



Report to Governors

Inclusion, Special Educational Needs and Disability
May 2016

SEN register

The number of pupils included on the SEN registers have reduced. Reasons

- A removal of those children in receipt of speech and language therapy in their early stages of school life. This is where speech is expected to develop but it is delayed.
- To include only those children with more complex needs.

There is a Speech and Language Therapy register and an Inclusion register. The inclusion register includes all of those children who need something in addition to the rest of their cohort that is usually short term in order for them to access the curriculum, reduce a gap in their learning or meet a specific need.

SEN register in categories of need	Bramham				Shadwell			
	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and / or physical	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and / or physical
	3	3	3	0	4	5	0	4
Speech and language register	7				13			
Inclusion register	24				28			

Within each class there is a target group of children who may need an intervention that supports them to make expected progress.

Intervention groups that are currently in operation are:

Catch up literacy	Two sessions per week which last for 20 minutes each. The TA will read, the child then reads. Any miscues are then addressed, followed by specific spelling and the writing of a sentence
Higher order reading skill groups	Two children read a text together. The text is used to ask a range of questions from literal to application, analysis, synthesis and evaluation.
Working memory sessions	This includes a range of activities designed to encourage children to create a visual picture of what has just been heard or read. A range of strategies are given to help process and retain information.
Additional phonics	These sessions may take place in small groups or in pairs.

sessions	
Fine motor skill group	To support younger children with manual dexterity as a prerequisite of good handwriting.
Gross motor skills	These are activities that allow children to control those body movements that require the use of large muscles in the legs, arms and torso.
Nurture groups	Once a week session for a group of 6 – 8 children who are experiencing difficulty with friendships, sharing and general well-being. Some of the children in the group are target children others are role models.
Speech and Language therapy	There has been an upward trend in the number of children with speech, language and communication needs. This is common in both schools; however many of the children who access speech and language therapy sessions make sufficient progress by the end of KS1 to be discharged from the register.

FFI budget

For next year our top up funding is:

Bramham: £4,788

In September we will have one child on an EHC plan and another children who is awaiting the outcome of an EHC application

Shadwell: £37,164

In September we will have three children with EHC plans and another child who is awaiting the outcome of an EHC application

All of the monies received in top up funding is allocated to those pupils who have complex needs.

In addition any resources that the complex need children require are purchased in order to support them achieving the best they can.

TA structure for 2015-16

	Bramham	Shadwell
Reception	1 full time TA	2 part time TAs – 3 days each 1 HLTA – 4 mornings per week
Year One	Part time TA shared with Y2	1 full time TA
Year Two	See above	1 full time TA
Year Three		3 mornings per week - HLTA
Year Four	Part time TA shared with KS2	5 mornings per week - TA
Year Five		5 mornings per week + 2 afternoons - TA
Year 6		1 full time TA 2 mornings per week - TA

This level of TA staffing will continue next year and possibly increase due to the number of pupils who have EHC plans and top up funding.

Performance management

This continues to be rigorous for all teaching assistants and Higher Level Teaching Assistants. Staff will have 5 targets that are reviewed in Spring with a final review in the second half of the summer term. The targets are in addition to the expectations in line with job descriptions.

Training for TAs and HLTAs – (Staff names have been removed)

Date	Training	Who attended	Delivered by
Autumn 2015			
30.9.15	Maths intervention for ZK following assessment		
19.10.15 + 20.10.15	Paediatric training		
11.11.15	Epipen training		
9.12.15	Maths interventions for individual pupils		
9.12.15	SaLT group with SaLT specialist		
9.12.15	Asthma and Epipen training –		
16.12.15	Maths interventions for individual pupils (session 2)		
Spring Term 2016			
22.1.16	Deaf awareness training		
27.1.16	Maths interventions for individual pupils (session 3)		
27.1.16	SMSC and circle time		
3.2.16	Leeds Autism Network transition course		
7.3.16	Restorative justice		
14.3.16	Restorative justice		
17.3.16	Dyslexia phonics programme		
21.3.16	Playground games		
24.3.16	Considering social skills training		
Summer 2016			
25.4.16	Epipen and Asthma training		
11.5.16 + 18.5.16	Team Teach		

EHCs

All statements have now been converted to EHC plans. All children are in receipt of provision that is outlined in section 3b; monitoring takes place to ensure they are all working towards the targets set out in section 3a. The targets are reviewed annually and in consultation with parents. The review document is then sent to the LA through a secure internal system – Synergy.

Access arrangements

Arrangements are made to make it safe for pupils for access differing aspects of the curriculum. Some examples of arrangements made in 2015 -16 have been.

- Additional TA support to accompany the residential to Robinwood and to Marrick Priory.
- Assessments and application for additional time in the KS2 SATS.
- Resources that enable some pupils to be able to write more easily eg. writing slope.
- Risk assessments for children to be safe in school with a broken arm or leg.

SEND Policy

This was last reviewed September 2015