SEN Annual Report for Weetwood Primary School

Report by	**Anna Ellison (SENCO) – Maternity leave JON IGLESIAS (HEAD)**	Period	**2018.19**

1. EXECUTIVE SUMMARY

At Weetwood Primary School, the number of pupils identified as having Special Educational Needs and Disabilities continues to be lower than the national average at 14.9% (based on January 2019 census). The attendance of SEND pupils is very good, at just 0.2% lower than the whole school attendance rate.
In class, Quality First Teaching is at least of a good standard and many pupils identified with SEND are supported in class through additional targeted support, small group work and differentiated tasks. Personal Plans continue to be a successful way of identifying and reviewing children's progress and are well received by parents. The requirements for SEND according to the code of practice are established in school, there is a clear assess, plan, do review cycle in place for all SEND pupils.

2. SCHOOL CHARACTERISTICS

NUMBER OF PUPILS WITH SEN AS IDENTIFIED ON THE SEN REGISTER

The number of pupils identified as having a Special Educational Need or Disability (SEND) has increased slightly from the previous year. In July 2019, 31 children were identified as having SEND. This continues to be well below the national average.
The school also has an inclusion register which includes a further 26 children. These children have not got an SEND need, however they are behind their peers and may have difficulties in a certain area of the curriculum. These children are classed at Tier 1. This document is reporting on the children between Tier 2 and 5.

	18/19	**17/18**
Total number of children on school roll	**276**	**255**
Number of children on SEN register (Tier 2-5)for this period	**33**	**20**
% of children on school roll with SENs	**12%**	**7.8%**
Number of children with statements of SEN / EHCPs	**2.5%**	**2.3%**

BREAKDOWN OF SEN REGISTER BY PRIMARY CATEGORY OF NEED

	18/19		**17/18**	
Cognition and learning (CL)	11	**33%**	12	**60%**
Sensory impairments (SI)	2	**6%**	2	**10%**
Behavioural, social, emotional and mental health needs (BSEMH)	2	**6%**	2	**10%**
Speech , language and communication needs (SLC)	*15	**48%**	1	**5%**
Speech , language and communication needs (ASD) (SLC-ASD)	3	**10%**	3	**15%**
Physical disabilities (PD)	0	**0%**	0	**0%**
Medical needs (MD)	0	**0%**	0	**0%**

*There is a large increase in Speech, language and communication needs. This is due to mainly buying in to Chatterbugs and having a speech and language therapist in school each week. Unlike the NHS thresholds, Chatterbugs have assessed any pupil that teachers have concerns about and as a result they are on the SEN register as they have been seen by an outside agent.

SPREAD OF NEEDS ACROSS YEAR GROUPS

	18/19		17/18	
Nursery 1 on SEN register	1	**3%**	0	**0%**
Nursery 2 on SEN register	3	**10%**	2	**10%**
Reception on SEN register	3	**10%**	3	**15%**
Year 1 on SEN register	3	**10%**	1	**5%**
Year 2 on SEN register	4	**12%**	4	**20%**
Year 3 on SEN register	5	**16%**	3	**15%**
Year 4 on SEN register	4	**13%**	2	**10%**
Year 5 on SEN register	2	**6%**	2	**10%**
Year 6 on SEN register	2	**6%**	3	**15%**

3. FUNDING ARRANGEMENTS

As well as Element 1 (Core Educational Funding), money that every pupil in school receives, additional funding is given to school to support those with SEND. The amount of Element 2 funding (Notional Inclusion Budget) received is worked out on a formula basis, based on socio-economic factors and historical levels of needs in school. Element 3 (Top Up Funding) is applied for where the cost of provision has been identified as being over £10,000.

