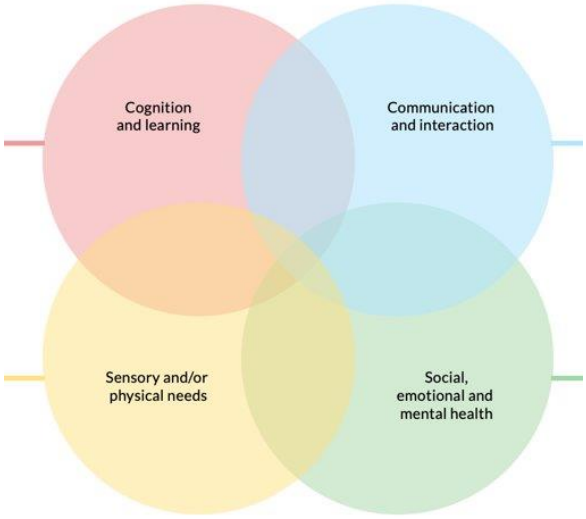
Annual SENCO Report for Governors

06/02/23

Compiled by Kate Holmes, SENCO

SENCO Role:

I was appointed in September 2022 to the role of SENCO (Special Educational Needs Co-ordinator). I am currently studying for my NASENCO qualification (post graduate degree), which is a legal requirement for all schools.



Current SEND needs as of January 2023:

There are 17 pupils with Special Educational Needs (SEND) on the register, including 3 EHCPS. There are a range of needs but, generally speaking, 9 x Cognition and Learning, 4 x Social, Emotional and Mental Health and 4 x Communication and Interaction.

Causes for Concern:

Beech class has two children with an EHCP (Educational Health Care Plan) and this means there are 4 adults every morning and 3 in the afternoon.

Juniper Class has a child with an EHCP starting the transition process to secondary school. There are 4 pupils in this class with SEND, however the ECT is coping well.

What SEND provision looks like at Woodchester School:

We advocate quality first teaching for all pupils and, in addition to this, we adapt our provision for pupils with SEND (please see separate handout). One of our shining lights is the quality of our teaching assistant staff at Woodchester. This team, as directed by teachers,

administer interventions for all pupils with SEND and, therefore, improve their outcomes considerably. We also pride ourselves that no pupil will be disadvantaged by their additional needs and we welcome pupils with SEND onto the school council, the eco committee and the house captain system. I have led both a staff meeting and a teaching assistant's meeting to ensure the communication of our SEND procedures are known by all. Tutoring has been accessed by several children and we are seeing benefits to outcomes.

How SEND feeds into the School Development Plan:

1. Build an understanding of pupil and their needs to identify gaps in learning – examples: updating pupil voice documents, introduction of one-page profiles, pupil progress meetings, regular My Plan meetings
2. Deepen staff understanding of SEND – examples: staff and TA meetings, CPD opportunities, staff SEN questionnaire, SENCO evidence
3. Target and monitor interventions – examples: intervention folders, staff/TA liaison, identify lowest 20%, intervention timetables
4. Ensure pupils with SEND have opportunities for wider personal development – examples: as above, school council etc
5. Strengthen links with parents – examples: My Plan meetings, focus of SENCO's assignment for NASENCO qualification.

Outside Agencies:

We currently liaise with the Educational Psychology Service, Speech and Language Therapy and the Advisory Teaching Service. We now use in-house ELSA trained teaching assistants for emotional support.