

## **Annual Report SEN Provision 2015-6**

Schools have a duty to report to governors and parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

### **Ethos**

The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that should follow to meet the needs of children. The Code recognises that children learn in different ways and can have different kinds of SEN.

### **Policy**

A new Code of Practice came into practice in September 2014. Hemdean House has worked towards meeting the criteria of the code.

### **Key Personnel**

Junior SENCo K. Ramchand

Senior SENCo V. Hind

Learning Support Assistants and Intervention Tutors H. Illingworth, L. Dunning, K. Robinson, Frey Tartelin.

### **External Agencies**

The following agencies and individuals have supported SEN pupils throughout the year:

RBC

Reading CAF

### **Liaison with School Partners**

The primary and secondary SENCo met regularly to draw a closer continuity in process, policy and in supporting the pupils.

The SENCo attended parents meetings and offered regular meeting with parents.: this complies with the new CoP requirements to meet the families 3 times yearly.

### **Number of pupils with SEN**

SEN list 33 (split into 2 groups- 4 SEN and 29 Support Statement / EHC Plan 0

Children on the SEND register have all made good progress. Data can be viewed on the hub.

- Children in EYFS and placed on a Cause for Concern when the teacher sees that they are not meeting the EY targets.

### **Parent and pupil communication**

Parents and carers were updated regularly on their children's progress.

Pupil interviews took place each term which allowed the pupils to discuss their interests and difficulties.

### **Budget Allocation**

There is no allocated budget for SEN but specialist resources have been purchased to support children with SEND for example workbooks for spelling and comprehension groups; threshold ramp and portable commode for disability access; magnifier for the visually challenged.

### **Graduated approach**

Class teachers are ultimately responsible for the progress of their SEN pupils through the graduated response. This involves 3 waves of intervention: Wave 1 is Quality First teaching, with differentiation and in class support; Wave 2 involves intervention groups; and Wave 3 is 1:1 tuition.

Teachers have access to a wide variety of English and Math resources which are well categorised, used friendly and practical.

Many support groups have been added to the curriculum, such as spelling groups, reading comprehension groups, math groups, handwriting groups, puzzle club (to boost memory), EAL groups.

1:1 support is offered; parents are charged for these sessions.

Pupil and Parent feedback have been introduced.

SEN Provision data has been developed on the Hemdean House Hub , under the SEN Provision Site.

It includes:

- PEPS
- Excel sheets, in the tracking sections and in the SEN lists sections, identify pupils who have not reached the expected National Level. This data feeds into the intervention consideration.
- Online resources, such as EAL lessons; literacy resources and P Scales.