

SEND INFORMATION REPORT (Local Offer): MONTBELLE PRIMARY SCHOOL



Type of School	Local Authority maintained Primary School
	Mainstream. Two form entry (60 places available in each year group)
	Part-time Nursery (25 places available in morning nursery; 25 places available in afternoon nursery)
	Nursery place admissions made via school; School admissions (Reception to Year 6) made via the local authority admissions

All Greenwich Local Authority maintained schools have a similar approach to meeting the needs of their pupils with Special Educational needs and/or disabilities (SEND); schools are supported by the Local Authority to ensure that all their pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of their pupils with Special Educational Needs and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Montbelle's SEND information report should be read together with the following documents:

- 1. The Royal Borough of Greenwich Local Offer for children and young people with send, which can be accessed from the following link http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page
- 2. Montbelle's SEND policy, which can be accessed via this link to our website http://montbelle.org.uk/wp-content/uploads/2014/05/Montbelle-SEND-Policy.pdf
- 3. Montbelle's Behaviour policy, which can be accessed via this link to our website http://montbelle.org.uk/hello/about/policies/behaviour/
- 4. Montbelle's accessibility information, which can be accessed via this link to our website http://montbelle.org.uk/wp-content/uploads/2014/05/Inclusion.pdf
- 5. Information about how Montbelle uses Pupil Premium money, which can be accessed via this link to our web site http://montbelle.org.uk/hello/parents-info/pupil-premium/

1. People who support children with Special Educational Needs and/or disabilities at Montbelle

School based information	People	Summary of Responsibilities
School based information Who are the best people to talk to in this school about my child's difficulties with learning; their Special Educational Needs and/or their disabilities (SEND)? How can I talk to them about my child if I need to?	People My child's Class Teacher Or My child's Key Worker (Early Years Foundation Stage)	Summary of Responsibilities In the Early Years Foundation Stage, the Key Person is responsible for: The well-being of your child, Settling your child in and getting them involved in all the activities on offer in the school, Keeping records of your child's achievements and tracking their progress, Sharing your concerns with the Class Teacher to discuss possible next steps, Working closely with the Class teacher to implement strategies or programmes to ensure your child makes progress, Taking concerns to the Special Educational Needs Coordinator (SENDCo) if necessary. The Class Teacher is responsible for: Ensuring that all children have access to excellent teaching and that the curriculum and the learning environment is adapted to meet your child's individual needs; this is referred to as 'differentiation', Checking on the progress of your child and identifying, planning and delivering any additional help your child may
		 and that the curriculum and the learning environment is adapted to meet your child's individual needs; this is referred to as 'differentiation', Checking on the progress of your child and identifying,
		 support) in consultation with the SENDCo, Writing SEND Plans, sharing and reviewing these plans with parents at least once each term and planning for the next term, Ensuring that all staff working with your child in school are supported to deliver the planned work/ programme for your child, so they can make the best possible progress. This might involve the use of additional adults, outside

The Special Educational Needs and/or Disabilities Coordinator (SENDCo)

Mrs. Sarah Stewart

- specialist help and specially planned work and resources,
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

Your child's Class Teacher can be contacted through the main school office. You can make arrangements to speak with them by calling at the office in person, telephoning 020 8857 3909, or by email at admin@montbelle.org.uk. You can also speak directly to your child's Class Teacher at the end of the school day to organise an appropriate appointment time.

The SENDCo is responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents and carers are:
 - Involved in supporting your child's learning from the outset,
 - Kept informed about the support your child is getting,
 - Involved in reviewing how your child is doing,
 - Part of planning ahead for your child.
- Liaising with all the other people who may be coming into school to help support your child's learning. This may include services such as the Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's record of SEND support (a system for ensuring all SEND needs of children in the school are known and met) and making sure that there are up to date records of your child's progress and needs.
- To coordinate specialist support for teachers and support staff in the school so they can help your child (and other children with SEND) to achieve the best possible progress in school,
- Embed appropriate training for all members of staff to ensure that they are confident in meeting the needs of all children with SEND.

