



## **Donnington Primary School Annual Report to Parents on the Implementation of the Special Educational Needs. (SEN) Policy and Disability Equality Scheme. Section 317 (5) of EA 1996 SEN Needs duties of governing bodies in relation to special educational needs.**

Schools have a duty to report annually to all parents on the provision for SEN and implementation of their disability equality scheme. Children with special educational needs all 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 and Disability 0-25 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 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 a statutory assessment of special needs, which may result in an Education, Health and Care Plan being issued to the child.

### **Policies**

The school's updated SEND Policy now incorporates Inclusion and has been agreed by governors but is subject to change. The policy is published on the school's website.

SENDCo and Inclusion Leader- Ms Sarah Adae  
SEND Governor- Mr.Keith Cookson

### **Deployment of Staff and Resources**

Ms Adae is the Inclusion Leader and includes the Special Educational Needs & Disability Co-ordinator role.

The school employs an EAL intervention teacher, and two additional intervention part-time support assistants.

Some of these roles are combined with PPA/class teaching roles.

There are currently 8 SpTA roles (Specific Purpose Teaching Assistant), 2 TA roles (Teaching Assistant) and 1 NNEB (Nursery Nurse) in the school.

Additional support for pupils is also provided by the SENDCo and the Assistant Head teacher.

### **External Agencies**

The following agencies and individuals have supported SEND pupils throughout the year:

- BOAT (Brent Outreach Autistic Team)
- Educational Psychologists
- Brent Alternative Education/Inclusion Team
- Early Years Inclusion Team
- SENDIASS Parent Support Team
- Speech and Language Therapists



- Family Action e.g. CIN meetings, TAC Meetings
- Education Welfare Officer
- CAMHS – Children and Adults Mental Health Services
- Occupational Therapists
- Art Therapist

### **Liaison with School Partners**

Strong links exist with local primary and secondary schools. Meetings take place between SENDCo's 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. The SENDCo is an active member of the Willesden SENDCo cluster group which meets termly.

Separate transition and induction visits are set up for pupils with SEN where required. The SENDCo also attends network meetings in addition to the Willesden Cluster meeting to ensure that good practice is shared.

The school liaises closely with the BOAT team regarding transition of pupils with ASD.

### **Staff Development**

Staff attended continued professional development in the following areas:

- Delivering effective interventions
- Differentiating effectively
- Speech and Language development e.g Communication Keys
- Mentoring
- Assertive behaviour management
- Phonics
- EAL support
- Medical training
- Safeguarding
- Prevent Strategy
- Hearing Impairment Awareness
- Autism Awareness
- Autism Attention- Bucket time
- Lego Group time

### **Number of pupils with SEN (June 2017 Nursery-Year 6)**

35 on SEN register = 15%

SEN Support Pupils 25 = 11%

Statement 1= 0.4%

EHC 9- 4%



## Trends over the past 3 years - SEND breakdown of progress 2013 – 2016

	Maths			Reading			Writing		
	<b>LEVELS PROGRESS</b>								
Year	1 level progress	2/3 or more level's progress	1/3 or more of a level's progress	1 level progress	2/3 or more level's progress	1/3 or more of a level's progress	1 level progress	2/3 or more level's progress	1/3 or more of a level's progress
	Accelerated Progress			Accelerated Progress			Accelerated Progress		
<b>2013-2014</b>	19%	57%	98%	27%	68%	100%	23%	63%	95%
	<b>STEPS PROGRESS</b>								
	No progress	1 step or more	2 steps or more	3 steps or more	4 steps or more	5 steps or more	6 steps or more		
	Accelerated Progress								
<b>2014-2015</b> Missing data for 3%									
Maths	3%	83%	78%	62%	39%	23%		10%	
Reading	3%	95%	95%	89%	75%	33%		23%	
Writing	9%	81%	81%	68%	55%	36%		13%	
<b>2015-2016</b> Missing data for 3%						Accelerated Progress			
Maths	3%	91%	88%	72%	59%	33%		16%	
Reading	3%	91%	88%	85%	72%	55%		42%	
Writing	10%	85%	79%	76%	69%	49%		26%	

**2015-2016:** Over half of all SEND children made accelerated progress of a 5 or more steps in a year in Reading, just below half in Writing and a third of children made that progress in Maths.

### Parent Communication

The school has introduced the ISP/TAC meeting format where parents and pupils have an input into the child's targets and next steps. These occur once a term – three times a year. The SENDCo is available for parent consultations on request. Annual satisfaction surveys are sent out to a random selection of parent/carers of SEN pupils to monitor parent satisfaction.

### Attendance

From the School Prospectus Analysis Report for Reception – Year 6, overall attendance in 2015-16 was 96.4%

Children with SEN attendance 96.4%

Children with Statement attendance 98.1%

### Exclusion

During 2015- 2016 exclusions 0%



## **Budget Allocation**

SEND budget is used to fund SpTA costs and additional support through TAs and specialist resources. Additional funding from Pupil Premium is also used to support SEN pupils through enrichment activities to support learning. The total SEN finances are in excess of £180K and these include the costs associated with staffing, specialist training and resources to support and enhance learning experiences for pupils with SEND.

## **Disability Duty – Accessibility and Future Plans**

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents / carers and other people using the school are treated equally.

Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for pupils.

## **Disability Duty**

Donnington's Equality, Diversity & Inclusion Policy has been reviewed and fully implemented in autumn 2012.

Number of pupils in the school with medical needs: There are up to 8 children with known medical needs, some of whom have individual support plans. The DED and policy for supporting pupils with medical needs can be located on the school's website.

## **Steps taken to prevent disabled pupils from being treated less favourably than other pupils**

- Parents / designated person will accompany children on visits.
- Disabled toilet
- Lift to access main hall
- Support with PE
- Visual-timetables in class, coloured overlays.
- FM Radio system for Hearing impaired children
- Special seating – such as non-tipping chairs, move and sit cushion, foot rest
- Inclusive ethos of school.
- A flexible approach to meeting needs as they arise