



Governors SEN Report September 2016

School Information

We have **23** pupils on our SEN register. Of these, 2 have a statement of SEN and 1 has an EHCP.

The area of need is as follows:-

11 have a specific learning difficulty, **8** have emotional, social /mental health needs, **3** have communication needs and **1** has sensory and or physical needs.

Identifying pupils with SEN

We implement a graduated approach using 'assess-plan-do'. We (School, the child and parents/carers) identify children with barriers to their learning, identify the specific area of need then devise the most appropriate approach to support and aid learning. We then assess the impact of the support given and adjust accordingly. We write targets together with the child and parents/carers so that the children can take an active role in the target setting and assessing how well they've achieved targets and then considering their next steps.

Provision

We have transferred 2 Statements to EHCPs. This process is entirely dependent upon the Local Authority giving us a time and a date; the process requires a representative from the authority.

The remaining conversions are dependent on the LA; priorities are those children who are reaching an end of Key Stage.

We have not applied for statutory assessments over the past year. We have accessed LA support (SATs and EP) but the changes to internal funding of SEND; especially the requirements for the school to give support up to £6000/8hours per week, children have meant that, as we are deemed to be making sufficient progress with the children we have, we have currently no children at SEN Support whose need are great enough to warrant statutory

assessment for EHCPs. We are seen to be coping well with the children we have.

Progress made by SEN pupils.

"SEND children make good or better progress at St Paul's". (Ofsted 2014)

We provide interventions through TA support, IDL (a Dyslexia focussed IT strategy that supports children with spelling/reading needs), Numicon via Mrs Smith, we have had to make specific individual purchases of equipment for one particular child; recommendations from Health advisors etc. have to be followed up.

SEND Funding

We have received £13,500 for this academic year from the LA to part fund the High needs pupils here at St. Paul's. The additional £18,000 required to fund high needs comes from the main school budget.

Staff development

Our SENCo attends half-termly training sessions organised by FIGs; Furness Inclusion Group.

All teachers are expected to be SEN teachers and as a result receive appropriate training. This includes lifting and handling.

Work with external agencies.

We work cooperatively with all external agencies, e.g speech and language, Occupational health, Educational Psychology etc.

However on-going cuts and withdrawal of services means that we are becoming increasingly stretched and work hard to ensure that pupils' needs are met.