The Headteacher

Mrs. Rachel Waite

Governor with responsibility for SEND

Koyeli Solanki

The SENDCo can be contacted through the main school office on 020 8857 3909 or through email sstewart@montbelle.org.uk
The Headteacher is responsible for:

- The day to day management of all aspects of the school, this include the support for children with SEN and/or disabilities,
- Delegating responsibility to the SENDCo and Class Teachers whilst having overall responsibility for ensuring that your child's needs are met,
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Headteacher can be contacted through the School Office on 020 8857 3909 or through email admin@montbelle.org.uk

The Governor with responsibility for SEND must:

- Ensure the school has an up to date SEND policy,
- Ensure the school has appropriate provision and has made necessary adaptions to meet the needs of all children in the school,
- Ensure that the necessary support is provided for any child who attends the school who has SEN and/or disabilities,
- Meeting termly with the SENDCo to discuss any issues concerning SEND.

The Governor with responsibility for SEND can be contacted through email admin@montbelle.org.uk

2. How might my child receive the support they need?

Children at Montbelle will get support that is specific to their individual needs. The assessment of these needs will follow a 'plan, do, assess, review' cycle each term. This might be provided entirely by the Class Teacher, or may involve:

- Other staff in the school,
- Staff who will visit the school from the Local Authority services, such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need),
- Specialist staff who visit from outside agencies such as the Speech and Language Therapy Service (SALT).

Types of support provided, showing the	What would this mean for your child	W	
stage of the Code of Practice children		ho	
will be at when receiving this input (the		са	
Code of Practice is the document that		n	
schools use to plan their SEND		get	
provision)		thi	
		s	
		typ	
		е	
		of	
		su	
		рр	
		ort	
		?	

What are the different types of support available for children with SEND in this school?	At Montbelle, we take a graduated approach to best meet your child's needs. Stage: Monitoring Children are said to be at the Monitoring stage when concerns have been raised by practitioners or parents/carers. More information is required before deciding if the child has Special Educational Needs or not.	 Ensuring all our staff have the highest possible expectations for your child and all the pupils in their class, Ensuring the all teaching is based on building upon what your child already knows, can do and can understand, Putting in place different ways of teaching so that your child is fully involved in learning in school. This may involve things like using practical strategies such as 'choosing boards' or 'visual timetables', Putting in place specific, individual strategies (which might be suggested by the SENDCo or outside agencies) to enable your children to learn and make progress 	All chi ldr en at M on tbe lle rec eiv
	Type of support: - Class Teacher input via quality first teaching, - Providing a stimulating environment, - Differentiated activities, - Targeted support for children's individual needs and interests.		e thi s as par t of ou r
	Stage: SEND Support 1 Children at this stage have been identified as having SEND and require provision different from, or additional to, that normally available to children of the same age. This may include outside agency support, e.g. Speech and Language Therapy (SALT). A SEND plan will be written by the Class Teacher. This will have identified outcomes and the strategies which will be used to reach these outcomes. Type of support:	 Your child's Class Teacher will have carefully checked on your child's progress and will have decided that your child would benefit from additional support to help them make the best possible progress, Their Class Teacher may plan group sessions for your child, with targets to help your child to make more progress. These will be run in the classroom or in a quiet area, (e.g. the atriums). These may be provided by a teacher or (most often) a TA who has had training to run these groups, Your child may be offered enrichment activities that may be particularly beneficial such as Forest School, Music Groups, Social Communication targeted activities, extra SALT input, etc. Your child may be invited to attend a block of weekly speech and language therapy sessions outside of school. 	pr ovi sio n.
	- Small group activities, - Access to additional specialist services provided		

by the school on site, e.g.

