



## Germander Park School

### Annual SEND Report

September 2016 – September 2017

This yearly SEND report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment.

#### Policies

The SEN policy is up to date and published on our website

The medicines in school policy is on our website.

#### Number of children with SEND:

	Number of pupils
School support	4
On SEND register for medical needs	2
School support in receipt of Top up Funding	7 (This changes over the year due to the needs of the children)
Education Health Care plan (EHC)	5
Total	18

*Due to the relatively small numbers of pupils with SEND we have decided not to break down the figures by year group to preserve their anonymity.*

#### As at July 2017: (based on number on roll of 102)

- 17.6% of pupils in the school were identified as having a Special Education Need (compared to a national average of 14.4%)
- 4.9% of the school population had an EHC plan (compared to the national figure of 2.8%) *national figures from Statistical First Release Special Educational Needs in England: January 2017*

It is worth noting that the number of pupils identified nationally as having SEND has remained static for the last year with the number of pupils supported through an EHC plan has remained consistent at 2.8%. The likelihood of having SEND support peaks at around age 9 or 10, this means that a number of children we have in school may have SEND needs however as yet still manage within the classroom environment making minimal progress.

Children who have Speech and Language needs and receive additional support for this are not counted within our SEND figures.

The children who have EHC plans required a huge amount of care and support; they received 1-1 support for 30 hours a week, as well as a hugely differentiated curriculum that was suitable for their needs. In addition to this we have a number of children who require a high level of support as well as a highly differentiated curriculum and timetable. Within the next academic year a number of this children will have EHC plans applied for.

As a response to the needs of the SEND children within the foundation unit, the decision was taken to offer a nurture style approach. This involved



## **Germander Park School**

### **Annual SEND Report**

**September 2016 – September 2017**

resourcing and setting up a new classroom, developing a new curriculum and training staff.

The Local Authority has been supportive of our nurture provision, they have provided some funding for resources as well as the support of specialist teachers and TA's to work with and develop staff. As a result of the nurture room all SEND children maintained a full time, time table with no exclusions. In the Autumn term two foundation children received exclusions (3 ½ days and 1 ½ days), a part time timetable was used for one child.

Of the year 2 children, 2 were at end of key stage expectations for maths and science however they were all working towards expectations for other areas of learning. Two children with EHC plans transferred to special school for their year 3 provision; while the other was supported to move to our local feeder school.

In school assessment data shows the progress that all SEND children made was good or accelerated however due to low starting points they did not achieve end of year expectations.