



St Osyth C of E Primary School

A member of the Diocese of Chelmsford Vine Schools Trust
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Annual Special Educational Needs (SEN) report 2017-2018

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 2017-2018?

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

We have no children who are diagnosed with disabilities. Some of our children with SEN do receive medication, for example, for ADHD.

Staff Skills and training

SENCo

BA (QTS) 2:1, National Professional Qualification for Headship (NPQH), National Professional Qualification for School Inspection (NPQSI) and former Advanced Skills Teacher (AST).

Other staff

What is the impact of the training received during 2017-2018?

Training provided	To whom	Impact
And Raising Awareness of Speech and Language by Specialist teacher	All teachers and Learning Support Assistants (LSAs)	Staff more aware of SEN children and their needs. Staff more able to meet the needs of children with speech and language issues – issues which are common for our children with SEN
Scaffolding of writing for SEND children by specialist teacher	All teachers and LSAs	Staff more aware of SEN children and their needs. Writing is an area in which we know we need to secure improvements in progress.
Phonological awareness training by Specialist Teacher	All teachers and LSAs	Staff more aware of SEN children and their needs. Staff more able to meet the needs of children with speech and language issues – issues which are common for our children with SEN
Various School Improvement meetings led by the Headteacher/SENCO	All teachers and LSAs	These supported staff in accurately assessing the needs of children and using appropriate paperwork to support assessment, planning and reviewing.



What improvement work did we plan and undertake for SEND 2017-2018?

Our HT continues to undertake the role of SENCO. Progress of children with SEN and D improved during this year. Various aspects were developed including:

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.

With many of our children with SEN having language based needs these were prioritised for training. We choose to train all teachers and LSAs so that there is a consistent approach across the school and one which supports children with SEN.

We evaluate that for our SEN provision to progress further then leadership capacity needs to be increased. To this end, our governors have changed the staffing structure so that, from September 2018, it will include an Inclusion Manager. We have appointed to this new role, ready for a September 2018 start. This colleague is an experienced SENCO and will be lead on SEN and provision for our disadvantaged 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 better progress in regard to targets on their SEN plans.
5. School data has improved, see data analysis report produced Autumn 2018

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)