social communication worker. Children may be invited to attend specialist provision outside of school, Parents will be supported to implement strategies at home. Stage: SEND Support 2 Your child will have been identified by yourself/ Key Worker, Class Teacher or the SENDCo as needing more specialist input instead of, or Childrenatthisstageoftenhavecomplex in addition to, quality first classroom teaching and intervention groups, needs, requiring multiple outside agenc You will be asked to attend a meeting to discuss your child's progress vinvolvementand/orepisodesofoneand help plan possible ways forward, If necessary, you will be asked to give your permission for the school to onesupporttohelpthemdeveloptheirsk refer your child to a specialist professional, e.g. a Speech and Language illsandmakeprogress.Theywillhaveade Therapist or an Educational Psychologist. This will help the school and tailedSEND Plan and may have a yourself to understand your child's particular needs better and be able to support them more effectively in school, personalized timetable and behavior The special professional will work with your child to understand their plan too. Additionalfundingmaybe needs and make recommendations, which may include: soughtto Making changes to the way your child is supported in class, e.g. employextrastafftoensurethatchildren some individual support or changing some aspects of teaching to at this stage get access to the widers choolsupport them better, curriculum. Support to set appropriate targets in light of their specific expertise, A group run by school staff under the guidance of the outside Type of support: professional, e.g. a social skills group or sensory circuit, A group or individual work with an outside professional. Specialist group or The school may suggest that your child need some agreed individual individual activities provided support or group support in school. They will share with you how the by outside agencies such as support will be used and what strategies will be put in place. Speech and Language Therapy or Occupational Therapy, We may apply for funding to

provide episodes of one-to-

	I
one support for your child,	
- Additional hours may be	
offered to your child.	
Stage: Education Health and Care Plan (EHC Plan) Parents/Carersorschoolstaffmayapply foranEHCneedsassessmentbytheLocal Authorityifitisevidentthatthechild'sne edsarecomplex,willhavealongtermim pactontheirlearningand/orthechildre quiresmorethan20hoursofonetoonea dultsupportinschool. TypeofSupport: - Specified individual support (one-to-one) for your child or more than 20 hours in school, - Your child may be offered additional hours	 Theschool(oryou)canrequestthattheLocalAuthoritycarryoutas tatutoryassessmentofyourchild'sneeds.Thisisalegalprocessandyoucanf indmoredetailaboutthe'LocalOffer'ontheGreenwichCouncilwebsite:www.royalgreenwich.gov.uk Theschoolwillmeet withyouandotherprofessionalsinvolvedinordertodecideifitwouldbehel pfultoapplyforastatutoryassessment,andagreeanyadditionalinformatio nandevidencethatshouldbeincludedfromyou and otherprofessionalsinvolved, A'Profile'ofyourchild'saspirationsandneedsovertime will be put together by the professionals involved, with your input, YouwillbeinvitedtoTeamAroundtheChild(TAC)meetingaspar tofthisprocess. Theschoolwillsendallthenecessarypaperwork totheLocalAuthority, TheLocalAuthoritywillthendecide,withinaspecifiedtimefra me,whethertoproceedwithanEHCneedsassessment. TheLocalAuthoritywillnotifyboththenurseryandtheparent/car eriftheapplicationhasgone"straighttoplan"orwhethermoreinformatio nisrequired. ThefinalEHCPlanwilloutlinethenumberofhoursofextrasupporty ourchildwillbeentitledto,paidforbytheLocalAuthority.Thenurserywille mployextrastafftomeetyourchild'sneeds. TheEHCPlanwillincludeagreedlongandshorttermgoalsforyourchild.T hesewillreviewedeverysixmonths(forchildrenunderfive) and annually for children over 5.

