



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

SEN Report July 2015

Year/SEN Category:	2011-2012	2012-2013	2013-2014	2014-2015
SEN support:	14	13	14	20
SEN support plus:	15	12	7	8
Statement/EHCP:	3	2	2	2
Total:	32	27	23	30

The number of children with special educational needs has increased this year. This is due to data analysis which I did for the whole school as a result from the University course which I am taking this year. Any child who was working 'well below' their age related level has been added to the SEND register and interventions have been put in place.

Changes to SEND

This year a new Code of Practice was released given schools new guidance on Special Educational Needs and/or Disabilities.

One of the biggest changes was that all Statements will be changed to Education, Health and Care plans (EHCPs), giving the school five years to transfer any existing Statements in to EHCPs. The borough decided to focus on key year groups, with year five pupils with Statements having them converted to an EHCP as a result of their transition reviews. However, with the increased workload for the borough, this has not been manageable. Therefore, all pupils at Bridlewood still have Statements and none have been converted yet.

Previously, any pupil at Bridlewood who was on the SEN register had an Individual Educational Plan (IEP) to monitor and support their needs. The Code of Practice highlights how schools should have a more child centered approach with pupils, and parents, being more involved in the SEN process. Therefore, I looked in to developing a plan which was more child friendly and more beneficial (to staff, pupils and parents) to replace our IEPs. As a result, I have created Passports for Learning. The new child friendly booklet enables pupils to take more ownership of their targets, teachers can track the additional support the pupil is receiving through a cumulative record and parents can clearly see their child's targets and support that has been put in place. The feedback so far has been very positive from teachers who find them easier to produce and are now more aware of the pupil's targets and support needed, parents have liked the more child friendly approach and how their child has been involved in the process, and pupils are keen to share their Passports for Learning with adults supporting them and are taking more ownership of working towards their targets.

Agencies and other schools that have seen the Passports for Learning have been very interested in Bridlewood's new approach to IEPs. Local schools have asked for a template so they can use it in their schools, along with a school in Gloucester which will also be using them from September.

SEND needs across the school

ASD (autism spectrum diagnoses)

- The number of pupils with diagnoses of ASD has decreased from seven to four, due to three moving on to secondary school.
- However, three pupils are on the waiting list for the Pathways assessment. Regular phone calls are being made to chase up when the pupils will be assessed, as the referrals were made in October. I have been informed that the six months waiting list has increased to nine months and I have kept parents informed of this.
- Support was put in place for two children with diagnoses who are in the same class. They have had an additional teaching assistant in their room to help with their specific needs. This has had a significantly positive impact and will continue next year. An application for funding for one of the pupils will be made in term one, along with the child's application for an EHCP.
- The teaching assistant who has been appointed to support these two children has attend an ASD training course with the parents of both children to learn how the home and school can support each other. Support is given to all parents with children with ASD, with them being made aware of courses and events available to them.
- Teachers who will be having pupils with ASD in their class next year have attended training this term and will continue to attend any relevant courses throughout the year, along with teaching assistances in their class.
- 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.

Speech and language support

- Four pupils currently are visited regularly by our speech and language advisor, Anne Forrester.
- 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 as part of one of my modules for my University course I am researching why this is the case for many schools and looking at support we can put in place in the EYFS to support these pupils.

Visual impairment support

- We currently have one pupil who is regularly monitored by our visual impairment advisor, Shelia Hanson.
- When this child is in year six we may wish to apply for enlarged text to support the pupil to access the SATs papers.

Hearing impairment support

- We currently have two pupil who are regularly monitored by our hearing impairment advisor, Roger Thurlbeck (who will be retiring this year and a new specialist has been appointed).

Behaviour support

- Since the release of the new code of Practice, behavior is no longer an area of SEN. Behaviour is a result of an underlying issue which needs to be identified. The area in which behavioural difficulties would fall in to is social, emotional and mental health.
- We have one child at Bridlewood with a Statement (with additional funding) for special educational needs relating to behavior. This child has a one to one teaching assistant to help them access the curriculum and to help keep them on task.
- We currently have two children in the school who are having intervention from the Nyland behavior team to support their behavioral needs. As well as working with a support advisor, strategies are also shared with the class teachers. Nyland are only supposed to work with pupils for six weeks but have been extremely supportive and have worked with our pupils for most of the year. They are hoping to close the cases in September but have made it clear that they will come back to support us if needed. They have also helped to provide evidence to help with a funding request for one of the pupils so that we can have a one to one teaching assistant supporting the pupil throughout the day. Currently the school is providing afternoon support and this is having a positive impact on the pupils ability to be more settled in class and to be able to access the work without being distracted, or distracting others.

Social, emotional and mental health support

- This year we continued to buy in to Targeted Mental Health (TaMH) support.
- Jo Bradley comes in weekly to work with pupils access the school with social and emotional needs. Throughout the year she has supported nine pupils, providing one to one sessions and small group social sessions.
- 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 counselors, to support these vulnerable pupils.
- Our two trained counselors have done a fantastic job this year, working with a large number of children, providing support through difficult times and one to one sessions for pupils to talk through any concerns and anxieties.

Specific learning difficulties

- The large majority of special educational needs at Bridlewood are related to specific learning difficulties. These are pupils who are well 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.

