



As part of our commitment to inform parents about our work at school we provide an annual report on Inclusion, this includes Special Educational Needs (SEN). This information appears yearly on our school website. Inclusion is addressed by all staff on a daily basis, with additional support provided for pupils' specific needs.

### Organisation In Our School

Our school is an inclusive school and our outstanding practice has been recognised by our local authority Improvement Advisor, our Collaboration Advisor and Ofsted 2015. To ensure inclusive practice, the following are in place:

- Six times yearly one-to-one meetings (Pupil Progress Meetings), with Headteacher and Deputy to discuss individual pupils' educational, emotional and social progress. An emphasis is placed on Quality First Teaching (teachers meeting the pupils' needs within the classroom environment.)
- Termly provision maps informing parents of Quality First Teaching (QFT) and extra provisions for all pupils.
- Range of intervention groups or 1:1 support in place to enable all pupils to make expected or accelerated progress.
- Three times yearly detailed analysis of groups, by Inclusion Manager, to ensure impact on pupils' progress and inform future inclusive practice.

### Support in addition to QFT from September 2015

This is carried out in small groups or 1:1 support for individual pupils.

- BEAM/+ (Balance education and movement) - motor skills.
- Sensory Circuits.
- Literacy groups - reading and writing.
- Numeracy groups.
- Social Groups – emotional, social and communication.
- Lego Therapy - emotional, social and communication.
- Chatterbox - time for pupils to talk.
- G&T - reading, writing and numeracy.
- Speech and language.
- Phonics.
- Write Dance.
- Beanstalk (reading).

### Training

To ensure our staff provide the best possible learning opportunities for all pupils, the following professional development is planned for this year:

- Lego Therapy.
- Sensory Circuits
- Emotional Literacy (Point 5 Scale)
- Social Stories.
- Attachment Disorder.
- Phonics.
- KS1 and KS2 SATs.
- SEN Accreditation Award

- NPQSL
- Data Analysis.
- Numicon.
- Child Protection.
- E-Safety
- Forest Schools
- Appraisal.
- Moderations.
- First Aid.
- ASD (Autistic Spectrum Disorder).
- Dyslexia Screening.
- ADHD.
- Autism Awareness.
- Premises Safety.

### Resources

To enhance pupils learning, TAs (teaching assistants) are used to support pupils' progress in Literacy and Numeracy in each class every morning. This is the same TA in each class daily for continuity. In the afternoon, every TA focuses on their specialist area across the school. These are as follows:

- Modern Foreign Languages (French)
- Numeracy
- Speech and Language
- Social skills
- Phonics
- Language
- PE
- Lego-therapy
- Write Dance
- BEAM
- Sensory Circuits

Two Higher Level TAs are used for some teaching sessions.

One Foundation Stage (Reception) specialist TA works within the Foundation Stage class throughout the week.

The Inclusion Manager in conjunction with the Headteacher and Governing Body allocates the SEN funding. This year funding is being spent on:

- Language Link and Speech Link Programmes.
- Specialist Phonics reading books (to support Dyslexia)
- Dyslexia Support programme.
- Dyslexia Screening programme.
- SEN information books for staff.
- Specific outside agency requirements for pupils.
- Hands-on resources for intervention groups.
- Resources for specific 1:1 needs.
- CPD (continuous professional development).

### Outside Agencies

The following Outside Agencies have been accessed by the school in order to support pupils' needs:

- Specialist Teaching Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Counselling.
- Adoption Agency.
- LIFT (Local Inclusion Forum Team)
- Play Therapist
- Dyslexia specialist
- Irlen's Specialist

### Working Together

At Offham we value and encourage a close working relationship with our pupils' families. This ensures any concern regarding progress or wellbeing can be addressed swiftly and effectively. Parents are informed of their children's progress and profile by; Parents' Evenings, provision maps and meetings with the class teacher or Inclusion Manager.

### Pupil Profile

Profile	Number	Percentage
SEN with a plan (EHC/Statement)	2	1%
SEN without a plan	11	5.2%
FSM (Free Schools Meals)	3	1.4%
PP (Pupil Premium) (FSM, past FSM, Service children and CIC)	10	4.8%
EAL (English as an Additional Language)	2	1%
MEG (Multi Ethnic Group)	11	5.2%
CIC (Child in Care)	2	1%

Inclusion Manager: Linda Fitch  
Inclusion Governor: Linda Baxter  
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