Section 2: SEND Audit of Statutory Duties and Associated Responsibilities
Including

Special Educational Needs (Information) Regulations (2014) requirements

This audit will help to provide evidence that the school is compliant with the statutory duties in the Children and Families Act / Code of Practice (2014)

School: Bishops Tawton Primary School	**SEN Governor:** Mrs Debbie Polkinghorne
SENCO: Mrs Donna Clark **Email:** dclark@bishopstawton-primary.devon.sch.uk	**EP:** Mr Matt Brown

About the Devon SEND Audit:

- In addition it will be possible to publish the key summaries from the Devon SEND Audit on your schools website along with the setting's SEN Policy and Accessibility Plan. Publication of these documents will support compliance with the SEN Information report (SEND Code of Practice 2014; 6.79-6.83).

When completed, this document will provide an overview of SEND at your school that will help clarify:

- ➢ Types and numbers of SEND currently at your school
- ➢ Any issues the particular combinations of needs present for your school
- ➢ Additional vulnerable groups represented in the SEND numbers and the implications of these for your school
- ➢ Provision your school is currently making to meet the needs of pupils with SEND
- ➢ Transition arrangements made for pupils with SEND
- ➢ SEN income and expenditure
- ➢ Outcomes for pupils with SEND
- ➢ Future SEND planning needs

Identification of Need

Pupils receiving SEN Support

P = No. of pupils with this as Prime need
A = No. of pupils with this as Additional need

- Enter numbers only when returning to Devon (i.e. no initials)
- Complete for current pupils on roll

Category of need		EYFS Nursery M	Nursery F	FS M	FS F	KS1 Year 1 M	Year 1 F	Year 2 M	Year 2 F	KS2 Year 3 M	Year 3 F	Year 4 M	Year 4 F	Year 5 M	Year 5 F	Year 6 M	Year 6 F	Totals: **prime** need
Cognition & Learning																		
Specific Learning Difficulty	P																	0
	A																1	
Mild/Moderate Learning	P					2				1								3
	A			1		1	1							1				
Social, Mental and Emotional Health	P						1								1	2		4
	A			1		2												
Communication & Interaction																		
Speech, Lang. & Communication	P			1		1												2
	A					2												
Autistic Spectrum Condition	P																	0
	A																	
Physical/Sensory Impairment																		
Visual Impairment	P																	0
	A									1				1				
Hearing Impairment	P																	0
	A																	
Multi-Sensory Impairment	P																	0
	A																	
Physical	P																	0
	A			1						1								
Other (please specify)	P																	0
	A																	
Totals: prime need by year group and gender				1	0	3	1	0	0	1	0	0	0	1	0	2	0	
Pupils supported through SEN Support: **TOTAL NUMBER**																		10

Pupils with a Statutory EHC Plan or Statement

P = No. of pupils with this as Prime need
A = No. of pupils with this as Additional need

- Enter numbers only when returning to Devon (i.e. no initials)
- Complete for current pupils on roll

EHCP / Statement		EYFS				Key Stage 1				Key Stage 2								Totals: **prime** need
Category of need		Nursery		FS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Cognition & Learning																		
Specific Learning Difficulty	P																	
	A																	
Mild/Moderate Learning	P																	
	A																	
Social, Mental and Emotional Health	P																	
	A																	
Communication & Interaction																		
Speech, Lang. & Communication	P																	
	A																	
Autistic Spectrum Condition	P																	
	A																	
Physical/Sensory Impairment																		
Visual Impairment	P																	
	A																	
Hearing Impairment	P																	
	A																	
Multi-Sensory Impairment	P																	
	A																	
Physical	P			1?														
	A																	
Other (please specify)	P																	
	A																	
Totals: prime need by year group and gender																		
Pupils supported through EHCP/Statement: **TOTAL NUMBER**																		

Identified groups of Pupils

Use to identify vulnerable groups of pupils, and record where SEN details overlap. You may wish to use the blank boxes to add to the categories e.g. by adding other vulnerable groups relevant to your school e.g. Services pupils, Pupils working on P scales etc.