Howwillwesupportyourchildwith identified Special Educational Needs	Wewill first invite you to visit the school with your child to have alook around and speak to staff.
and/or disabilitywhoisjoining us atMontbelle?	 Ifotherprofessionalsareinvolved,aTeamAroundtheChild(TAC)willbeheldwithyoutodiscussyourchild'sneedsand ensure properprovisionisinplace before your child starts.
ativionibene:	
	 In EYFS yourchild'sclass teacherwillofferahomevisitandalsovisityourchildiftheyareattendinganothersettinge.g.ICANoranotherpre-school.
	 Wewillassessyourchild'sneedsanddetermineifweneedtoarrangespecialisttrainingforthechild'steacherorwholesta ffifnecessary.
	Wemaysuggestadaptationstothesettlinginperiodtohelpyourchild tosettlemore easily. For example,
	building up their times lowly to allow the mto form relations hipsand feels a feand secure in the school environment.
Howcanllettheschoolknowlamconcerne	Ifyouhaveconcernsaboutyourchild'sprogressyoushouldspeaktoyourchild'sClassTeacherinitially.
d about my child'sprogress inschool?	If you are not happy that the concerns are being managed, and feel that your child is still not making progress, yous
	houldspeaktothe SEND Coor Head teacher.
	●Ifyouarestillnothappy,youcanspeaktotheschoolSENDGovernor.
Howwilltheschoolletmeknowiftheyhave anyconcernsaboutmychild'slearninginsc hool?	When ateacher oraparent hasraised concernsaboutyourchild'sprogress, and targeted teachinghasnot metthechild'sneeds, theteacher willraisethis with the SENDCO.
	 Schoolsalsohavemeetingseverytermbetweeneach classteacherandaseniorstaffmember in the schooltoensureall children are makinggoodprogress. This is another wayyourchild maybe identified as not making as much progress as expected.
	 If your child is the nidentified, through Pupil Progress Meetings, as not making progress the school monitor this closely and ensure appropriate interventions are taking place. You will be informed of any additional support provided.
	 Ifyourchildisthenidentifiedasnotmakingprogresstheschoolwillsetupameetingtodiscussthiswithyouinmored etail.
	- Tolistentoanyconcernsyoumayhavetoo
	- Toplananyadditionalsupportyourchildmayreceive

	- Todiscusswithyouanyreferralstooutsideprofessionalstosupportyourchild'slearning
Howdoweensurethattheviewsofyourchil d(andotherchildrenwithSENDintheschoo	$ \bullet Attermly review meetings, your child's views are included by consulting directly with your child, through discussions with you and observations done by their Class \\$
I)areusedtoplanforthemandforSENDwit hin our school?	teacherregardingyourchild'slikes/dislikes, preferredactivities, strengths and interests.
	Aspartoftheplanningprocess, SENDchildren's
	interests are followed to encour age further development of their skills and learning in all areas.
	$ \bullet {\sf Each class} has a meeting termly to review the progress of individual children. This information is shared with the whole team$
	toensureallmembers of staff areawareof strategies inplacetosupport yourchild.
Howisextrasupportallocatedto children?	• Theschoolbudget, received from Greenwich LA, includes money for supporting children with SEND.
	●The HeadTeacherdecidesonthebudgetforSpecial EducationalNeedsin
	consultation with the school governors, on the basis of the needs of the children currently in the school.
	The Head Teacherandthe SENDCOdiscuss allthe informationtheyhaveaboutSENinthe school, including:
	- the childrengetting extra supportal ready,
	- thechildrenneedingextrasupport,
	- thechildrenwhohavebeenidentifiedasnotmakingasmuchprogressaswouldbeexpected,
	anddecide what resources/trainingandsupportisneeded. •Allresources/trainingand supportarereviewedregularlyandchangesmadeasneeded.

