



A place for learning, caring, sharing and growing together.

SEN Report July 2017

Year/SEN Category:	2013-2014	2014-2015	2015-2016	2016-2017
SEN support:	21	28	30	39
Statement/EHCP:	2	2	3	4
Total:	23	30	33	43

The number of children with special educational needs has increased this year. I feel this is due to more rigorous data analysis and identification of children not working at age related expectation for English, reading and maths during progress meetings. Any child who is working significantly below their age related expectation, or not at expected in all three main areas (English, reading and maths) have been added to the SEND register and interventions have been put in place. We have also had a year five pupils join the school with an Education, Health and Care Plan.

Changes to SEND

One of the biggest changes that has happened recently has had an impact on the funding we receive for a few of our pupils. Funding will only be provided by the borough for a maximum of 12month. After this time, the borough feel that the funding should have provided enough personal intervention for the pupil then to continue without the support. If it is felt that funding needs to continue an Education, Health, Care Plan has to be requested. However, some of the Bridlewood pupils who were receiving funding and have now been receiving it for twelve months or longer, do not meet the threshold for an Education, Health and Care Plan.

Funding is also significantly more difficult to gain from the borough with two recent requests been turned down, saying that it is felt the school can provide for the needs without additional funding. This has been highlighted by a couple of schools in our cluster group and we have all emailed the borough with our thoughts about the current system. It is also going to be discussed in our next cluster meeting so that the SEN Champion who attends can feedback at her meetings with the borough as well.

SEND needs across the school

ASD (autism spectrum diagnoses)

- We currently have five pupils with diagnosed autism. Currently no children are on the ASD pathways waiting for assessments. However, it is felt there are a couple of pupils showing strong autistic traits and are being monitored closed and are on the list to work with the Educational Psychologist next year if parents agree.
- A pupil joining Bridlewood next year in the reception class, is on the waiting list to see a paediatrician about her needs which could be autistic. In the meantime, I have made a referral for the parents to be supported by the Butterfly Center who will help to identify any traits and support with parenting strategies.

- The Swindon ASD team has continued to support the school this year, coming in to observe pupils and offering advice and strategies for us to use. The Educational Psychologist also helps with this process.
- We have two children diagnosed with ADHD and another pupil waiting to be assessed to see if he has ADHD.

Speech and language support

- Five pupils are visited regularly by our speech and language advisor, Anne Forrester. One pupil is seen externally by another member of the speech and language team for her specific needs.
- Anne visits the pupils three times a year to assess and provide work which the teachers and teaching assistants then use to support the pupils in one to one interventions.
- We are aware that an increased amount of pupils are starting school with speech and language needs and I will be working closely with the reception teacher to identify any speech and language needs early and put in place weekly interventions.

Hearing impairment support

- We currently have one pupil who is regularly monitored by our hearing impairment advisor.

Social, Emotional and Mental Health support

- We have one child at Bridlewood with an Education, Health and Care relating to SEMH. This child has a one to one teaching assistant to help them access the curriculum and to help keep them on task. Additional transition meetings have been put in place to support this child transferring to secondary school.
- We have had the SEMH Nyland's team come in twice this year. They helped with the transition from nursery to reception for a child with an Education, Health and Care Plan and with a child who transferred from another school. They continue to be a very supportive and helpful service who are quick to respond to emails and phone calls for advice. A referral form is being submitted for the team, to help support a challenging year group to help give advice and strategies to the staff working with that cohort.
- Jo Bradley continues to come in weekly to work with pupils across the school with social and emotional needs. Throughout the year she has providing one to one sessions, small group social sessions, observations in class and home visits. When relevant, Jo also attends Team Around the Child meetings to feedback and help give advice about how to support the child.
- To help ensure we have a strong understanding of how Jo's time is spent, I have introduced a termly overview sheet for her to complete so we can monitor the support the pupils are receiving.
- We will be continuing to buy in to this next year.
- Social, emotional and mental health has been a significant area of special needs this year, with a larger amount of pupils needing this support. For some of the pupils a referral has been made through school and for others the parents have been referred through their GP. As a school, we will continue to monitor the support needed for these pupils and provide early interventions with TaMHs, or our two trained counsellors, to support these vulnerable pupils. Two pupils have also been referred for more significant support by the CaMHs team.

