

## **Mickle Trafford Village School 2018/19**

### **Annual Report to parents on the implementation of the Special Educational Needs and Disability (SEND) Policy**

Schools have a duty to report to parents on the provision for SEND and the 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 support from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of the 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 can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request additional funding or make an application for an Educational Health Care Plan.

#### **Policies**

As part of an annual cycle, the school's SEND Policy was updated in Autumn 2018 (to be ratified at Full Governors meeting- Autumn term) and will be reviewed again in Autumn 2019.

#### **Key Personnel**

SENDCo - Mrs Karen Burnett

SEND Governor - Mr Johnny Williamson

## **External Agencies**

The following agencies have supported SEND pupils throughout the year:

Family Support Worker

Behaviour Consultant

Educational Psychology

Speech and Language (SALT)

Occupational Therapist

CAMHS

Autism Team

Continence Nurse

Physiotherapy Team

ADHD Foundation

CWAC SEND Team

## **Liaison with School Partners**

Strong links exist with our local primary and secondary schools. Meetings take place between SENDCOs to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary schools. Separate transition and induction visits are organised for pupils with SEND where required. The SENDCO also attends meetings and training to ensure that good practice is shared.

## **Number of pupils with SENDCO**

September 2018 are currently 27 pupils on our SEND register.

The percentage of children with SEND is 13.5% of the school population which means school is in line with national figures ( 13.8%).

## KS1 SEND

At the end of KS1 all children made progress, some in line with their peers. All were assessed according to the guidelines of the New National Curriculum.

## KS2 SEND

All children made progress from their starting points by the end of KS2. In Y6 SATS, 67% of SEND children achieved the expected standard in reading 17% working at greater depth. 50% also achieved the expected standard in SpaG, mathematics and writing.

## Parent Communication

Parents and carers are updated regularly on their children's progress. The SENDCo is available for parent consultations on request.

## Budget Allocation

SEND funding (which comes from 2 sources, a general allocation within our school budget and top- up funding for eligible pupils) is channeled into Teaching Assistant support and additional resources including a specialist teacher. TAs attend regular training and are involved with running specific interventions and personalised programmes.

In addition, we have trained a teaching assistant as an ELSA (Emotional Literacy Support Assistant), who runs one to one emotional literacy sessions. We also purchased sensory resources and Sensory Circuits to support children's sensory diet.

SEND children's progress is tracked and evaluated regularly to show impact of interventions and as our results show our SEND children perform above national comparators, there is a clear positive impact of the support we provide.

Please also refer to our SEND Local Offer which can be found on our school website or by contacting the school.