- Enter numbers only when returning to Devon (i.e. no initials)
- Complete for current pupils on roll

Need	Total number in school		SEN Support	EHCP/Statement of SEN
Pupil Premium (disadvantaged)	18+3		3	0
CIC (Children in Care)	0		0	0
Pupils subject to Child Protection Plan	0		0	0
Children in Need (CIN)	0		0	0
EAL (English as an Additional Language)	2		0	0
Ethnic minorities Traveller	0		0	0
Pupils out of Year group	0		0	0
Gifted, Able &Talented pupils	1		0	0
Poor attenders below 95 %	29		3	0
Persistent Absentees below 85%	1		1	0
Number of pupils with medical needs	3		0	1?

Exclusions:
For this academic Year

	Non-SEN Pupils	Pupils receiving SEN Support	Pupils with EHCP's/ Statements
Number of Fixed term exclusions	0	0	0
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0
Number of Managed moves	0	0	0
Number on Part-time Timetables	0	0	0

Overview of systems, policy and practice

Standard	Yes	No	In Part	Evidence
Quality of Teaching & Learning				
Detailed and appropriate provision mapping is in place for all areas of SEND and is up to date and provides information regarding the cost of support	√		√	M:Drive provision maps for all children no cost for support
The quality of teaching is regularly monitored to ensure pupils' needs are met e.g. effective differentiation				Book scrutiny, evidence of differentiation analysed
Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers	√			Inclusion in all areas of school life
Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils	√			Y6-7 SENco transition meetings and strong links with secondary sch (G&T opps) Pre-sch to Rec : excellent transition
The quality of provision in place to meet pupils needs is effective in promoting good or better progress for all pupils with SEND	√			Data: raiseonline
Pupils with SEND have access to a broad and balanced curriculum	√			Planning
There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND	√			Timetable/minutes
Monitoring and Assessment of Pupil Progress				
The school's data demonstrates that pupils with SEND make at least good progress	√			Raiseonline
Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development)	√			Thrive, reading, SALT, data tracking
Rigorous data analysis and careful comparison of groups (i.e. non-SEN, PP) leads to identification of pupils at risk of underachieving and appropriate actions are promptly taken	√			Staff meeting minutes/governor minutes
Effective response to individual needs ensures gaps between pupils with SEN support and non-SEN are reduced	√			Data sets
Progress data for pupils with SEND shows an upward trend	√			Data sets
Policies/ Statutory Compliance				
SENCO has appropriate experience and/or qualifications			√	New SENco since may 2014 attending training currently and adapting school practice accordingly
SEN policy is in place and reflects current practice and provision			√	Under review with new SENco-see above
SEND responsibilities under the Equality Act 2010 are in place	√			
SEN Governor is in place and has an overview of SEND provision	√			
SEN Information Report is published on the school website and is up-dated at least annually	√			Requires further update and information
School website has a link to Devon's Local Offer website		√		
Where appropriate, risk assessments/ PEEP's	√			

	√			
are in place for pupils with SEND				
School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning	√			School development plan is linked to performance management-expectations for ALL groups
Involvement of Parents, Carers and Pupils				
Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year	√			Regular meetings with parents + consultations and structured conversations for bottom 20%
Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff	√			TAC meetings, DAF consent/process, meeting notes and chronology
Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities	√			Child centred learning approach, needs being met for ALL groups-evidenced in planning, meeting minutes, chronology
The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being	√			DAF process, pastoral care
Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being.	√			TAC/DAF meetings, consultation notes, chronology
Leadership & Management				
SENCO is part of the SLT and works strategically with senior colleagues, governors and the designated teacher for Children in Care	√			Also staff Governor
SENCO clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement			√	Currently attending SENco training accreditation
SENCO promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities	√			Whole school ethos
SENCO clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND	√			Budget breakdown from Finance officer
SENCO deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities	√			Alongside HT, deployment of TAS, HLTAs, close working partnership with HLTA and class teachers. Rigorous monitoring
Strategic financial planning, budget management and use of resources are in line with best value principles	√			Consultation with HT, Govs and admin
SENCO is closely involved with professional development of staff so that **all** staff improve their practice and take responsibility for removing barriers to participation and learning	√			Obs: Quality first teaching, INSET: staff meeting minutes
School, led by the SENCO, works effectively with external agencies across education, health and social care. SENCO ensures that, where appropriate, advice is implemented.	√			Strong links and line of communication with agencies involved