- Our two trained counsellors have unfortunately not had as much time this year to focus on this role. However, it has been timetabled in for next year and they will help to develop a nurture program in the school. I am arranging for them to visit Oaktree to see how their nurture sessions are run to help develop ours.

Specific learning difficulties

- The large majority of special educational needs at Bridlewood are related to specific learning difficulties. These are pupils who are below age related expectation and need additional support during a particular lesson on a regular basis.
- Interventions are often in place for these children to give additional support and go over key areas of learning as directed by their passport for learning. Interventions are now being closely monitored to ensure the right targeted support is being given to the specific pupils we need to focus on by looking more closely at their starting points. Teachers have a termly intervention sheet (this will be completed three times a year from September once teachers have attending progress meetings). The interventions currently in place at Bridlewood are also being reviewed.

Parental involvement

Parents are involved throughout the SEN process. Regular formal, and informal, meeting take place to ensure parents are receiving the support they need, as well as the child. Because of the increase of SEND pupils, I have been unable to meet with as many families as I would have liked to, therefore I am holding a transition coffee morning for parents to come in to share worries and concerns as well as strategies and share advice. Depending on the uptake of this, more coffee morning drop-ins might be planned for next year.

Deployment of staff

Seven special educational needs teaching assistants are currently employed. All have hours to meet the needs of the children.

Funding is currently being requested from the borough to help support a new pupil joining the reception class in September. Once we have a better understanding of the child's needs, additional support may need to be put in place.

Training and resources

I have continued to attend the yearly special educational needs coordinators (SENCO) conference. The SENCO cluster meetings are also continuing, in which local schools meet to discuss resources and ideas, this has been an extremely valuable resource this year as we have been able to share our knowledge of any changes and work together to share idea.

Throughout the year, teachers have been sent on training which have supported the needs of pupils they have in their class with special educational needs and/or disabilities. Training has also been put in place for teachers who are going to have children next year that may need support to cater for their needs.

I have ensured that teaching assistants have been sent on any relevant training to help support SEN children and lower ability children in their class. I have also attended a few course and feedback to all teaching assistants during TA meetings. The Education Psychologist also provided training of an intervention called precision teaching. Other training has included; fine motor skills, sensory skills, ASD networking courses for relevant teaching assistants and ASD awareness.

Small purchases have been made to keep resources up to date. This includes books that have been recommended by outside agencies to support particular children's needs. More specialist resources have been updated as and when needed.

Numerous intervention groups have taken place throughout the school for children on and off the SEND register. These are often run by teaching assistants, however teachers are now also leading more interventions during assembly times. Some of these interventions include: phonic interventions, fine motor skills, social skills, reading comprehension skills and SPARKs (school and parent advice regarding kids) which helps with fine and gross motor skills.

Outside agencies

(Also see involvement of other agencies on page 1 and 2)

- We have been very fortunate to have the same Educational Psychologist supporting Bridlewood this year. Beth has worked with three pupils this year and supported any referrals as an outcome. We also had a locum work with two pupils.
- We are going to continue to buy in to this service next year.
- The school nurse has come in to update staff training for children with care plans and any additional needs. She has also helped to advise us about children and families we felt needed additional support.
- Our Parent Support Advisor has also continued to work with families we have referred. She mainly supports families at home and then feeds back at Team Around the Child (TAC) meetings. She has worked with some complexed families and will continue to support them next year as well.

Links with other settings/transition

- I have now liaised with all secondary schools to hand over data and key information about any pupils with additional needs. I have also worked closely with three secondary school in particular to arrange additional visits which I felt would benefit a few pupils.
- All pupils are attending main stream secondary schools this year.
- Relevant paperwork is currently being prepared ready to send to the schools.
 - All of the new reception children have now visited the school. We have two pupils joining who currently have regular TAC meetings and these will need to continue. One child has identified additional needs and the other is waiting to see a paediatrician. A child with a hearing impairment is also joining.

Next year

- As of September, I will be non-teaching and therefore able to dedicate more time to my role as the SENCo. I will be carrying out intervention for Key Stage One, mainly focusing on phonics and speech and language. Phonic interventions will also be put in place for year three and four pupils who did not achieve the phonics check threshold.