WTS	EXS	GD
Reading	1 50%	0	1 50%	0
Writing	1 50%	0	1 50%	0
Maths	1 50%	0	1 50%	0

KS1 Performance Summary – Pupil Premium 2015-2016 9 children

	WTS	EXS	GD
Reading	1/9 11%	4/9 44%	4/9 44%
Writing	3/9 33%	1/9 11%	5/9 56%
Maths	2/9 22%	5/9 56%	2/9 22%

KS1 Performance Summary – Pupil Premium 2016 – 2017 7 children

	WTS	EXS	GD
Reading	1/7 14%	5/7 71%	1/9 14%
Writing	2/7 29%	4/7 57%	1/7 14%
Maths	1/7 14%	3/7 43%	3/7 43%

KS2 Performance Summary – SEN Group 2015– 2016 3 children

	WTS	EXS	GD
Reading	3/3 100%	0	0
Writing	3/3 100%	0	0
Maths	3/3 100%	0	0

KS2 Performance Summary – SEN Group 2016 – 2017 3 children

	WTS	EXS	GD
Reading	1/3 33%	2/3 67%	0
Writing	1/3 33%	2/3 67%	0
Maths	0/3 0%	2/3 67%	1/3 33%

KS2 Performance Summary – Pupil Premium 2015-2016 12 children

	WTS	EXS	GD
Reading	2/12 17%	10/12 83%	0
Writing	2/12 17%	10/12 83%	0
Maths	0/12 0%	12/12 100%	0

KS2 Performance Summary – Pupil Premium 2016-2017 8 children

	WTS	EXS	GD
Reading	0/8 0%	5/8 68%	3/8 38%
Writing	1/8 12%	4/8 50%	3/8 38%
Maths	0/8 0%	4/8 50%	4/8 50%

School level absence– 3 year trend

	2013 School	2013 National Average	2014 School	2014 National Average	2015 School	2015 National Average	2016 School	2016 National Average	2017 School	2017 National Average
% persistent absentees – absent for 15% or more sessions	7.7%	3.6%	4.4%	2.8%	4.61%	2.7%	3.41%		4.28%	