

Model Format for SENCo’s Annual Report to Governors: Based on April 2014 Draft SEN CoP

(this can also serve as a Self-Evaluation of the school’s SEN provision)

Name of School:	SENCo:
Date of report:	SEN Governor:
<p>Overall statement based upon Ofsted descriptors regarding the quality of the SEND provision in the school for the past 12 months:</p> <p><i>Taking into account;</i></p> <ul style="list-style-type: none"> • <i>Outcomes of SEND pupils</i> • <i>Quality of Teaching & Learning for SEND pupils</i> • <i>Standard of behaviour & attendance of SEND pupils</i> • <i>Quality of Leadership & Management of SEND provision</i> <p><i>Use your SEND SEF/Annual Self-Evaluation evidence to write a brief statement here- no need for a lot of detail. The sections below will substantiate your statement, and you can cross reference your statement to your department self- evaluation, or any external review of the school in the past 12 months.</i></p>	
<p>SEND Profile (SEND register etc.) for past 12 months</p> <p><i>Provide statistical information e.g.</i></p> <ul style="list-style-type: none"> • <i>Number of pupils on SEN register (SA, SA+, Statements) – total</i> • <i>Any significant changes from last year?</i> • <i>Percentage of SEN pupils in relation to whole school population</i> • <i>Indication of significant groups of need, e.g. dyslexia, ASD, BESD, Communication</i> <p><i>NB You may want to make a statement about your plans for numbers on your SEN register from September 2014 when you move to a single category of SEN</i></p>	
<p>Progress & Achievement of SEND pupils in past 12 months</p> <p><i>End of KS outcomes for SEND pupils (Primary – KS1 to KS2, Secondary KS2 to KS4)</i></p> <ul style="list-style-type: none"> • <i>Percentage achieving national expectations (at KS2 or KS4)</i> • <i>Percentages reaching SEN Progression targets (levels of progress)</i> • <i>Commentary</i> <p><i>Progress for each year group within past 12 months</i></p> <ul style="list-style-type: none"> • <i>Increase in sublevels in En and Ma (percentages and Average Points Scores)for each year group of SEND pupils (or by Key Stage). How does this compare to all pupils?</i> • <i>Progress in Reading, Spelling, of pupils receiving Wave 2 & Wave 3 targetted programmes</i> • <i>Progress in Basic Numeracy Skills of pupils receiving Wave 2 & Wave 3 targetted programmes</i> • <i>Progress in improving behaviour of pupils with identified BESD receiving Wave 2 & 3 targetted programmes</i> • <i>Progress in improving attendance of all SEND pupils</i> • <i>Progress in any other school specific whole school measure, e.g. attitude to learning</i> • <i>Commentary</i> 	
<p>Arrangements for Identification & Assessment of SEND pupils</p> <p><i>Brief description of how SEND pupils were identified at start of year, and arrangements for any additional admissions mid-year, and what the assessment arrangements are (has this changed from the previous year?)</i></p>	
<p>Update on Equalities & Accessibility arrangements</p> <p><i>What does your monitoring of equalities tell you with regard to those pupils who have SEN, disability or medical conditions? Do you have any priorities for improvement?</i></p>	

<p><i>Have there been any changes to the school’s accessibility arrangements in the past 12 months? Is the school’s Accessibility policy and strategy up to date? (This should now be part of the school’s Disability Equality Plan – updated requirements since 2010.)</i></p>
<p>Update on SEND Provision Arrangements (Curriculum and interventions) <i>Have there been any changes to the curriculum during the past 12 months to improve inclusion of pupils with SEND? What SEND interventions (Wave 1, 2 or 3) have been on offer during the past 12 months?</i></p>
<p>SEND Budget allocation for past 12 months <i>If SEND budget figures are available, report them here. Any changes from last year? What has been the impact? What does your SEN VfM evidence tell you about the cost effectiveness of your provision?</i></p>
<p>SEND Staffing Resources <i>Brief description of staffing arrangements for SEND provision. Any changes from last year?</i></p>
<p>Complaints relating to SEND in past 12 months <i>If there have been any complaints relating to SEND in the past 12 months you should record them briefly here, and what the outcomes were. A general statement will do. Otherwise simply record that there have been no complaints.</i></p>
<p>SEND School CPD arrangements in past 12 months <i>Highlight the key CPD sessions for all staff and SEND staff relating to SEND teaching & learning & progress and achievement How are the school’s Performance Management arrangements helping staff to improve their skills in promoting the learning of pupils with SEN?</i></p>
<p>SEND Parent Partnership activities in past 12 months <i>Highlight any significant SEND parent/partnership activities held by the SEND team or school. What was the impact?</i></p>
<p>Impact of partnerships with external agencies and other schools to improve quality of SEND provision in past 12 months <i>Have there been any changes in support from external agencies or external partnerships which have had an impact on the quality of the SEND provision in school?</i></p>
<p>Other new initiatives in past 12 months to improve quality of SEND provision <i>This is a chance to showcase any projects or new initiatives the SEND team or school have launched during the year to improve the quality of the SEND provision. What have been the most effective and least effective additional interventions?</i></p>
<p>Priorities for improvement of the school’s SEN provision for the next 12 months <i>Looking at your analysis of</i></p> <ul style="list-style-type: none"> • <i>Progress and Achievement of DSEN pupils</i> • <i>Teaching & Learning of DSEN pupils</i> • <i>Behaviour & Safety of DSEN pupils</i> • <i>Leadership & Management of DSEN pupils</i> <p><i>What have you identified as the key priorities for improvement for the next 12 months? Consider also Local and National developments in DSEN – will these have implications for your DSEN provision and require action? Make sure that your identified priorities fit in with the school’s priorities for improvement. If there is a gap,</i></p>

then discuss with your SLT line manager.

DSEN Action Plan: Format

Special Needs Provision:

Academic Year

SENCo:

School Improvement Priorities for Academic Year:

Priorities:

- 1.
- 2.
- 3.

DSEN priorities for Academic Year identified through completion of Annual DSEN Report & Evaluation to Governors:

- 1.
- 2.
- 3.
- 4.

School Priority No.& Title:	DSEN Priority No. & Title:		Success Criteria (for DSEN);		
	DSEN Objective	Actions, including CPD	Time-scale	Outcomes	Resources required
1.1					
1.2					
1.3					

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