Whoaretheotherpeopleprovidingservicestochildrenwit	A.Direc	Learningmentor
hSENinthisschool?	tly	Counselling(fundedbyan additionalgrantsecured bythe SENDCO)
	fu	AdditionalSpeechandLanguageTherapyinputtoprovidea higherlevelof
	nd	servicetotheschool
	ed	AdditionalEducationalPsychologyinputtoprovideahigherlevelofservicetothesc
	byt	hool

B. Paidforcentrallyby theLocalAuthority butdeliveredinsch ool	 AutismOutreachService EducationalPsychologyService SensoryService for childrenwithvisualorhearingneeds STEPS(Assessment,adviceandresourcesforchildrenwithliteracyornumeracydi fficultiesincludingDyslexia) Speechand LanguageTherapy(provided byHealth butpaidforbytheLocalAuthority). OccupationalTherapy Physiotherapy Professionaltrainingforschoolstafftodelivermedicalinterventions WatersideBehaviouradviceservice ParentPartnershipService(tosupportfamiliesthroughtheSENprocessesandprocedures).
C. Providedandpaidforb ytheHealthService(O xleasNHSTrust)butdel iveredinschool	 CommunityNurse SensoryServiceforchildrenwithvisualorhearingneeds. SpeechandLanguageTherapyCoreHoursprovidedbyHealthbutpaidforbytheLocalAuthority(partiallyfundedbytheschool). OccupationalTherapy. Physiotherapy. Music Therapy. Professionaltrainingforschoolstafftodelivermedicalinterventions.

How are
the
adults in
school
helped to
work
children
with an
SEND
and what
training
do they

Have and

- The SEND Co's job is to support the class teacher in planning for children with SEN.
- Theschoolhasaschooldevelopmentplan,includingidentifiedtrainingneedsforall staff to improve the teachingand learningofchildrenincludingthosewith SEND.Thismayincludewholeschooltrainingon SENDissuesortosupport identified groupsof learners in school,such asASD,dyslexiaetc.
- Whole stafftrainingtodisseminateknowledge, strategiesandexperience, to ensure consistency of the school's approach for children with an SEND.
- Individualteachersandsupportstaffattendtrainingcoursesrunbyoutside agenciesthatarerelevanttotheneedsofspecificchildrenintheir classe.g. from the ASD Outreach service, STEPSand Sensoryserviceormedical /healthtrainingtosupport staff in implementingcareplans.
- Trainingtakesplaceonaregularbasis.Ifyouwould liketohearaboutthetrainingwhichiscurrentlytakingplaceorhastakenplacebythestaffmembersintheschool,pleasespeaktotheHeadteacherorSENDCo/Inclu

have?	sionManager.
How will the teaching be adapted for my child with learning needs (Special Educatio nal Needs	 ClassTeachersplanlessonsaccordingtothespecificneedsofall groupsofchildren intheirclass, and will ensurethatlearningtasksareadjustedinordertoenable yourchildtoaccesstheirlearningas independentlyaspossible. Speciallytrainedsupportstaffcanimplementtheteachersmodified/adaptedplanningtosupporttheneedsofyourchildwherenecessary. Specificresourcesandstrategieswillbe usedto support yourchildindividuallyand ingroups. Planningandteaching willbe adaptedon adailybasisifneededtomeet your child'slearning needsandincreaseyourchild'saccess to what is onoffer.
and/or disabiliti es)?	
How will we measure the progress of your child in school? How will I know how my child is progressi ng?	Yourchild'sprogress iscontinuallymonitoredbyhis/herclassteacher. His/herprogressisreviewedformallyeveryterm,throughPupilProgressmeetings,anda description of their attainment and progress against age related expectations, using the language 'Emerging, Developing, Securing or Mastery'. This information is given in Maths, English, Science and Computing as appropriate. You will also be kept informed about your child'sattendance,engagement inlearningandbehaviour. Ifyourchildis in Year 1 and above,but isnot yet working at age related expectations,amoresensitiveassessment toolis usedwhichshowstheirattainment and progress inmoredetailandwillalsoshowsmallerbutsignificantstepsofprogress. This assessment tool is called 'Plevels'. Attheend ofeachkeystage (i.e. atthe endofyear 2 andyear6) allchildrenarerequiredtobe formallyassessedusingStandardAssessmentTests(SATS). Thisissomethingthegovernmentrequiresallschoolstodoandthe results of these testsarepublishednationally. Children at SEND Support level willhavea SEND Planwhich willbereviewedwith yourinvolvement, everytermandtheplanforthenexttermmade. Theprogressofchildrenwith astatementofSEND/EHCPlanisformallyreviewed atanAnnualReviewwith alladults involvedwiththechild'seducation. The SENDCO willalsocheckthatyourchild is makinggoodprogresswithin anyindividualworkand in anygroupthattheytakepart in. Arangeof wayswillbeusedto keepyouinformed, whichmayinclude: Home – School contactbook Letters/certificates Additionalmeetings
	AdditionalmeetingsWritten reports