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. Parents have been kept up to date with changes to the Code of Practice with a meeting, which took place last July, at Catherine Wayte with our LCP (Local Collaborate Partnership) schools. They have also been informed about the changes of the IEPs to passports for learning, and I have attended all meeting (along with the class teacher) to introduce the new booklets.

Funding

Bridlewood currently receives funding for two pupils to provide extra support for them. This funding is used to provide the additional interventions they need such as social skills, fine motor skills programs and speech and language programs. It also helps towards the costs of an additional teaching assistant to support these pupils.

Deployment of staff

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

- Two teaching assistant are employed to work with pupils with Statements of educational needs, and we receive some funding to provide this.
- Two teaching assistant have been appointed midway through this year to support pupils with behavioural difficulties. We hope to extend this to mornings and afternoons, for one of the pupils, if funding is agreed by the borough.
- We are currently advertising for two more special educational needs teaching assistants for a pupil who will be joining one class next year.

Training and resources

I have continued to attend the yearly special educational needs coordinators (SENCO) conference and places have already been booked for next years. 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 the changes and work together to share idea. For one of our meetings, I arranged for us to visit the new SRP (specialist resource provision) unit at Ridgeway School.

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. The training has included; fine motor skills, sensory skills, ASD networking courses for relevant teaching assistants and ASD awareness and behavioural support for all teaching assistants. Three SEN teaching assistants regularly attend the ASD teaching assistants network meeting to have an opportunity to talk to other SEN teaching assistants and get support and advice. All three teaching assistants say this is a very valuable meeting in which they can share resources, strategies and concerns.

This year I have also started a University course for the National SENCo award. This is a legal requirement that a member of staff in the school must have this qualification. I have now attended all of the lectures and summited the assignments for module one and have got the second module to complete by the end of October. I have been attending the University of Gloucester, in Cheltenham, fortnightly and as a result, reflected on our current school practice, implement what I have learnt and also developing a good network of SEN support.

Throughout the year I have continued to carry out PhAB assessments (Phonological Assessment Battery). This test is for dyslexia traits. Most of the children have just needed additional phonological support and this has been put in place. Year five and six pupils are always assessed as soon as possible because if they do have strong traits of dyslexia we could apply for extra time

for them to complete their SATs at the end of the year. After completing the PhABs assessment with one child, a referral was made to the specific learning difficulties team who came in and advised of support we could provide. They also agreed that the pupil had strong dyslexia traits and I then made a referral to the educational psychologist who did diagnose the pupils with dyslexia. This pupil will be going in to year six next year and additional provision will be requested to support them during the SATs. Three pupils in key stage two have dyslexia friendly text books to complete their work in, as they have shown some dyslexic tendencies and I carried out a visual stress assessment to see if coloured paper could benefit them and ordered the relevant coloured books to help meet their needs.

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 SEN register. These are often run by teaching assistants that are trained in the specific interventions such as phonic interventions, fine motor skills, social skills and SPARKs (school and parent advice regarding kids) which helps with fine and gross motor skills. After liaising with other SENCOs through my University course, I have also introduced regular reading opportunities for pupils working well below age related expectations for reading. Other school reported that the intervention with the biggest impact for improving reading was just to hear the child read daily. This has now been in place for one term and will continue in term one before we assess the impact it is having for our pupils.

Progress 2014 - 2015

Looking at the progress made by SEN children this year, it shows no-one has dropped back.

The following data was looking at the progress SEN children had made from July 2014 to present.

SEN children	Maths	Writing	Reading
Lacking progress	33%	39%	61%
Satisfactory	33%	50%	33%
Good or better	33%	11%	6%

In Numeracy, there seems to be slower progress being made in lower key stage two which will need to be monitored and the teachers made aware to ensure more progress is made before the end of the year.

In writing, the majority of children who lacked progress were year six children who have reached level 3 and have made good progress since KS1 SATs.

In reading, half of the children who lacked progress were year six children who have reached level 3 or higher and have made good progress since KS1 SATs.

Outside agencies

(also so involvement of other agencies on page 1 and 2)

- We have had a very thorough Educational Psychologist this year, who has worked with five pupils and 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.
- Annual Reviews for all children with Statements have taken place. Outside agencies have attended when appropriate. Some children on school action plus are having Team Around the Child/Team Around the Family meetings to ensure that they children are receiving the support they need.

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 one 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.
- I have also continued to liaise closely with the SENCos of the SRP units at Kingsdown and Ridgeway.
- All of the new reception children have now visited the school. None of the parents have informed us of any additional needs and none of the pre-school have been in touch about any issues or concerns.

Next year

- As I will be going on maternity leave from September, Nicola McLaughlin will be taking over the role as SENCo. She has been working an additional day for the last two terms so that she could shadow the role and attend relevant courses. We have also held a coffee meeting for parents with children with SEN to meet her and talk about the hand over. We have also been liaising closely with the SEN governor.
- A pupil will be joining us with high complex SEND needs in September. Two teaching assistants are being appointed to support the child throughout the day (one for the morning and one for the afternoon). The placement at Bridlewood will be reviewed after three months to ensure that the provision we provide as a school is meeting his needs or if a more specialised provision is needed.