

## **Governors' Special Educational Needs and Disabilities Report to Parents 2017**

This report fulfils the Governors' statutory role to report to parents on the success of the school's policy for Children with Special Educational Needs and Disabilities (SEND).

At Fordham All Saints Primary School, we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually, most recently in January 2017, by our SENCO, SEN Governor and Headteacher.

### **Key Staff:**

Special Educational Needs Co-ordinator (SENCo) – Mrs Jennifer Jinks

Special Educational Needs (SEN) Governor – Mrs Verity Turton

Head Teacher – Mrs Jakki Sibley

### **Fordham Pupils and SEND**

The following shows you the numbers of pupils who are currently on the SEND register. Numbers fluctuate as new children enter school and the school roll changes, and as children's needs are identified and met.

Currently there are 11 children on roll with Special Educational Needs. This represents 8% of the school population. Of these, 4 have an Education Health and Care Plan in place.

For funding purposes pupils are in one of three categories: i) EHCP –these are pupils with the highest levels of need and may have health as well as learning needs recognised. EHCP stands for Education, Health Care Plans. ii) High Level of Need - pupils may also need the additional support from outside agencies such as the Educational Psychologist, speech therapists and the behavioural support team; as well as intensive support from within school. iii) Low Level of Need- pupils have the lowest level of additional needs and may only need support for a few terms. Any additional funding required comes from within the school budget.

### **Pupil Progress**

In the first instance we are committed to supporting school attendance. Attendance is important for enabling any pupil to progress. Attendance was 98.2% for SEND and 98.0% for the whole school last year; this is excellent and above national figures of 96.1%.

We feel parental support and involvement is crucial to pupils' success. Last year 100% of parents attended review meetings.

This year we are pleased to have been able to provide a new breakout space which enables pupils to have 'time-out'. Teaching staff have also undertaken a variety of courses to enable them to be better equipped for dealing with the varied and specific needs of pupils.

During our regular classroom visits it was very clear to see that focused teaching matched to SEND pupils' individual needs is provided through 1-1 and small group lessons (please refer to the SEN Policy for more details). Classrooms have been adapted to ensure full inclusion of those pupils with need and to enable these pupils to remain integrated within the class whilst having access to appropriate tools.

Monitoring the progress of SEND pupils is very important. Mrs Jakki Sibley, Headteacher and Mrs Jennifer Jinks SENCo (special educational needs coordinator), monitor pupils' progress regularly.

Frequent meetings are also held with parents, pupils, teachers and teaching assistants. The focus of these meetings is how well the children are progressing. Discussions also include how school and parents can work together to meet action plan targets.

The SEND Governor, Mrs Verity Turton, meets with Jennifer Jinks termly to discuss the success of interventions and support. These meetings and their outcomes are scrutinised further at meetings of the full governing board.

For further information on our SEND Policy please refer to the SEN Information Report and School Offer which you will find on the school website.