How will we make arrangem ents to ensure that the social, emotiona I needs of your child are met in school?	 Childrenareofferedahomevisitwhentheyfirststartatnurserytoensureasmoothtransitionandtoensurethatinformationissharedbetweenhomeandscho olfrom the outset. Pleasesee our Transition Policy and Settling Procedure for more information Childrenareassigneda KeyPersonuponstarting Nurserywhoisresponsible for looking after the well-being of your child and ensuring your child is making progress with their personal, social and emotional development. The KeyPerson tracks your child's progress sinthis area and will be available to discuss any concerns you have. The KeyPerson works closely with the Class Teacher to planand implements trategies to support your child's development. Please see our Healthy Schools Policy, Behaviour Policy and the SEND policy for more information.
How is the school made accessibl e for children with SEND?	 The schoolisaccessibletochildrenwithphysicaldisabilityvia rampsandalift. Dropoffparkingisavailable ontheschoolgroundsforchildrenandadultswith physical needs. Weensurethatequipmentusedisaccessibletoallchildrenregardlessoftheirneeds. The schoolhasahygienesuite Theschool haveanAccessibilityPolicyinplacewhichensureschildrenhaveaccesstothephysicalenvironment,curriculumandfamilieshaveaccesstoinformation. WealsohaveanAccessibilityPlaninplace,supportedbyourgovernors,to ensurethatanybarrierstolearningareremovedandthatallchildrenwithSENDmakeprogressduringtheirtimeatschool. PleaseseeourSENDPolicyformoreinformation.
How does our school make special arrangem ents for looked after children (LAC) with SEND?	Looked after children (LAC) are prioritised as part of Local Authority admission arrangements. Please see our Admissions policy for more information.
What support do we	• We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support your child at home and school and we can share what is working well in both places.

have for you as a parent/c arer of a child with a **Special Educatio** nal Need and/or **Disability** How will we support your child when they are leaving

this

school or

moving

another

on to

class?

- The SENDCo (or Headteacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly or, where this is not possible in a written report.

 The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- SEND plans (or PLPs) will be reviewed with your involvement each term.
- If needed, adjustments will be made to homework given to your child to ensure it meets their needs.
- A home School contact book may be used to support communication with you, if it has been agreed that this will be useful for you and your child. In addition:
 - If your child is undergoing statutory assessment, you will also be supported by the Children's Services SEN Team; they will ensure you fully understand the process.
 - Parents/Carers will be sign-posted to appropriate supportive services, e.g. courses on offer at the local Children's Centres, the Early Birds Course (run by the ASD Outreach Team), parent consultations with CAMHS and Educational Psychology Services or Greenwich Parent Partnership, etc.
 - We recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving on to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child,
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school:

- Information will be passed on to the new class teacher **in advance** and, in most cases, a planning meeting will take place with the new teacher. All SEND plans will be shared with the new teacher.
- Children will meet their new class teacher and spend time in their new classroom during a class transition day.
- If your child would be helped by a book to support their understanding of moving on, then it will be made for them.

In Year Six:

- The SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school; they will also attend the specialist session for students with ASD as appropriate.
- Where appropriate, your child might attend a small group in school to support their understanding of the changes ahead. This may include creating a 'personal passport', which includes information about themselves for their new school.

