

St Margaret's SEN Information Report - July 2018

At St Margaret's we continue to value the contributions made by all pupils, 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 Maria Parker and the Inclusion Leader is Terri Bushell

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 or concerns from a Parent/Carer

At St Margaret's, teachers monitor children and measure the impact of quality first teaching. If it is felt that this does not meet the individual needs, the child will move to School Support and be placed on an appropriate intervention programme.

If after careful monitoring and assessment, it is considered that the child on school support has not made the expected levels of progress, the child may require further additional and differentiated provision. In some cases, if a child's needs cannot be met by the above, we will request that the local authority conduct an assessment of education, health and care needs, which may result in an Education, Health and Care Plan (EHCP) being issued after due process.

Intervention Provision

- Personalised learning
- Lexia Literacy programme
- Precision teaching
- Symphony numeracy programme
- Booster Sessions
- Play Therapy
- Beanstalk reading support

Deployment of Staff and Resources

Teaching Assistants support alongside the class teachers delivering support within the classroom. The majority of support is given in the core subjects namely Maths, Writing and Reading

Progress of Pupils on School Support

All children who are currently receiving school support are making progress towards meeting their targets. Academic progress is closely tracked and monitored.

Multi Agency support in school – pupils continue to be supported by the following professionals where appropriate

- Educationalist Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Specialist Dyslexia Advisory Teacher
- Complex Needs support

- Play Therapist
- Behaviour specialist support

Inclusion

All pupils take part in all aspects of school life including out of school activities. All children are given the opportunity to participate in the full range of opportunities and events arranged by the school.

A significant focus of SEN work has been in supporting and meeting the needs of Teaching Assistants involved in delivering individualised and small group teaching. Support staff meet with Terri Bushell each half term to discuss Professional Development and good practice within the classroom.