

Special Education Needs & Disability
& Inclusion
in our school
Sept 2017/18

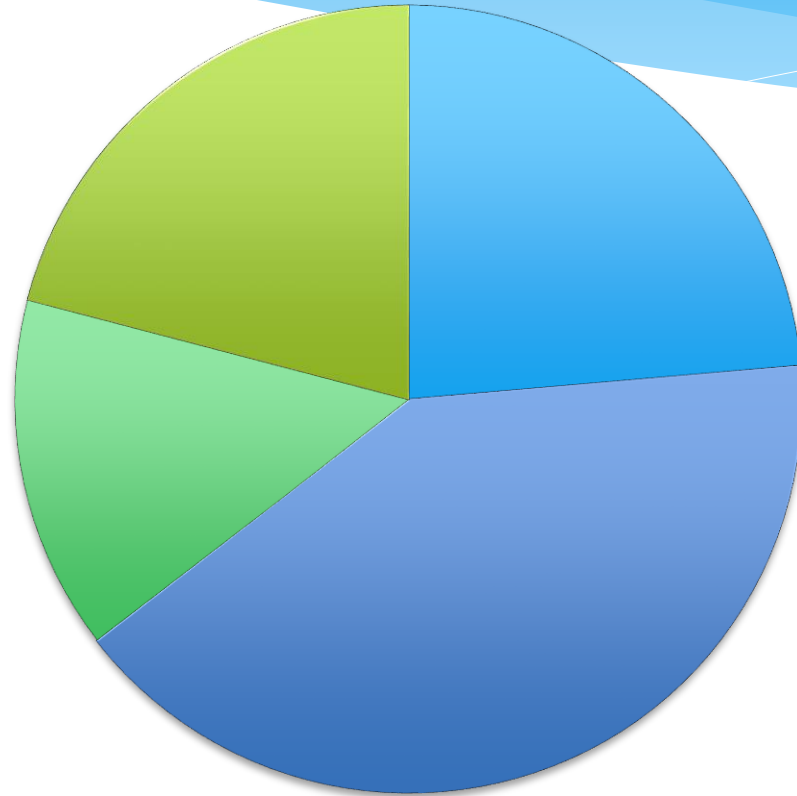
What does the Special Education Needs Register look like in our school?

Class	Number of children in year group	Number of children on SEN Register	SEN Support	Statement /EHCP
Reception	68	10	9	2
Year 1	85	15	14	1
Year 2	75	16	16	0
Year 3	71	6	6	0
Year 4	75	11	10	1
Year 5	76	18	16	2
Year 6	75	21	20	1
Total	625	97	91	7

What are the children's Special Education Needs?

- * Cognition & Learning
 - * Communication & Interaction
 - * Physical/Sensory Difficulties includes Medical needs
 - * Social Emotional Mental Health
-
- * Multiple/complex needs

SEND by Need



■ Cognition & Learning

■ Communication & Interaction

■ Physical/Sensory Difficulties

■ Social Emotional Mental Health

How are children with Special Education Needs Identified?

- * Parental concerns
- * School
- * External Agencies- Medical- early

Inclusion Staffing Overview

Position	Name
Inclusion Manager/SENCO	Afshan Hassan
Inclusion & Safeguarding Officer	Angela Oldfield
Learning Mentor	Kathy Dowsett
Learning Mentor	Sherrie Lake
Site Manager/Learning Mentor	Michael Hirst
Attendance Officer/Learning Mentor	Ikhlaq Khan
Parental Involvement Worker	Kamaljit Kaur
New to English Lead Teacher	Donna Harris
TLAs- SEN	Attia Asghar, Sara Suleman, Shahnaz Ahmad, Zarnain Rizvi, Iram Iqbal, Maria Ali, Penny Wilkinson
TLAs – New to English	Malgorzata Banasiak, Nabila Hussain

