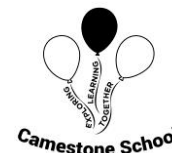


Camestone School



Annual Report on the Implementation of the Special Needs and Disability Policy (SEND)
Date: July 2019

SEND Policy

The Special Educational Needs and Disability Policy was last reviewed in May 2019.

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 July 2019.

Children who have an Education, health and care plan.	Children who receive SEND support including Wave 2 and 3.
5	52

The majority of children who are on the Special Educational Needs Register at Camestone School are at Wave 2. 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

	Statement Funding	General SEND budget allocation (5% of overall budget total)
2016 – 2017	£9,799	£50,978
2017 – 2018	£18,337	£56,180
2018 – 2019	£24,755	£68,862

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 and the speech and language therapy services.

Staff Development

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

Anxiety

Self-esteem

Autism, including Attention Autism

Using Social Stories

Cognitive Skills, Dyslexia and SPLD

Makaton signing

Lift Off to Language Year 1

Online Autism training units

Developing Language Skills

Blanks

Attachment Theory

ADHD

Kaleidoscope Enrichment

Lego Think Bricks

This has been a mixture of external courses, internal training and online courses. Some training, including Cognitive Skills, ADHD and Attachment Theory 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 Blanks 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.