

Annual Report on the Implementation of SEND 2015-2016

Schools have a duty to report annually to all parents on the provision for SEND and implementation of their policy.

The New Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. It is available on our website along with an outline of our school offer.

Staffing arrangements for pupils with SEND.

Ms Praed is the school's qualified SENDCo who supports the provision at St.Mawes School. The class teachers are deeply informed and engaged with the provision for SEND. Ms Foster, Mrs Woodcock and Mrs Davison help deliver wave two or wave three provision.

SEND Register

St.Mawes school currently is below the national average for pupils with Health Care Plans and above the national average for the general SEND register. Areas of need supported are speech and language development, learning and physical development and dyslexia. A choice of IEPs and provision mapping is used as relevant to the pupil.

Staff Training

The SENDCo has attended the termly cluster meetings for SEND and the County conference for Dyslexia. Staff have all been introduced to Numicom and attended training at the Eden Project. The SENDCo regularly advises staff and supports the assistants in their role.

Developments secured over 2015-2016

New have staff have been supported to deliver intervention and SEND. Policy has been written in line with new code of practice. Transition of special needs to the secondary environment and other settings has been well supported and time allocated for sharing of information. The SENDCo has met with the pre-school setting to aid transition.

Parental meetings have been offered termly for pupils with individual education plan or provision map and a high priority has been given to parental concerns and wishes for all special needs pupils.

SEND Governor Dawn Andrews carried out three visits to monitor the provision. The developments included: improving lighting in the hall, disability access for school

events, access audit for physical education and provision for movement education and research into new technology to support SEND learning.

Progress of pupils.

All pupils are closely monitored and pupils' progress is recorded termly and data used to inform provision. Pupils are also given opportunity to discuss their learning and their feelings about school. All pupils are making progress.