



SEND Annual Report For the Academic Year 2018-2019

Summary of the SEND Policy at The Hendreds School

Children may have Special Educational Needs at any time, or potentially throughout their entire school career. It is our conviction, as much as our experience that not only is every child different but develops at a different pace. Our policy is to ensure that we create a learning environment that meets the special educational needs of each child. We understand that some children will have barriers to learning that means their needs will require particular action by the school. Our teachers take account of these requirements and make provisions to enable them to participate fully in the curriculum. If support is needed from outside services, parents are involved in the process. Early identification is vital and class teachers inform parents at the earliest opportunity to enlist their active help and participation. Our SENDCO advises and supports teachers and parents when implementing strategies to support individual children.

Positive outcomes from the SEND Policy 2018-2019

- All children with additional needs are discussed weekly (and very often daily).
- This school continually adapts to ensure that all teaching staff are teachers of special needs. This has created a workforce which is flexible and able to take a problem solving approach. Cross-class teaching means that all staff have a relationship with all of the children. These flexible teaching arrangements allow us to focus on individuals or small groups, with issues being shared between the whole staff.
- We recognise that most learning difficulties or behaviour traits are multifaceted and therefore the whole school day is part of the children's learning, not just structured lesson time. One advantage of being a smaller school with flexible staff is that we notice and we monitor all aspects of the day.
- Detailed planning reflects a personalised learning approach. With the phasing out of Individual Education Plans for children on the SEND Register, we are already a step ahead to closing the gaps by using different strategies, many interventions and thorough evaluation of teaching methods.
- Communication about children with SEND is 'strong'. Extra meetings, the sharing of strategies and the sharing of resources are regularly reviewed.
- All pupils on the SEND register participate fully in the life of the school and have the opportunity to partake in the wider curriculum, for example going on residential trips to Osmington Outdoors Centre in Dorset, Ford Castle in Northumberland and Court Hill in Oxfordshire.
- All children on the 2018-2019 Register made progress.

Professional Feedback

The school has continued to use OCC's Educational Psychology Service during the last academic year. This service monitors, evaluates and advises the school on our SEND provision. Positive feedback from the Educational Psychologist included:

- Praise for the importance staff place on metacognitive approaches, i.e. getting children to understand their own style of learning, enabling them to feel more in control, reducing anxiety and creating a thirst for problem solving.
- Evidence that children at The Hendreds are well understood and their characteristics are nurtured and incorporated into teaching methods and styles.

Monitoring

- Weekly monitoring by the SENDCO/Headteacher ensures an adaptable approach to teaching and learning styles. This enables staff to continually ask “Is this working?” which creates an evidence based teaching and learning platform.
- We track rigorously the attainment and progress of all children, including those with special educational needs.

Resources

- In 2018/19 funding was used to maintain appropriate staffing levels. As stated earlier, the central belief of the school is that all teachers are teachers of SEND. Our TAs are generally targeted at EYFS/ KS1 to help children build emotional and social skills so that they can learn how to learn and be independent as they move up a Key Stage.
- Specific staffing, including teachers and a TA, was used to support children with SEND across the school, as appropriate, throughout the year.
- Funding is monitored by Governors, and our commitment to SEND is such that in 2018/19 we put in additional funding, over and above the formula/LA provision budgeted for.

Chris Savage, Head Teacher and SEND Co-ordinator
Frankie Porter, Governor (SEND)

October 2019