Top Up Funding 2018.19:

Pupil	Value	Band	Level	Tier
Pupil 2 (N2)	£1,895.85 (Summer term 2019)	A	1	EYFFI Tier 1
Pupil 3(R)	£1,750.00	A	2	EYFFI Tier 1
Pupil 4 (R)	£6,000	D	1	-
Pupil 5 (Y2)	£9,600.00	E	2	Pragmatic Tier 3
Pupil 6 (Y3)	£4,800.00	A	2	Tier 1
Pupil 7 (Y4)	£13,800	E	2	Pragmatic Tier 3
Pupil 8 (Y4)	£8,400.00	E	2	Pragmatic Tier 3
Pupil 9 (Y6)	£7,200.00	C	2	Tier 2
Total 2018.19	**£53,445**			
Total 2017.18:	**£45,561.00**			
Total 2016.17:	**£48,564.00**			

Element 1 and 2 funding is used to support pupils in class through the support of Teaching Assistants in class and in small intervention groups. It is also used to pay for CPD and other training opportunities as well as buying resources to support individual pupils. Element 3 funding is used to provide 1:1 support for those pupils who receive it. For 2 pupils, Element 3 funding has been accessed as a Personal Budget. It is used to provide ABA (Applied Behaviour Analysis) support in school, to run alongside the ABA support they receive at home and additional Speech and Language Therapy, provided by a Private Provider as through parent's request.

4. CURRENT SEN STAFFING INFRASTRUCTURE

All pupils on the SEN register are primarily supported by their class teacher who knows their needs and abilities. For those who have Education, Health Care Plan, a named Teaching Assistant works with them full time, on a 1:1

basis and in their class. All Teaching Assistants are based in class and work with those children that require some extra support and run small group work and interventions.

	Staff	FTEs
Head Teacher	**1**	**1**
Special Educational Needs Co-ordinator	**1**	**1**
Teachers	**10**	**8.6**
Higher–level teaching assistants (HLTAs)	**2**	**0.9**
Teaching assistants – Classroom Support and Intervention	**10**	**8.7**
Teaching assistants – 1:1 support (individual pupils)	**8**	**8**
Learning mentors	**0**	**0**
Other – Lunchtime Cover (1:1)	**4**	**1**

5. STAFF TRAINING

TRAINING OPPORTUNITIES PROVIDED IN THIS PERIOD

All staff, including Support Staff, are given the opportunity to develop their knowledge and skills and CPD is carefully planned to suit the needs of the children they are supporting. All staff working with a pupil with a Hearing Impairment received training from the Teacher of the Deaf regarding their needs and the use of the Radio Aids.

Staff role	Training accessed
SENCO	**SENCO (Maternity leave October to July 2019.20)**
Nursery 1:1	**Makaton training** **Downs Syndrome Forum**
Reception teacher	**Makaton training – level 1**
Reception 1:1	**Bingley Downs Syndrome Group**
Year 2 Class Teacher	**Alpha to Omega follow up training** **Reading Hub** **ABA training**
Year 2 1:1	**ABA training**
Year 3	**Downs Syndrome Forum** **Makaton Training**
Year 4 teacher and teaching assistant	**ABA training**
Teaching Assistant (1:1)	**ABA training**
All Staff	**Team Teach training** **First Aid Training** **Alpha to Omega – Improving understanding around SpLD.**

6. RELEVANT DATA SETS

KEY STAGE 1 AND 2

PHONIC SCREENING TEST

	Total number of children identified as SEND	Number of SEND children entered	Meet the expected target – 32/40
Year 1	3	3	33%
Year 2	4	4	75%

END OF KEY STAGE 1

Total number of children identified as SEND: 4

% of SEND pupils reaching the expected standard.	Reading	Writing	Maths
Weetwood	25%	25%	25%
National	75%	69%	76%

END OF KEY STAGE 2

Total number of children identified as SEND: 2 – (Hearing Impairment and SpLD)

% of SEND pupils reaching the expected standard.	READING		WRITING	MATHS	
	Scaled Score (100+)	Average Score	Expected Standard	Scaled Score (100+)	Average Score
Weetwood SEND EHCP	0%	96.0	100%	100%	101
Weetwood SEND support	100%	102	100%	100%	107
Weetwood Non SEND	90%	108.7	93%	90%	108.3
National	73%	105.7	88%	87%	106.3

7. PUPIL PROGRESS

Progress Score	Reading	Writing	Maths
SEND EHCP pupils	**-5.64**	**2.10**	**-1.74**
SEND support pupils	**2.92**	**4.76**	**6.49**
No SEND pupil	**0.37**	**-2.17**	**-0.23**

The progress levels for Key Stage 2 children for 2018.19 has been taken from the Government 'Analyse School Performance' and looks at progress over the whole of Key Stage 2. It is important to take into account the changes in the National Curriculum over this time period.