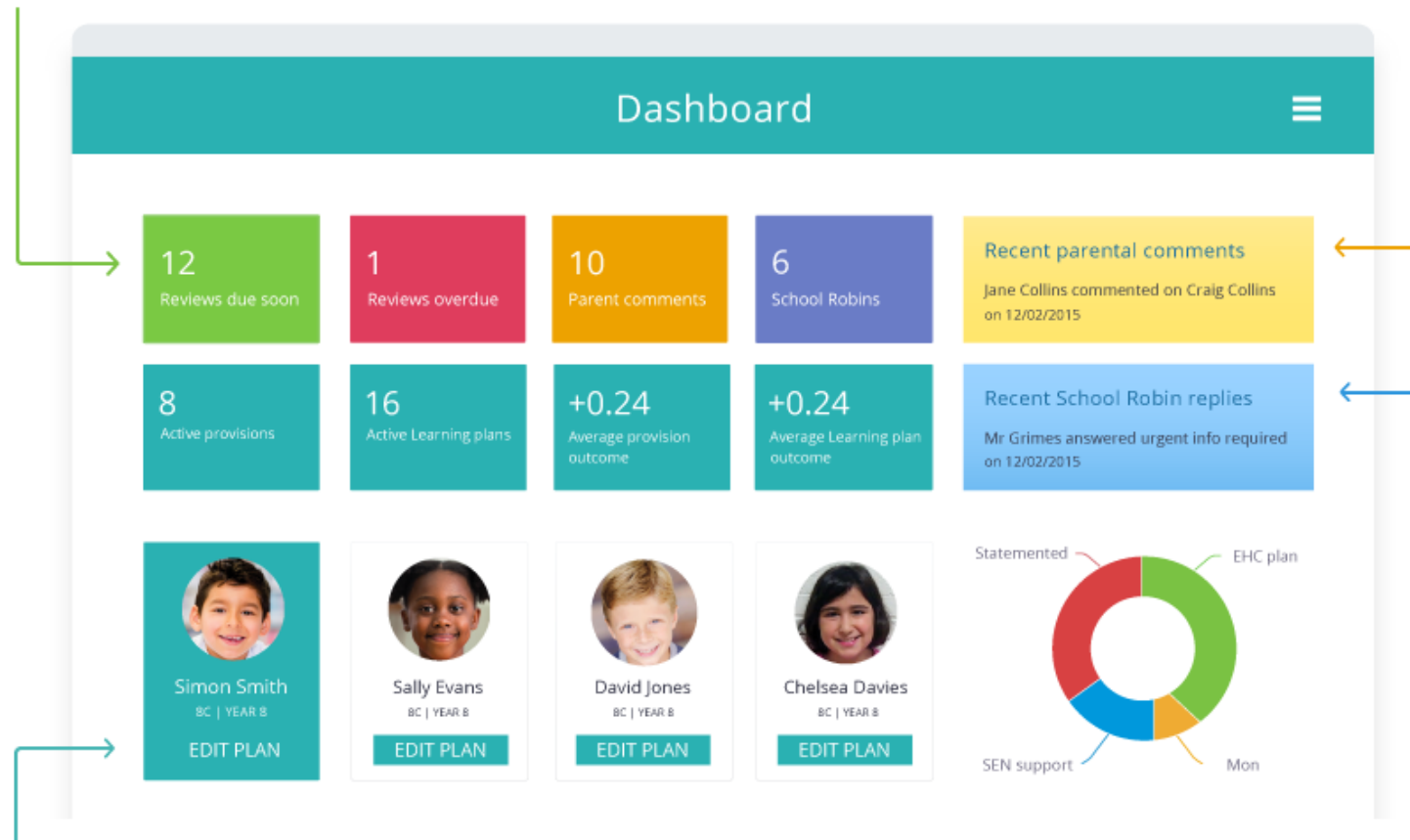
What interventions are taking place?

- * Refuelling with Jane Buswell KS1 & Bridie Shackleton LKS2
- * Refuelling- Magic Bullet/Rocket/Refuelling Book across Year Groups- TLAs
- * 'Better Reading Partnership'
- * Beanstalk Readers & other volunteers
- * Early Language Development Interventions
- * Learning Mentors- 1:1/ groups (Referrals reminder)
- * Forest schools

'Provision map' software to write Individual Learning Plans

Instant snapshot of provisions in school

Work closely with **parents**



Access plans for each pupil

Quickly get information from staff

What services are working with SEN children in our school?

- Educational Psychologist
- Early Language Development worker
- Hearing Impaired Team
- Vision Impaired Team
- Learning Support Services
- Speech & Language
- SEBD Team

Where is the money spent?

- Staffing
- Training e.g. Elklan, manual handling, Team Teach, Nurture Talk, Precision teaching
- Resources including ICT
- Extra Educational Psychologist time
- Early Language Development worker weekly

Future for SEN in our school

- * Audits of SEN resources/staff needs/staff strengths
- * Early identification- Little Bears/Big bears
- * TLA performance management
- * Further training for Teachers and TLAs on SEN
- * TLAs to work effectively and share good practice- classroom & interventions
- * Regular Pupil Progress Meetings (on calendar)
- * Inclusion Team to meet once every half term to discuss progress
- * Effective use of Provision Map software