Thakeham Primary School

Special Educational Needs and Disability Information Report

September 2017

SEND Department

The Inclusion Co-ordinator (InCo) is Angela Baxter. She is contracted to work 1 day per week (Thursday) and can be contacted at school by telephone or email: senco@thakehamps.co.uk 01798 812 133.

The Inclusion Co-ordinator is a qualified teacher and also holds the National Award for Special Educational Needs Co-ordination.

We have a team of Teaching Assistants providing additional support across the school:

- 1 TA providing 1:1 support for a child with an EHCP
- 1 class TA in EYFS (mornings only)
- Equivalent of 1 class TA in Year 1 /2 (mornings and 2 afternoons)
- 1 class TA in Year 3 /4 (mornings and 1 afternoon)
- Equivalent of 1 class TA in Year 5/6 (mornings only)
- TAs provide small group intervention support for children with ILP targets on the SEN & D register and for those pupils requiring support on the Pupil Premium register.

Training and Professional Development

As a school we are committed to professional development. Staff have taken part in training opportunities (in school and externally) in the following areas:

- Speech and Language
- Autistic Spectrum Condition
- Phonics (Read Write Inc)
- Dyslexia Awareness
- Well-being and mental health
- Child Protection and safeguarding
- Deployment of adult support
- Maths (numicon and 1st class at Number)

Meeting Pupils' Needs

Accurate and ongoing assessment and a differentiated curriculum, alongside targeted additional support, ensure that all children make the best possible progress.

There are currently 9 children on the SEN register, including 2 children with an EHCP. The range of needs covers all 4 areas of Cognition and Learning, Communication and Interaction, Social and Emotional, Physical and Sensory.

Provision in class includes:

- An appropriately differentiated curriculum
- Teaching and learning strategies which support Communication and Interaction needs
- Dyslexic friendly learning environments and teaching strategies
- Use of appropriate learning resources
- Targeted adult support which promotes independence

Provision out of class includes:

- English support (reading, writing and spelling including Mastery)
- Maths support (to develop mathematical concepts)
- Handwriting
- Early handwriting (to develop fine motor skills)
- Speech and Language (programmes provided by Speech Therapist)
- Developing memory
- Social skills/self-esteem (developing positive social and learning relationships)
- Play therapy (supporting well-being - external service provided by Your Space Therapies)
- Occupational Therapy (programmes provided by Occupational Therapist)

Out of class provision is for a fixed period of time (e.g. 6-10 weeks) and progress is reviewed regularly.

External Support Services

If further support is needed, external services may be accessed. A full list of available services can be found on the West Sussex Local Offer.

Services currently used by the school include:

- Educational Psychologist Services
- Occupational Therapy
- Physiotherapy
- Learning and Behaviour Advisory Team
- Social Communication Team
- Speech and Language Therapy
- Play Therapy

Funding Arrangements for supporting pupils with SEND

To understand funding for SEND, it is important to understand how schools are funded generally.

Mainstream school budgets are largely based on the Age Weighted Pupil Unit (AWPU) whereby a certain level of funding is allocated to each child of a particular age.

If a pupil has a particular SEND need, we ensure the pupil has the help and support they need through appropriate intervention decided by the Inclusion Co-ordinator and the Senior Leadership Team, class teachers and relevant external agencies. We follow the procedures set out in the SEND policy (see SEND policy).

Every school receives an amount of money to help fund the provision of pupils with SEND. This is called the 'notional SEND budget'. Currently, the government suggests that a school should use the notional SEND budget to fund up to £6000 of SEND provision for a pupil with SEND. This is an average figure as not all pupils with SEND will require additional provision beyond £6000. Additional support funding is used to provide special educational support including, for example, the commissioning of external services, such as therapists, to attend school and provide support. These decisions are made in line with the SEND policy. The costs may change termly or yearly depending on the needs of individual pupils.

The amount the school receives is based on a Local Authority formula. The school does not receive £6000 for each pupil with SEND. A pupil with a full time teaching assistant costs far more than £6000 and this funding comes from the main school budget. Only after all school and locality services have been considered/used and discussed with parents can a school apply for further funding, which may or may not be successful.

SEND teaching assistants, the Inclusion Co-ordinator and SEND specific resources and training are partially funded through the allocated SEND money. We provide further support and specific small group teaching from other funding, such as Pupil Premium, to support children's learning (see Pupil Premium section).

Appendix 1.

Responsibilities of the Governing Body In relation to pupils with SEN &D including those with a statement of SEN/EHCP.

The governing body should, with the Headteacher, decide the school's general policy and approach to meeting the special educational needs of children with statements/EHCPs and those without. It muse set up appropriate staffing and funding arrangements and verse the school's work.

The governing body may appoint a committee to monitor the school's work for children with special educational needs.

Governing bodies have legal duties under the 1996 Act to:

- Use best endeavours in exercising their functions that the necessary special arrangements are made for any pupil who has special educational needs;
- Ensure that parents are notified bh the school when SEN provision is made for their child;
- Make sure that the teachers are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;
- Consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- Make arrangements to allow pupils with special educational needs to join in the everyday activities of the school as far as is practical;
- Report each year to parents on their policy for pupils with special educational needs;
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with special educational needs.

Under the Education (Special Educational Needs) (Information) (England) Regulations 1999, governing bodies of all schools must publish information about the SEN policies. These policies must be made freely available to parents.