

**SEN Co-ordinator
Report 2014-15**

| Action | Outcome / Impact |
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| Ensure new Code of Practice is understood and embedded through staff training delivered by SENCo | Staff are now aware of changes brought in by the 2014 Code of Practice. |
| New SENCo to complete Master's level qualification required by the government Fully induct new SENCo in the role | Course completed. SENCo has been through the full cycle of reviews and provision planning and has shadowed experienced SENCo whilst completing National Award. |
| Embed the LEAPS project and liaise with Speech and Language Therapist to maximise impact | Have met with the Speech Therapist on a weekly basis which has ensured that we know who she is working with and how they are progressing. There has been a positive impact on Early Years. The 0-3 SENCo has worked closely with the Speech and language therapist and ideas to support language acquisition have been set up. TAs have also been trained by the Speech Therapist to support children with speech difficulties. This has helped to upskill the TAs. |
| Adapt and update SEN register in line with Code of Practice changes | SIMS register and school SEN register has been updated throughout the year. Pupil Progress Meetings have informed new children being added to the register and those for whom more funding is needed to support their provision. |
| Inform governors of changes to SEN code of practice | This was done during School Improvement afternoon. Need to ensure all governors have this information. |
| Ensure targets are in place to support progress of children with Special Educational Needs | Targets have been monitored and SENCo advised Year 5 teacher on targets for children with Dyslexia as part of the NASC Award study. These children made progress in their reading and spelling skills. All children have been set individual targets based on needs. |
| Liaise with the Assistant SENCo to ensure provision is set up according to needs | Regular communication has ensured that children's needs are constantly reviewed according to the graduated response promoted by the 2014 Code of Practice. |
| Ensure effective differentiation meets the needs of SEN children across the curriculum. | This has taken place through Pupil Progress Meetings, work scrutiny and feedback and SEN reviews. |

Further Actions for next year:

Priorities for 2015/16

| Priorities | Actions | Impact |
|--|--|--------|
| <p>Embed the work of the Speech and Language Therapist</p> <p>Work alongside the Occupational Therapist's (OT) project to support the progress of children in his group.</p> <p>Review SEN information on website and seek views of parents as to its usefulness and fitness for purpose</p> <p>Monitor progress of SEN children and support teachers with effective target setting.</p> <p>Develop a way of judging the amount of progress SEN children have made across the school to fully recognise their efforts in closing their gaps in learning.</p> | <p>Support Speech and Language Therapist to set up projects. Book in two staff meetings for Speech and Language for the Autumn Term</p> <p>Set up necessary space for OT for September. Support and monitor progress.</p> <p>Invite parent comments/review during SEN reviews in Autumn Term and make amendments as necessary.</p> <p>Support through Pupil Progress meetings, individual reviews and through termly monitoring.</p> <p>Case studies, work scrutinies, monitoring targets, pupil interviews, agreeing judgements on progress with staff.</p> | |