



"A Stepping Stone into the Future"

West Denton Primary School

Annual SEN Report 2016-2017

Number of pupils with SEN		
	2015-2016	2016-2017
SEN Support	73	76
Education, Health and Care Plan (EHCP)	0	2
Total percentage of pupils	22%	24%
%nationally	13%	13%

Types of SEN	% of SEN population
Cognition and Learning (incl Dyslexia)	38%
Communication & Interaction	33%
Sensory/Physical Need (Hearing, Vision, Physical need)	7%
Social Emotional and /or Mental Health Need	22%

Attainment

Pupils at West Denton Primary School achieve as well or better than other pupils nationally in reading, writing and maths. Our SEN pupils make good or better progress than their prior attainment but may not always reach the required standard, despite intervention, due to their particular needs.

KS2 2016/2017						
	Not At Standard		At Standard		Greater Depth	
	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN
Reading	71%	0%	29%	100%	29%	36%
SPaG	57%	0%	43%	100%	14%	8%

Writing	71%	4%	29%	96%	14%	8%
Maths	71%	0%	29%	100%	14%	52%

KS1 2016/2017						
	Not At Standard		At Standard		Greater Depth	
	SEN	Non-SEN	SEN	Non-SEN	SEN	Non-SEN
Reading	53%	29%	47%	71%	0%	13%
Writing	71%	33%	29%	67%	0%	8%
Maths	53%	21%	47%	79%	0%	17%

Progress Measures

SEN children at West Denton Primary School make expected or better progress from prior attainment at the end of KS1 to the end of KS2.

2017			
Group	Reading	Writing	Maths
SEND	-0.37	+2.49	-0.74

The progress measures compare pupils' KS2 results to those of other pupils nationally with similar prior attainment at KS1. **Progress scores will be centred around 0, with most schools within the range of -5 to +5.**

The staff at West Denton Primary School make sure that all children who are currently receiving SEND support have made progress against their individual targets. Class teaching and support staff feedback daily to the teacher on the progress of children with SEND support in order to inform the next day's planning. Each child's progress is reviewed 3 times per year, so that new targets can be set and parents are informed when new provision is added or amended. Data and results from each year group is assessed and analysed every half term and parents are informed regularly through a twice yearly report or in an arranged meetings with teachers. The SENDCo is available to meet with parents throughout the year by appointment.

Deployment of Staff and Resources

The deployment of staff is reviewed continually to ensure the right provision and intervention is provided for pupils to make the greatest impact on progress. During the year, the school provides every class with a teaching assistant in the morning. Additional SEND support is provided for SEND children in the following ways:

- One-to-one provision for learning, disability and social, emotional and behavioural needs
- Additional small group support for English and Maths in the form of Boosters throughout school using packages such as Mathletics and RM Maths.
- Leading motor co-ordination programmes based on advice from Occupational Therapy Service
- Providing bespoke support to small groups of pupils and individual pupils to enhance progress in sensory needs through access to the Allan Shearer Centre and in school resources.
- Delivering Speech and Language programmes to individual pupils from Speech and Language Therapy Service and a designated member of staff to deliver packages.
- All school staff are trained to provide social and emotional support to individual pupils and groups of pupils through a THRIVE approach.
- Carrying out phonic and reading interventions in EYFS, KS1 and KS2
- Supporting pupils during less structured times of the day, such as playtimes.
- Delivering intervention programs like Early Talk Boost, Phonological Awareness Training and Teodorescu Perceptuo Motor Programme, Read Write Inc. and Jolly Phonics.
- Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths.

Teaching assistants do not solely support SEN children. The SENDCo and SEND TA's have supported/assessed many other children during the year that are not categorised as SEN but have additional needs.

