

Pinchbeck East Church of England Primary School

Annual Report to Parents on the Implementation of the Special Educational Needs (SEN) Policy and Disability Equality Scheme

(To be read in conjunction with the Special Educational Needs and Disabilities Policy and School Offer).

Schools have a duty to report annually to all parents on the provision for SEN and implementation of their disability equality scheme.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These children may need extra or different help from that given to other children of the same age.

The Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014) lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN and Disabilities. So increasingly, step-by-step, support can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education, Health and Care (EHC) Plan (replacing Statement of SEN) being issued to the child.

Policies

The SEND policy will be reviewed in September 2016.

SENCO – Mrs White

SEN Governor – Mrs Banks

Number of pupils with SEN

	May 2013
School Action	11.7%
School Action Plus and Statement	7.2%

	July 2014
School Action	9%
School Action Plus and Statement	7%

Staff Development for the academic year:

2012 - 2013

- Members of staff have attended professional development in the following areas: Makaton training, Individual Education plans, Epipen training, 'Dyslexia Matters', attachment workshop, writing social stories and dyslexia training.

2013 – 2014

- Members of staff have attended professional development in the following areas: Makaton training, Epipen training, specific medical training related to needs of children, SEND Reform, Colourful Semantics (Speech and Language Programme) training, and training from the Educational Psychologist aimed at children with additional needs.

Disability Duty - Accessibility and Future Plans

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled

pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Disability Duty

Information was gathered over the year and used to inform planning and action:

Adjustments made to children's toilets.

Staff training as appropriate to new children's needs e.g. Makaton training.

Ramps and hand rails fitted outside the Reception classroom on to the playground.

Hand rails fitted and step provided in Reception toilet and KS1 toilets.

Percentage of children/young people with medical needs within the school

May 2013 - 4.8%

July 2014 – 4.7%

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

Parents or a designated person will accompany children on visits

Disabled toilet –Care suite

Visual timetables in class

Coloured overlays

Smaller table and chairs in the dinner hall

Step for access to the toilet

Handrails fitted in KS1 toilets

Ramps fitted outside Reception class on to the playground, inclusive ethos of school

For more information on the duties of the governing body in relation to pupils with special educational needs, please follow the link below:-

<http://www.legislation.gov.uk/ukpga/1996/56/section/317>