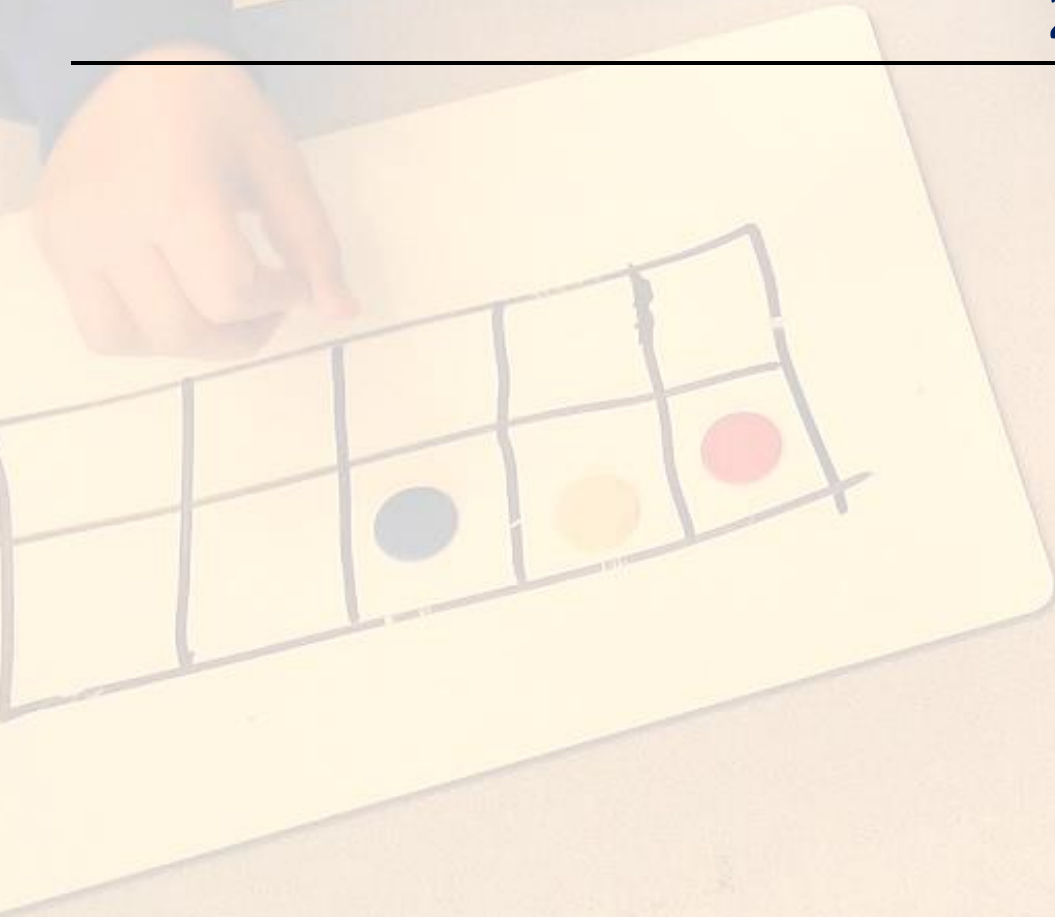


# SENDCO's Report to the Governing Body

2019

---



## **SEND Annual Governors Report 2018-2019**

The named Governor for Special Educational Needs and Disability is Clair Davies

The name of the Special Educational Needs and Disability Co-ordinator (SENDCo) is Hilary Loy

### **Current numbers on the SEND register**

Total SEND: 46

Cause for Concern: 1

SEN Support: 41

EHCP: 5

EAL: 0

Pupil Premium: 8

Looked After: 1

### **Current Situation**

St Mary's is an inclusive school where children with SEND are educated alongside their peers.

Since January 2018 Hilary has been Co-ordinating SEND at Staveley Primary School.

### **EHCPs**

All of our ECHP children have Annual Review meetings to discuss progress and set targets.

### **Identification procedures for pupils with SEND**

Assessment data is collated by the class teacher and concerns are raised with Mr Jones or Miss Loy. If concerns continue, then a meeting is arranged for the parents and class teacher. If appropriate then Miss Loy will also attend. At the meeting the child is placed on the cause for concern register for up to 1 term. During this term, the child is observed and evidence is gathered. At the end of the term the child is then either removed from the Cause for Concern Record or placed on the SEND record at SEND support. At all times, parents are informed of any decision.

### **Staffing arrangements for pupils with SEND**

There are many Teaching Assistants/ Support Assistants that are employed to support children with SEND within class. Julie Chapman, Lesley Mason, Clare Chalmers, Gill Gladwinfield, Sarah Mitton, Frances Potts, Amanda Robinson, Iyla Pearson, Luke Gorst and Tom Watson. We also have 2 apprentices in school.

Class teachers work closely with the learning support assistants and Teaching Assistants and they are an extremely valuable resource to have.

Support is given to children in English, Maths and other subjects as needed. Teacher assessments and IEPs give the children appropriate targets that they can work on. Support is targeted within specific classes.

### **Staff training**

Through assessments, areas of concern are highlighted within the school and appropriate training is given. We have invested in various intervention programs and all the teaching assistants have received training in how to deliver them. We hold regular TA meetings with the support staff to discuss concerns, and deliver any new intervention training.

### **How pupils with SEND are ensured access to the curriculum**

All teachers differentiate appropriately to ensure all children have access to the curriculum. Class teachers meet with support staff continuously to discuss planning and organise appropriate resources that may be needed. The class teacher and support staff meet with outside agencies if support is required.

### **Provision being made for individuals**

The Specialist Advisory Teacher Service (SATs) and health professionals support the children. Physiotherapists and Occupational Therapists have set up personal programmes for the children. Clair Davies (SEN Governor) is available to school to support parents and staff in making appropriate provision for children.

### Communication with parents

Class teachers meet with the parents to set targets for the new IEPs. These are usually reviewed every 6 weeks. The open-door policy ensures that parents can approach teachers whenever the need arises and Mr Jones is always available to meet parents who might be concerned about their child's progress.

Hilary Loy

November 2019