



SEN Report to Parents

(2014-2015)

SENCO: Lisa Robinson
SEND Governor: Jo Parker

Number of pupils registered with SEND within school:

Redfield Edge Primary School currently has 8% of pupils receiving SEN support.

Key Stage	SEN support	Statement / EHC plan	Total
EYFS	2	0	2
KS1	4	2	6
KS2	8	0	8

Please see our FAQ on the school website for further information regarding SEN support and identification of specific needs for individual children.

Provision

At Redfield Edge Primary School we currently support pupils with a wide range of needs. These include:

- ADHD
- ASD / Autism
- Dyslexia / Dyscalculia
- Speech and language difficulty
- Downs Syndrome
- Working memory difficulties
- Moderate learning difficulties
- Hearing impairment
- Physic difficulties
- Global delay
- Vision impairment
- Other

Our staff has received specific training in the following areas in order for us to ensure the most effective provision for all individuals.

- ASD Level 1 (all Staff)
- ASD Level 2 (Class teacher)
- Maths – Numicon resources
- Manual Handling
- Supporting children with Downs Syndrome in Reading and Maths
- Language and communication

In addition to the above class teachers and support staff have also followed a programme of CPD (continued professional development) with up to date training on the National curriculum, assessment, safeguarding of children and first aid.

Throughout the year a range of resources have been purchased to support children with their everyday learning. These have included:

- Numicon (maths resources)
- Maths apparatus (deans, scales, counting materials, number squares...)
- Maths and phonics intervention resources for small group and 1:1 work)
- Large, outdoor maths resources for use in the playground

- Ipads (with a range of interactive APPs suitable for pupils learning)
- Read, write, inc spelling scheme
- Oxford reading tree reading resources for high level readers
- Reading rods
- Word building rods
- Social skills books of games

Pupils may receive support in a variety of ways. This could include 1:1 tutoring, small group interventions, short burst booster sessions, independent consolidation tasks, support from external agencies and the use of a range of learning aids.

Monitoring

As part of the 'Assess, plan, do, review' process there are opportunities throughout the year for parents and teachers to review and agree new targets for each individual child's IEP. Where possible the children are encouraged to take an active role in this process.

Regular meetings between the class teachers and SENCO ensure good quality, ongoing provision for pupils. Regular assessments and diagnostic testing throughout the year enables SENCO and class teachers to monitor the progress made as well as highlight need for support.

Lisa Robinson (SENCO) liaises closely with representatives from outside agencies in order to review the specific provision for individual pupils and their needs.

Parent partnership

Parents are invited into school three times throughout the year to discuss and review their child's needs and the provision in place. We have an open and honest dialogue with parents and are readily available for consultations to discuss issues when requested.

Pupil profiles are kept for pupils with specific / significant needs and these are reviewed regularly. Parents are invited to meet with the adults working with their child to initially complete the profile and then are able to add and update during review meetings throughout the year.

The school provides a mid-year report to inform parents of their child's attainment and the progress they have made. There are regular opportunities for parents to come into school to look at their pupil's work.

SEN leadership

Lisa Robinson (SENCO) has attended Local Authority training and has met regularly with the SENCOs from the local Alliance group as part of continued professional development.

The SENCO sits on the senior leadership team and has met with the school SEN governor on regular occasions throughout the year.

Outcomes for pupils

KS2

88% of SEN pupils have made expected progress since the beginning of KS2 in reading, writing and maths. Out of these 63% of SEN pupils made significantly more than expected progress in reading and/or writing.

KS1

100% of SEN (non-statemented pupils) made expected progress in reading, writing and maths. Those pupils with a statement of SEN made good progress against their individual targets.

75% of SEN pupils in Year 1 reached the expected standard and passed the phonics screening tests.

