



## March 2019 Governor SEN Update

This is an annual report to governors, based on information shared and received up to March 2019.

The SENCO and SEN governor continue to meet termly to discuss progress of pupils on the SEN register and any other relevant business.

We continue to operate within the SEN code of practice which was most recently updated on 01.05.2015.

The provision of high quality teaching and learning throughout the school is paramount. The School Improvement Action Plan 2018/2019 is fully focussed on raising expectations and standards in teaching and learning outcomes for all. Full inclusion and the best possible outcomes for all pupils, including those with additional learning needs is at the heart of our ethos.

We currently have 21 children on the whole-school SEN Register. 8 out of those 21 children are classified as Tier 1 SEN and have active GRSS (Wiltshire Graduated Response to SEND Support) documentation in progress. This represents a SEN school percentage of 8.5% which is currently below the national average of 12.4%. In addition, there are 13 children classified as Tier 2 SEN 'Teacher plus': these children have been identified as have a lower level of learning need that is discussed between class teacher, Headteacher and SENCO, and which is supported via in-class provision. If appropriate they follow targets on an Individual Support Plan (ISP) which are updated and viewed 6 x yearly. If the learning need persists or becomes more marked, specialist advice and support for learning may well be required and the child will be transferred from Tier 2 to Tier 1 SEN. Referrals are made to the Wiltshire SEN service via a DART (Digital Assessment Referral Tool). If specific assessment of a child's ability to interact socially or cope emotionally with the school environment is needed, then a CAMHS referral will be made (Children and Adolescent Mental Health Services).

Our SEN children may also receive extra emotional and social support via the ELSA programme, delivered by our ELSA trained teaching assistant. Sessions are planned, monitored and provided by our ELSA TA and information is shared with class teachers and SENCO.

Provision is mapped during SENCO surgeries; interventions and additional support is recorded, discussed and impact is reviewed. This cycle occurs 6 x yearly.

Progress and attainment for our SEN children is also monitored 6 x yearly and is discussed during regular pupil progress meetings between the Headteacher and Class Teacher and outcomes are also fed back to the school's SENCo. It is planned that in the future, the SENCO should take part in both English and Maths pupil progress meetings which involve our SEN registered children.



In summary, my role as SEN governor is to:

- a) Ensure the SEN Information Report is in place and published on the school's website
- b) Support the SENCO with the strategic management of the school in the area of SEN
- c) Check that all teaching staff are trained to provide Quality First Teaching to all our SEN children.
- d) Monitor the Headteacher engaged in the practice of reviewing SEN children and provision mapping and making sure that the Headteacher has arrangements in place to support pupils with specific medical conditions.

Ronna Bourne – SEN Governor, March 2019