Montbelle Primary School SEND data 2015 – 2016		
How many students did we have at Montbelle with statements of EHC plans at the end of the 2015 – 2016 academic year in July 2016?	None	SEND data 2013 2010
How many students did we have at SEND support level at the end of the 2015 – 2016 academic year in July 2016?	76 children at SEND	support level which was 16.4% of the whole school population.
What were the outcomes for children at Montbelle with SEND for 2015 – 2016?	At the end of Reception/ EYFS	33% of children requiring SEND support achieved a Good Level of Development (i.e they achieved the expected level – the Early Learning Goal – in Literacy, Maths, Physical Development, Communication and Language, and Personal, Social and Emotional Development.
	In the Year 1 Phonics Screening	57% of children requiring SEND support passed the screening and were working at the expected level in Phonics at the end of Year 1
	At the end of KS1	46% of children requiring SEND support achieved the expected standard or above in Reading 54% of children requiring SEND support achieved the expected standard or above in Writing 62% of children requiring SEND support achieved the expected standard or above in Maths 31% of children requiring SEND support achieved the expected standard or above in Reading, Writing and Maths combined
	At the end of KS2	31% of children requiring SEND support achieved the expected standard or above in Reading 31% of children requiring SEND support achieved the expected standard or above in Writing 38% of children requiring SEND support achieved the expected standard or above in Maths 8% of children requiring SEND support achieved the expected standard or above in Reading, Writing and Maths combined
What training did staff at our school have in SEND during the academic year 2015 – 2016?	was also responsive the achievement of the how to support child write effective SEND lunch time and supports	If training and individual training took place; this was linked to our School Improvement Plan and to identified children's needs. Training included strategies for supporting children with an ASD and the Autism Education Trust Standards; training on how to support children with Dyslexia; training on ren requiring SEND support within the classroom during quality first teaching; training on how to plans and specific training for our Midday Meal Supervisors on supporting children with an ASD at orting children with behaviour difficulties at lunch time; and training on supporting children with edifficulties and listening and attention difficulties.

What was in the Headteacher's report to the Governors about SEND in the 2015 – 2016 academic year?	In their termly report to the Full Governing Body, our Headteacher reports on the number of children with EHC Plans and those operating with SEND support in school together with a breakdown of the categories of need. In addition the report details the current support packages we provide for all children with SEND in school and how effective these have been, together with a summary of our SEND data analysis. Minutes taken at Governing Body Committee Meetings and Full Governing Body meetings are available on request through the school office. The Governor with responsibility for SEND will also meet with the SENDCo and inform the Governing Body of the outcomes of their meeting.
Have there been any other important changes in SEND during the 2015 – 2016 academic year?	The new SEND Code of Practice became statutory in September 2014 and important changes in policy and procedure took place as a result, including necessary changes to the format and content of SEND plans, recognising the voice of the child and ensuring the plan reflected the high aspirations the school holds of all learners and provided for positive outcomes. There have been no important changes to SEND during the year 2015-2016.

Glossary of Terms			
(You may find the following abbreviations used in documents or information relating to SEND)			
SEND Code of Practice	The legal document that sets out the statutory requirements for SEND		
SEND	Special Educational Needs and/or Disabilities		
SEN	Special Educational Needs		
PLP	Personal Learning Plan		
EHC Plan	Education, Health and Care Plan (this has recently replaced 'Statement')		
Profile	Document necessary for EHC Plan applications		
TAC	Team Around the Child meeting		
SENDCo	Special Educational Needs and Disability Coordinator		
SALT	Speech and Language Therapist		
SCW	Social Communication Worker		
EP	Educational Psychologist		
CAMHS	Child and Adolescent Mental Health Service		
JCC	Joint Communication Clinic		
ASD	Autistic Spectrum Disorder		
ОТ	Occupational Therapy		
Physio	Physiotherapy		