



SPECIAL EDUCATIONAL NEEDS & DISABILITIES

REPORT TO PARENTS



ANNUAL REPORT TO PARENTS AND GOVERNORS
ON THE IMPLEMENTATION OF THE
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY IN PRACTICE

Dear Parent/Guardian,

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of Ellenborough and Ewanrigg's SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support at Internal Action and Specialist expertise at External Action, can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may or may not result in an EHC Plan for the child. As with all children at Ellenborough and Ewanrigg, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed lessons with clear differentiation and the identification of any children with additional needs highlighted. Provision analysis outlines additional Wave 2 and Wave 3 provision for individual children or groups. Examples of this provision include phonics groups, nurture intervention or Speech and Language support. In most instances the provision is carried out by the class teacher, teaching assistant or learning mentor. If external agencies are involved then the class teacher and / or SENDCO (Special Educational Needs Co-ordinator) will have regular meetings to ensure that targets are being supported accurately.

Should you have any concerns, questions or queries regarding Special Educational Needs or Disabilities, then please do not hesitate to get in touch.

Yours Faithfully,

Wendy Kendall

Mrs Wendy Kenall

Head Teacher & SENDCo

POLICIES

The schools SEND Policy is reviewed annually and is available to view at any time on the school website.

KEY PERSONNEL

SENDCo: Mrs Wendy Kendall

SEND Governor: Mrs Carol Wignall

EXTERNAL AGENCIES

- Speech and Language Therapists
- SEND Specialist Teachers
- CAMHS
- Educational Psychology
- Barnados Children's Centre

LIAISON WITH NURSERY AND SCHOOL PARTNERS

Strong links exist with our local Nurseries and parents. Transition meetings take place between SENDCOs when pupils move to Junior School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEN where required.

SEPTEMBER 2018

Number of Pupils on Roll:	62
Numbers of Pupils with SEND:	5
Percentage of SEND pupils:	8%

SEN support:	4 children (6.5%)
Statement/EHC Plan:	1 child (1.6%)

CATEGORY OF NEED

Speech, Language and Communication Needs	1 child
Social, Emotional and Mental Health	1 child
Autistic Spectrum Disorder	2 children
Physical Disability	1 child

PARENT COMMUNICATION

Parents and carers are updated termly on their children's progress. The SENDCO meets some of these parents personally with the child's class teacher. Otherwise, the class teacher meets parents and the SENDCO is available for parent consultations on request.

WHAT WE OFFER:

- Wheelchair accessible building and disabled toilets
- We offer a well-equipped sensory room
- High quality support from trained adults
- Regular academic monitoring, termly reports to parents.
- Staff available to speak with parents/ carers daily.
- Regular termly meetings for parents/carers of a pupil on a Support Plan.
- Experienced Governing Body who oversee Pupil Welfare.
- Strong links with feeder schools. Transition arrangements in place.
- In-school transition is smooth. Pupils and staff know each other very well.
- Strong links with specialist teachers and other professionals including Educational Psychology, Health Visitors and Specialist Teacher Service.
- Regular training to up-skill staff in order to support various needs. This includes 'Dyslexia awareness' and supporting children with Autistic Spectrum Conditions.

SPENDING ON SEND:

In 2017 / 2018 the SEND budget was £0.

PROGRESS OF PUPILS WITH SEND

	Below Pre-KSI					Working Towards					Expected Standard +					Greater Depth				
	% 15-16	% 16-17	% National	% EYFS Target	% 17-18	% 15-16	% 16-17	% National	% EYFS Target	% 17-18	% 15-16	% 16-17	% National	% EYFS	% 17-18	% 15-16	% 16-17	% National	% EYFS Target	% 17-18
Reading	0	33		NA	0	100	0		50	0	0	67		50	100	0	0		0	50
Writing	0	33		NA	0	100	0		50	50	0	67		50	50	0	0		0	0
Maats	0	33		NA	0	100	33		50	0	0	33		50	100	0	0		0	0

Under the Disability Equality Duty schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally. Currently we have good facilities and access for disabled pupils within the physical environment as well as access to the curriculum.

Our accessibility strategy is published on the website.