Work with External Agencies

During the course of the year we have sought advice from a number of outside agencies in order to support the children at West Denton Primary School with Special Educational Needs and Disabilities, including:

- Speech and Language Therapy
- Occupational Therapy Service

- Educational Psychology Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Special Educational Needs Teaching and Support Service (SENTASS)
 - Early Education Additional Support team
- School Health/Health Visitor
 - WEYES counselling service for young children.
 - Newcastle Family Support Service (Action for Children).
- Specialist Paediatric Diabetes Nurses

Specialist Paediatric Asthma nurse

- Social Care
- Community Paediatrics
- Clinical Psychology

Parent / Carers Special Educational Needs and Disability (SEND) Information Report 2017-2018

At West Denton primary School we endeavour to provide all children with SEND with the best provision possible to facilitate their needs and ensure they are able to progress throughout school. The following is information about how we do this to the best of our ability:

- We use child friendly SEND support plans, which clearly state the child's area(s) of need, their targets and the provision and resources needed. These targets are then reviewed and outcomes recorded to inform the child, parents and staff of progress made.
- We involve the child, parents or carers and key staff members in the implementation, assessment and review of SEND Support Plans and Education Health Care Plans.
 - We ensure that we deliver quality teaching through differentiated use of the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
 - We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
 - We ensure that there is access to teaching and learning for pupils with SEND which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
 - Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
 - All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
 - Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money and this is reviewed as and when needed.
 - All staff have completed and continued to receive, training as required to suit the changing needs of the pupils.
 - We have a fully qualified SENDCO and SENDCo's assistant, who can provide advice and guidance to staff.
 - Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
 - We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, KS1 To KS2 and Year 6 to Secondary School through joint meetings and reviews.

In addition parent and carers can also find out information about services for children with SEND throughout Newcastle by using this link: [Newcastle Families Information Service](#). Add link

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page;jsessionid=D03CF05D709BD0CCBD9DB7EACD407656?localofferchannel=0>

Parents can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service for impartial information, advice and support in relation to their child's SEN and/or disability. The Newcastle Special Educational Needs and Disabilities

Information, Advice and Support Service officer is Judith Lane. She can be contacted on 0191 284 0480 or by email: judith.lane@newcastle.gov.uk add link please

Special Educational Needs and Disability Policy

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the Parent/Carers SEN Information Report.

The Special Educational Needs and Disability Coordinator (SENDCo) is Miss. M. Alexander.

The SENDCO has been in post for 15 years and is the Key Stage One Co-ordinator and part of the Senior Leadership Team (SLT) in school.

If you wish to contact the SENDCo to discuss any concerns regarding your child please telephone the school office on 0191 267 4211.

The link governor for SEND is Mr. I Proud.

The SEND Coordinator provides the link governor with reports as necessary and an annual report is shared with governors.

This policy has been shared with staff and governors.

Rationale:

At West Denton Primary School every child is equal, valued and unique. We will nurture each child, to develop tolerance, resilience and a thirst for knowledge which will prepare them for the wider world. We aim to provide an environment where all pupils feel safe and valued to become confident individuals. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Our school is committed to providing high quality education which raises achievement, remove barriers to learning and ensures inclusion for all children. We are committed to providing an education that enables all pupils to make progress and believe that they can live fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs and disability (SEND)
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential

- To ensure parents /carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice , training and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

The Role of the Special Educational Needs and Disability Coordinator (SENDCO)

- overseeing the day-to-day operation of the policy coordinating provision for pupils with SEN coordinating planning, provision and assessment for pupils who have SEN
 - advising on the graduated approach to providing SEN support
- advising on the deployment of the school's resources to meet pupils' needs effectively with the overall decision being made by the head teacher
- liaising with parents of pupils with SEN
 - advising parents and carers on support groups such as the Special Educational Needs and Disabilities, Information, Advice and Support
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The class teacher

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils

- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN eg. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupil's achievements and pupils well-being

The SEND Assistant

Mrs A Sutcliffe leads the SEND support assistants and is responsible for ensuring their training development.

She also ensures that teaching assistants are equipped to support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

Other support staff may also deliver targeted intervention across the school.

The designated teacher for child protection is Mr M MingStones.

Looked After Children(LAC)

The designated member of staff for looked after children is Mr. MingStones.

The SENCo ensures that arrangements are in place for supporting pupils that are looked after and also have SEN. Where possible SEN reviews and PEP meetings are coordinated to be held on the same day.

