



Believe Succeed & Grow

# St Osyth C of E Primary School

A member of the Diocese of Chelmsford Vine Schools Trust  
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## Annual SEN report 2016-2017

Our Local Governing Body and our staff are keen to see that all children with Special Educational Needs and Disabilities (SEND) make the best possible progress, from the different starting points. This report provides information about the needs of our children with SEND, our provision for these children and the progress and attainment they make.

### What was the profile of our SEND children for 2016-2017?

Year group	SEN Support	EHCP
EYFS	2	0
1	7	0
2	11	0
3	9	1
4	7	0
5	3	0
6	7	4

### Staff Skills and training

SENCo

BA (QTS) 2:1, former AST, NPQH, NPQSI

Other staff

### What is the impact of the training received during 2016-2017?

Training provided	To whom	Impact
Phase training and indemnification or priorities regarding SEN. First two: 07/09 09/11 And then continued half termly	All teachers and LSAs	Staff more aware of SEN children and their needs.
Continuation of above with much more information provided to staff: 11/01 and 01/03	All teachers and LSAs	Improved one plans and provision for children. More accurate SEN register, including on SIMS for census days.
Emotional Health and Wellbeing specialist teacher team clinics. Held through the Spring and Summer term	Staff that work closely with specific children.	These staff have increased knowledge and can therefore use this to adjust their work with children. Improved well and behaviour of children.
Zones of regulation training from specialist teacher team.	All teachers and LSAs	All staff now have knowledge of this strategy. Correct identification of children that may benefit from it. Strategy introduced for some children. Improvements seen in the behaviour of these children.
Local Authority led SEN data training, 12/06	SENCo	SENCo clear about current expectations regarding SEN data and how it can be used.



**What improvement work did we plan and undertake for SEND 2016-2017?**

Our original plan was to provide for the develop of our SEN provision through the development of our SENCo. This was adapted with the absence, and subsequent departure, of our SENCo.

Nevertheless, key aspects of our SEN improvement work was undertaken:

1. Better internal communication of the needs of SEN children leading to
2. Better planning by staff for SEN children
3. And improved ownership of SEN provision by all teachers and LSAs.
4. Above to lead, over time, to improved outcomes for SEN children.

**What was the impact of our SEND improvement work and provision?**

1. Staff report being more aware of the needs of the SEN children they teach.
2. Staff more confident in providing for the needs of SEN children.
3. Children have more detailed and appropriate plans
4. Children showing good progress in regard to targets on their SEN plans.
5. School data has improved, see data analysis report produced Autumn 2017

**What policies and guidance do we have in regard to SEND and accessibility?**

1. Accessibility Plan
2. SEN Policy
3. Supporting Children with Medical Needs Policy

Yours sincerely,

Mr Mark Carter-Tufnell

(Headteacher)