Summary of SEN Resources
Income

- Use this table to identify all the SEN related income
- Insert additional rows if required

Income	2014/15 £49,965	2013/14	Comments
Itemised SEN Funding			This funding is as at first calculator and is subject to change
[1]Funding within Schools Block to support initial up to £6k of individually assigned resource (Element 2)	19,964	11,258	
[2]Funding within Schools Block to support Low cost High Incidence SEN-AEN (Element 2)	10,273	11,331	
[3]Top up funding for individual children (Element 3)	0		
[4]Targeted funding from high needs block	0		
[5]Transitional Protection Funding	0		
[6]5% AWPU (Element 1)	17,568	*	*Not able to access on previous calc for 2013/14
Other (please specify) IDACI	2,160	*	*Not able to access on previous calc for 2013/14
Total income	49,965	*	*Not able to access on previous calc for 2103/14

Comments: The form requests information for 2014/15

Expenditure

- use this table to identify provision that is *additional to* and *different from* what would be ordinarily available in the school
- Insert additional rows where required

| Expenditure | | | | | |
Interventions	Number receiving	Frequency	Duration of session	Staffing	£ 38 wks
For example Arrow	*4*	*2xper week*	*15 mins*	*TA*	*Calculate 30 mins TA cost(and any prep time)*
1:1 reading	4			(HLTA)	5,130
Thrive	10			(HLTA)	5,130
Speech therapy	2	5x per week	20mins	(TA)	2,204
1:1 support	1	5x ams	3.25hrs	TA	7,101.25
1:1 support	1	5x lunch	1.5hr	MTA	2,664
Language	5	5x	30 mins	TA	1092.50
Training (Thrive)	4	10 days	1 day	2xTA, CT/HT	3,500
Bought in advice and/or support	6			Ed Phsych	464
Other resources	18	weekly	2hrs	Senco	3,420
	1	4 days	3.25hrs	TA	5,681
Total					36,386.75

Total Expenditure   £36,386.75

Comments
*2 x additional DAFs in process currently using TA to support to cover 5x ams and lunch plus daily speech and lang   ***General TA support in all classes and for various interventions as part of first quality teaching is not covered in the costs above**

Future Training Requirements/Requests

Training we would like to receive/ we would find beneficial;

1…Early help

2…DAF

3…Holistix

We would prefer this to be;
- ☐   In school:
  - ☐   1:1   ☐   group of staff   ☐   whole staff
- ☐   As a group of schools
- ☐   In our local area
- ☐   No Preference

SEN Information Report Regulations (2014):

> ➤ *"Prescribed information that must be included in SEN information report*
> *3. For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in the Schedule.*
> ➤ *Manner of publication of report*
> *4. A school must publish its report containing SEN information available on its website."*

- *"SCHEDULE Regulation 3: Information to be included in the SEN information report:*
1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
(a) how the school evaluates the effectiveness of its provision for such pupils;
(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
(c) the school's approach to teaching pupils with special educational needs;
(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
(e) additional support for learning that is available to pupils with special educational needs;
(f) activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum; and
(g) support that is available for improving the emotional and social development of pupils with special educational needs.
4.In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5.Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6.Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7.The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8.The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9.Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10.How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11.The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.
13.Information on where the local authority's local offer is published."