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| SEN Governors Report | |
| Name of Academy | Brymore |
| SENCo | Michelle Craig |
| Date of report | 4/10/2017 |
| SEN governor | Ann Dyer |
| Overall statement based on Ofsted descriptors regarding the quality of the SEN provision in school for the last 12 months Take into account:  Positive outcomes as shown by P8 +0.09 This puts Brymore third in county for SEN and only one of four school to achieve a positive residual this year. | |
| SEN profile (SEN register etc) for last 12 months Provide statistical information: | |
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| Arrangements for early identification and assessment of SEN pupils  Students are identified as SEN on entering the school this is through the transition programme and through the school’s own assessment on induction day. This is followed up by information provided by the census-this is matched to the current SEN register.  The register is a fluid document where students who are identified needing support beyond qualify first teaching are identified as set out in the core standards. Students who show areas of need in literacy are further assessed in the first two of term using the Salford reading test and WRAT 4. | |
| Update on accessibility arrangements  Specialist equipment has been purchase for our visually impaired students including rulers, computer keyboard, specialist science equipment. Three students also have regular access to laptops or iPads for recording work. | |
| Outcome of previous school priorities for SEN (as outlined in the SEN action plan or the SEN-related elements of a school improvement plan) | |
| Update on SEN provision arrangements (curriculum and interventions)  The department currently run many interventions and this year we are able to dedicate 42 hours over a fortnight to literacy intervention. This takes the form of mainly ‘spelling detectives’ and ‘pixl code’. Morning readers is still running during assembly time and continues to be very successful.  SEMH will continue to be a focus for the school and here the department is in close contact with Jo Dennis (language, interaction and communication expert) SEN currently runs ‘Talk about’ as an opportunity for small groups of students to work on their communication and interaction skills. Mentoring is a big part of services offered and currently as a team we can offer 15 hours of service each week to carefully selected students. | |
| SEN budget allocation for last 12 months | |
| SEN staffing resources | |
| Complaints relating to SEN in last 12 months | |
| SEN school CPD arrangements in last 12 months | |
| SEN parent partnership activities in last 12 months  Parental involvement in decisions around their child is a clear and important guide line as set out in the Sen code of practice. Parents must be kept informed of decisions and have at least once yearly meetings to review the progress of their child this done through the annual review process.  SEN at Brymore recognises the important roles parents have in supporting their child’s progress and values their contribution to this process. | |
| Impact of partnerships with external agencies and other schools to improve quality of SEN provision in last 12 months  The school now has close links with other SEN departments in the trust this is mainly facilitated by the trust lead in this area Ali Biddle. Work has already taken place in moderation of the new funding system. The sharing skills and experience is already benefiting the CPD of staff and operational running of departments. | |
| Other initiatives in last 12 months to improve quality of SEN provision leading to improved outcomes | |
| SEN subsequent developments (Linked with new SEN Development Plan)   * A clear focus needs to be on SEMH students as they were the lowest SEN cohort to perform with a negative residual. More work needs to go into understanding the needs of this complex group of students. Including CPD for teaching and support staff around supporting these students who can lack in resilience whilst focussing in class student support services and school educational psychologist to support with this process. Individual academic and personal mentoring for each student working on targeted support. Clear academic and professional goals created and supported for students to focus on the next phase of their lives. Close contact with parents around parental support and guidance during exam preparation. * Homework opportunities for SEN student to access support with revision and reading of material. To be established by MC and maintained by JW * Investigating program ‘Read, write, gold’. This will allow students requiring a reader and/or a scribe to gain this exam consideration and students in lower years to practice with its use before examination series commence. (a computer programme to support their reading of material and scribing) * Early identification of SEN students not meeting expected progress from the autumn data drop followed by closer tracking thereafter. * Investigate exam concessions and accessing all entitlements, such as coloured exam paper and the use of overlays as standard practice within the academy. * Monitoring the use of SEN friendly teaching practices and resources - this will feed into a structured and relevant CPD programme for all staff. * Introducing staff to the importance of highlighted student lists with key actions for all focus groups. * The introduction of an SEN file in each department. This will allow all staff to recognise the SEN students they teach and highlight good practices for teaching and breed awareness of current strategies. This will also need to include how of store sensitive information properly.) * Introduction of IEP’s as a way of disseminating information from SENCO to all staff. | |