SEN Register:

Number of children on SEN list as of May 2018

Currently, we have the following identified SEN needs



**Identification of pupils with SEN**

SEN children are identified as having a defined difficulty over and above those generally experienced by the majority of his/her peer group. Teaching staff are responsible for identifying students with Special Educational Needs. Class teachers also have the overall responsibility of ensuring that the curriculum will be, differentiated and delivered, in an inclusive way to meet the needs of each child within their class.

Whole school data is analysed at the end of each term and the SEN register is updated regularly, based on agreed thresholds between the Head-Teacher and SENco. Early identification and planned interventions are essential in ensuring each child progresses in line with their academic ability to ensure no child goes undetected.

**Staffing Arrangements 2017-2018**

We currently have eleven Key Worker (TAs) linked with pupils across the school with EHCP’s. One of these TAs is linked to a Nursery with additional element 2 funding. We have one key workers linked with a pupis - who does not currently receive funding for an EHCP (Year4). For most key workers, as part of their role, - they work in small groups on interventions, which include their identified pupil. We currently have three pupils with exceptionally complex needs. These pupils need a completely different curriculum, which is sensory based. All three pupils are in KS1. They are working at least three years below their chronological age.

We have one Key worker who has just begun maternity leave. The pupil is currently in Year 6 and will be supported for his remaining time at St. Clare’s by another member of staff.

We have one Key Worker currently on Maternity leave who is returning in July. She has requested a reduction in hours, which we are looking to accommodate.

During 2017-2018, I made two applications for an EHC plan. One was declined but this application has been recently resubmitted with additional supporting evidence. The second is pending and awaiting a decision.

Six pupils have received educational psychologist (EP) assessment/input this year.

Five pupils have received Speech & Language (SALT) assessments over the year. A further two pupils await SALT involvement within this academic year.

**Staff Training: 2017-2018**

* SALT Training
* Positive Handling Training
* Kim Wade – Behavioural Consultant
* PECs Training

**Resources April 2017- March 2018**

* EP time to update and complete full cognitive assessments
* EP time to review pupils with previous EP input and write up to date reports
* Dyslexia resources
* IEP resources
* Plus 1
* SLI – intense SALT input
* Sensory Resources
* New Sensory Room
* Word wasp
* Hornet

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| **Interventions 2017-2018** | | |
| * Toe by Toe * Better Reader * Writing Groups focusing on technical accuracy. * Socially Speaking Group * Daily Targeted reading * IEP work | * EYFS Early Language Group * Madeline Portwood Dyspraxia Group * Teosdescu handwriting programme * KS2 Read Write Inc * Targeted Maths Group * SPAG Intervention * Rainbow Bereavement Programme | * Plus 1 * Word Wasp * ASD group * Motor Skills Group * Inference Group * Hornet Reading |

Signed: J. O’Keefe Date: May 2018