

## **Governors' SEN report**

### **Castlethorpe First School Special Educational Needs (SEN) Report Autumn 2013**

At Castlethorpe we continue to value the contributions made by all children, professionals and parents to help develop our inclusive school community.

In assessing the success of our SEN policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEN Governor is Sue Galloway and the SENCo is Julie Baldwin.

The school has a SEN Policy that defines our aims and objectives and this is on our website and is available as a hard copy from the school office to any parent on request.

The policy is updated regularly and is written in line with the Code of Practice and the Special Educational Needs and Disability Act 2001. The code details the rights and responsibilities of parents and children throughout the process.

#### **Identification and Provision**

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice (by parent or teacher).

- If the child does not respond and it is felt his or her needs are additional or different from normal classroom practice, then the child is considered to be receiving School Action provision
- If the child requires further additional and different provision and the school is required to consult with outside agencies, then the child is considered to be receiving School Action Plus provision
- In some cases a child's needs cannot be met by the above and a statement of SEN is requested.

#### **Number of Children with SEN**

In 2013, children that have been identified as having special educational needs is approximately 2% of children on roll.

This breaks down as

0% receiving School Action provision

2% receiving School Action Plus provision

0% receiving provision through a Statement of SEN

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

Teaching Assistants support alongside the class teachers delivering specialised general classroom support. The majority of support is given in the core subjects namely numeracy and literacy.

The focus of SENCo work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies.

### **Progress of Pupils with SEN**

All the children who are currently receiving support are making progress and meeting their individual targets set out in their Individual Education Plans. Progress of children with SEN is reviewed termly, taking into account the results of standardised reading scores and teacher assessment.

### **External Personnel and Other Agencies**

In September the SENCO met with SEND for a joint planning meeting to assess the involvement needed for the current academic year.

### **Inclusion**

All pupils with SEN and/or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips.

### **Equality**

We are committed to inclusion and equal access for all regardless of SEN or disability. For full details please refer to our Equality Scheme.