8. ADDITIONAL SUPPORT AND EXTRA TARGETED SUPPORT CURRENTLY IN PLACE

All pupils on the SEN Register are taught in their class alongside their peers. Class teachers plan differentiated work to suit their needs and abilities whilst Teaching Assistants are used to support these children in class, in small groups or on a 1:1 basis. Through termly assessments and robust, careful analysis of class cohorts through tracking and pupil progress meetings, the Head Teacher, SENCO and class Teacher identify the needs of all pupils and any potential barriers to learning. For some pupils identified as SEND, Quality First Teaching is supplemented and augmented through additional support such as that offered through Extra Targeted Support Groups delivered by Teachers and Teaching Assistants. We use interventions which meet the needs of the pupils involved. In addition to the interventions run during 2018-2019, some pupils also had support through more specialised programmes and techniques such as Speech and Language Work, Sign Language support, Applied Behaviour Analysis (ABA) and the use of Visual Timetables. These programmes are usually delivered on a 1:1 basis by a named Teaching Assistant and with support from other professionals.

	Wave 1 – Quality First Teaching	**Wave 2 – Small group/Catch up support**	**Wave 3 – Individual support and programme**
Cognition and Learning	• Coloured overlays for reading and coloured paper for writing • Pre and Post teaching	• Early Literacy Support • Small groups for phonics • Working Memory programme • Maths groups • Handwriting support • SENIT Dyslexia Programme	• Early Developmental check (assessment) • Additional 1:1 reading • Start/finish boxes • Visual timetables • B squared to monitor progress.

Social, Emotional and Mental Health	• Class Behaviour Books individual record books. • Individual reward systems.	• Social Skills and Friendship skills group – Circle of Friends • Structure Play/Groups – (lunchtimes) • Time Out areas.	• Individual sessions with CAMHS • Draw Therapy/Dance Write • ABA Therapy • Intensive Interaction sessions.
Communication and Interaction	• Makaton/BSL used throughout day by staff and children. • Visual Timetables	• Social Skills Groups	• Speech and Language Programmes (Billy Bear/Mr Tongue, Having Fun with Language, Clear Pics, Derbyshire Language Scheme)
Sensory and Physical Needs	• Pencil grips and writing slopes • Coloured overlays • Makaton/BSL used		• Radio Aids/Hearing Aids with Sound-field system. • Sensory Leeds visits • Intensive Interaction • Tac Pac

Outside Agencies used in School		**Number of children seen**
NHS Speech and Language Therapist **Speech and Language Therapist – Hearing Impairment** **Chatter bugs Speech and Language**		**3** **2** **25**
Deaf and Hearing Impaired Team		**2**
STARs (Specialised Training in Autism and Raising Standards)		**0**
SENIT – Special Education Needs and Inclusion Team		**0**
EDUCATIONAL PSYCHOLOGIST	**Consultation only**	**0**
	Case Work	**0**
CAMHS in School (Child and Adolescent Mental Health)		**0**
Pupil Development Centre (PDC)		**0**

8. ATTENDANCE

	18/19	**17/18**
Whole-school attendance rate	**97.2%**	**96.7%**
Attendance rate for those on SEN register	**97%**	**96.1%**

9. EXCLUSIONS

Total number of permanent exclusions (all pupils)	**0**
Total number of fixed-term exclusions (all pupils)	**0**
Total number of permanent exclusions (SEN cohort)	**0**
Total number of fixed-term exclusions (SEN cohort)	**0**
Total number of school days lost to fixed-term exclusions (all pupils)	**0**
Total number of school days lost to fixed-term exclusions (SEN cohort)	**0**

10. THE QUALITY OF TEACHING AND LEARNING

The judgment of teaching quality is evidenced from lesson observations, learning walks, scrutiny of pupils' work and progress data and shows that the large majority of teaching is good with some features of Outstanding teaching. The large majority of pupils are motivated and engaged in learning and show secure and sustained progress. Teachers know their pupils extremely well as individuals and plan lessons which build on their interests

and needs. Planning meets individual pupils' needs through differentiation and personalised intervention, including SEND and uses various teaching styles to fit the needs of individual learners and particular lessons.

