

Camestone School



Annual Report on the Implementation of the Special Needs and Disability Policy (SEND)
Date: October 2020

SEND Policy

The Special Educational Needs and Disability Policy was last reviewed in October 2020.

The designated person responsible for Special Educational Needs and Disability at Camestone School is Mrs Gillespie.

The designated Governor for Special Educational Needs and Disability is Mrs Sogga.

Number of pupils with Special Educational Needs

The table below represents the number of children that have been on the Special Educational Needs Register as from September 2020.

Children who have an Education, health and care plan.	Children who receive Targeted and Personalised support
9	32

The majority of children who are on the Special Educational Needs Register at Camestone School are receiving Targeted Support. This means that our school is meeting the needs of the child through our own intervention programmes.

Where appropriate, the children are involved in the review of their targets that are set on their Individual Education Plans each term.

Progress of pupils with Special Educational Needs

The progress of children who are on the Special Educational Needs Register is closely monitored by class teachers and the progress is reviewed by the Senior Leadership Team at pupil progress meetings each term with a specific focus on progress reading, writing and mathematics. Those children who have made the required progress as a result of the various forms of intervention, may be removed from the Special Educational Needs Register. Those children who may be identified for not making the required progress may be placed on the Special Educational Needs Register where the appropriate form of intervention will be put into place. The impact of these interventions will be reviewed at the end of each term.

Budget Allocation

	EHCP Funding	General SEND budget allocation (5% of overall budget total)
2017 – 2018	£18,337	£56,180
2018 – 2019	£24,755	£68,862
2019 - 2020	£32,599	£74,029

SEND staffing, interventions and resources

At present each class has a designated teaching assistant and an important part of their role is to support the teaching and learning of children with special educational needs in the subjects of reading, writing and mathematics. In addition, the school runs small intervention groups across the school to support literacy or numeracy teaching and learning. A number of pupils across the school require 1-1 intervention.

External Agencies

Camestone School has involved a range of external agencies throughout the past year. The type of expertise is very much dependent on the specific support that is required, for example, this year the school has been supported by the Educational Psychologist, ASD Advisory Teachers, Occupational therapists and the Speech and Language Therapy Service.

Staff Development

Teachers and support staff have been trained in a number of areas this year including:

Working memory

Object exchange

Autism

Using Social Stories

Comic Strip Conversations

Emotional Wellbeing

Lift Off to Language

Behaviour in Early Years

Developing Language Skills

Attention autism

Kaleidoscope Enrichment

This has been a mixture of external courses, internal training and online courses. Some training, including working memory and Emotional Wellbeing has been for the whole staff. Where individuals have undertaken training, this has been disseminated in school to other staff, as appropriate. Some training, such as Object exchange has been available through individual children's EHCPs.

Disability Equality Scheme

With reference to the Disability Equality Scheme, Camestone School has produced a single equality scheme.

Special Needs and Disability Parent Partnership

The school continues to inform parents of SEND pupils to the support service available through the SEND Team.