Identification, Assessment, Planning and Review Arrangements

Identification, Assessment, Planning and Review Arrangements:

West Denton Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. The school completes a provision map which outlines the support for all SEN pupils across the school.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are not SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child

SEN support – four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Pupil progress meetings are held in October, February and July each year to support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess

The class teacher, working with the SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment. If it is thought that a pupil may have SEN, concerns will be raised by the class teacher. The class teacher will be asked to complete an 'Initial Checklist' and hand this to the SENCO. This form will be shared with parents and carers during a face-to-face discussion when deciding on a course of action for a pupil. Parents will be asked to sign a consent form to allow staff to seek outside agency advice and to acknowledge that they understand and agree with the schools action.

Plan

Parents will be formally notified of their child's targets and provision through their SEN Support Plan on a termly basis or more frequently if deemed appropriate. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil (where appropriate). This will be recorded on the SEN Support Plan and will be held securely. Where a pupil may be new to the SEN register, their targets and SEN Support Plan will be carefully explained and agreed with staff and parents and carers.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will seek specialist expertise. This will inform future provision.

- School liaises with the following services to support pupils;
- Educational Psychology Service
- School Health

- Speech and Language Therapy
- School Effectiveness SEN team
- SEN Teaching and Support Service (SENTASS)
- Specific Language Impairment Team (SLI)
- Social Services
- Looked After Children Team. (LAC)

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the

Parent/Carers SEN Information Report

SEN Information Report

This guide, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements

At West Denton Primary, transition is carefully planned to ensure smooth movement both within school and from school to school. Parents/carers are fully involved in the planning for the transfer to new settings and the SEN Team liaise with schools that pupils are transferring to or transferring from before the pupil leaves/arrives. Key information about SEN provision is shared with the next school through the review process.

In the case of pupils transferring to secondary school, the SENCO arranges final SEN reviews with parents /carers and a member of the SEN team at the receiving school. Additional transition for the more vulnerable pupils is arranged with the secondary school where deemed appropriate. For transitions within a Key Stage, the SENCO contacts the receiving school or the pupil's previous school to coordinate the transition.

Pupil Participation

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the teacher or teaching assistant on a termly basis.

Partnership with Parents/Carers

West Denton Primary has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Nursery teacher, Mrs Taylor is proactive in supporting parents of children being admitted into Nursery, in a variety of ways, including home visits and liaising with agencies, such as health visitors and pre-school professionals.

Both the Phase One and Phase Two Leads also liaise with parents to ensure the transition of all pupils including those with SEN is handled thoroughly.

Where children and their families may have a range of needs across the school, an **Early Help Plan** (formally known as Common Assessment Framework -CAF) is used to coordinate support.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
 - Alert system to make teachers aware if a pupil seems to be at risk of falling below their target and a meeting between SENDCo and teacher to look at new, other or additional strategies is arranged.
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils.
- Regular meetings between SENDCo, SENDCo's Assistant and head teacher

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The head teacher is responsible for the operational management of the budget for SEN provision under advice from the SENDCo. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum:

All pupils should have access to a broad and balanced curriculum. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our SEN Information Report and Annual SEN Report provide a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision.

Staff Development

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

As part of The Outer West Learning Trust (OWLT), staff meet regularly with colleagues in neighbouring schools to share good practice and to offer support where strengths are identified. The SENCOs in the OWL Trust meet regularly to work in partnership on SEND across our schools with the support and advice of the Local Education Authorities Specialist Team.

Medical Conditions

Although medical conditions or a disability do not always imply SEN, West Denton Primary aims to accommodate the needs of the individual, as we recognise that many medical conditions have an impact on a child's experiences and the way they function in school.

We encourage parents to meet with staff and other professionals involved in a child's medical management to ensure that the child makes maximum progress. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

The staff responsible for managing medicines in school are;

- Mrs Hollins
- Mrs Sparke

All medicines should be handled by parents and the above named staff, on a daily basis.

Medicines will only be administered once Medical forms have been completed and returned to the office.

Staff who are fully First Aid trained in school are;

Jennifer Torrance

Alison Sparke

Jocasta Williams

Joanne Gibson

Level Three Outdoor First Aid

Mick MingStones

Karen Gullon

Emma Hughes

Neil Jones

Nick Shiel

Elspeth Icceton

Sarah Singleton

Liz McHatton

Staff trained in Paediatric First Aid are;

Sharon Trainer

Staff trained in Emergency First Aid at Work are;

Wendy Wilson

Kathryn Hull

Chris Hollins