11. DESCRIPTION OF SENCO'S CURRENT QUALITY ASSURANCE ARRANGEMENTS

- **PERFORMANCE MANAGEMENT**

All members of staff are included in the school's appraisal cycle. All staff meet with their appraiser, twice a year, to set targets and review the progress they have made over the year. Targets for those that are specifically working with a child with SEND are linked to the needs of the children they are working with.

- **PERSONAL PLANS**

All Personal Plans are monitored by the SENCO to ensure targets are being met and provision is being implemented correctly.

- **LEARNING WALKS /LESSON OBSERVATIONS/DROP INS**

Regular Learning walks throughout the school show how Quality First Teaching ensures the inclusion of SEND children and how Teaching Assistants are used to support these children further.

- **PUPIL PROGRESS REVIEWS**

Class teachers meet with the Head Teacher, 3 times a year, to review the progress made by the pupils in their class. For children with SEND and any other barriers to learning, actions are agreed. These actions are reviewed at the next meeting to ensure they have been implemented and to assess the progress made.

- **ANNUAL REVIEWS**

All Annual Reviews include the individuals development and where possible their views. Meetings allow everyone to share what is working and what is not working and how we can change approaches and strategies to ensure children are reaching their full potential. Progress towards targets; long-term and short-term are evaluated and adapted as needed.

12. PERSONAL PLAN TARGETS

Each Personal Plan consists of 4-5 targets, covering a wide variety of needs. They are reviewed termly and a large majority of targets are met, allowing new targets to be set. Children, where appropriate, are included in the reviewing progress and are encouraged to contribute to their new targets.

13. COMPLIANCE WITH STATUTORY DUTIES

		Comments
All provision is in place for students with EHCPs	Y	**Discussed at all Annual Reviews**
Annual reviews have been conducted on time	Y	**All Annual Reviews were conducted on time.**
School Offer written and published on Website	Y	**Offer Reviewed and added to Website**
The school's SEN policy reflects reality within the school	Y	**Policy reviewed – New requirements and procedures included- Ratified by Governors – September 2018**
The school has responded to all professional recommendations made in this period	Y	**SaLT IEPs are followed. Referrals made when requested.**
Students with disabilities have accessed all relevant school activities including trips	Y	**All relevant risk assessment are completed to ensure all children can access it**

14. SENCO'S SUMMARY

What has worked well this year
• Use of Personal Plans to set targets. These are written with the pupils and parents and reviewed on a termly basis. Pupils identify their own needs and discuss targets with teachers. • All annual reviews have been completed in a timely manner and feedback from parents is positive.

- Quality First Teaching is a requirement of the Code of Practice and this is embedded within the classrooms.
- Assess, plan, review cycles are in places for SEND pupils.
- Referrals to outside agencies for less able pupils have been successful
- B squared has been used to assess the pupil's needs and help set SMART targets for further development.
- SEND pupils are represented in the Junior Leadership Council and have a voice across school.
- Chatter bugs assessing and working with a range of children with speech and language needs.
- Provision mapping to ensure a smooth transition.
- SEND pupils in KS2 attainment was good relative to their starting point.

SENCO's priorities for next academic year

- Continue to monitor the impact of Chatterbugs in school.
- Ensure all staff are trained in using the progression steps for SEND pupils.
- QFT is good or better in the classroom
- Interventions and personal plans are used as a resources to support SEND pupils.
- Assess – plan – do –review cycle is embedded in the school for all SEND pupils.
- SENCo training is cascaded through to all staff.
- SENCo to work with children in their classrooms across the school.