

**Annual SEN Report 2018-19**  
**Evaluating the Effectiveness of West Walker Primary**  
**Provision for Pupils with SEND**

Version number	1
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Review date	January 2021
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*SEN population in West Walker School*                      *Date: Sept 2018*

*Total number of learners on roll: 205 + 4 ARC*

*Number of learners with SEN: 47/205 22%*

*Number of learner at SEN support level: 36/47 77%*

*Number of learners at High Needs level: 7 + 4 ARC 11/47 23%*

*Number of learners with our ARP: 4 (1 x Year 4, 2 x Year 5 and 1 x Year 6)*

*Number of learners who are SEN and Pupil Premium: 28/47 60%*

*Number of learners who are SEN and EAL: 2/47 4%*

*Number of learners who are SEN, Pupil Premium and EAL: 0/47 0%*

*% of SEN population:*

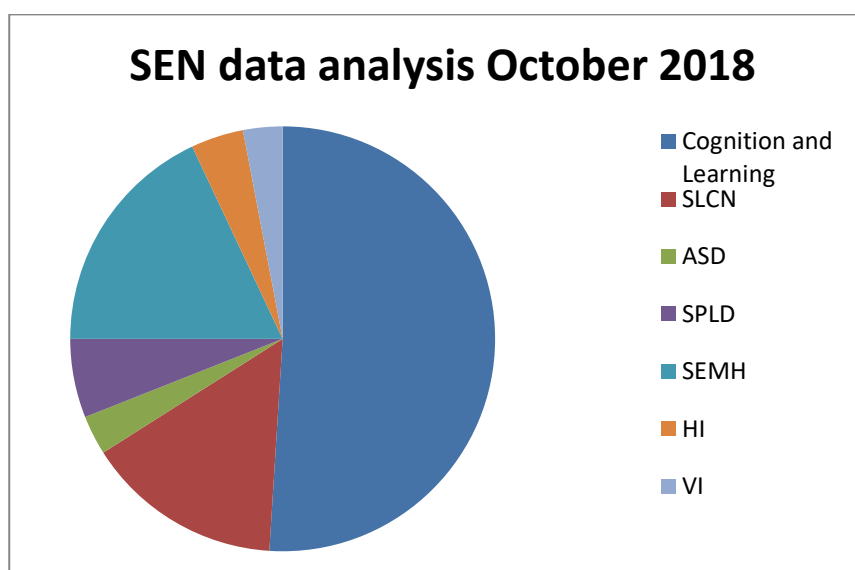
*Early Years Foundation Stage: - Nursery: N/A Reception: 2%*

*Key Stage 1: - Year 1: 7% Year 2: 21%*

*Lower Key Stage 2: - Year 3: 21% Year 4: 17%*

*Upper Key Stage 2: - Year 5: 21% Year 6: 11%*

*Primary need: C&L 57%; SEMH 15%, SpLD 11%, SLCN 9%, ASD 6%, VI 2%*



Attendance for SEN pupils: 91.98%

Exclusions: SEN pupils accounted for 100% of all school exclusions.

### EYFS

#### **Rec cohort: 26 pupils, 1 SEN Sup, 0 EHCP**

Pupils reaching a good level of development

	School	National	Newcastle
SEN Sup	100%	29%	26%
EHCP/statement	N/A	5%	0%
All pupils	62%	72%	70%

#### **Actions for Y1 in 19/20:**

- Continue to closely monitor progress of vulnerable learners.
- Provide interventions linked to reading and writing.

### Key Stage 1

#### **Year 1 cohort: 22 pupils, 2 SEN Sup, 1 EHCP**

Year 1 phonics screen - pupils meeting the expected standard of phonics decoding

	School	National	Newcastle
SEN support	0%	48%	48%
EHCP/Statement	0%	20%	15%
All pupils	72%	82%	80%

Year 1 – pupils reaching the expected standard

	All SEN	SEN support	EHCP/statement	All pupils
Reading	0%	0%	0%	68%
Writing	0%	0%	0%	64%
Maths	33%	50%	0%	73%

Year 1 progress

	All SEN	SEN support	EHCP/statement	All pupils
Reading	66%	100%	0%	91%
Writing	66%	100%	0%	91%
Maths	100%	100%	100%	95%

#### **Actions for Y2 in 19/20:**

- Necessary referrals to outside agencies to be made during 19-20.
- EHCP child to access 1:1 support for literacy skills.
- Teacher to plan interventions identified through PiXL assessments.
- Phonics interventions for children who did not pass the screener – phonics tracker to inform next steps.

#### **Year 2 cohort 40 pupils, 10 SEN Sup, 0 EHCP**

Year 2 – pupils reaching the expected standard

Reading	School	National (2019)	Newcastle (2019)
SEN support	0%	33%	37%
EHCP/Statement	N/A	13%	13%
All pupils	65%	75%	75%
Writing	School	National (2019)	Newcastle (2019)
SEN support	0%	25%	30%
EHCP/Statement	N/A	9%	12%
All pupils	63%	70%	72%
Maths	School	National (2019)	Newcastle (2019)
SEN support	10%	36%	37%
EHCP/ statement	N/A	14%	15%
All pupils	65%	76%	76%

## Year 2 progress

	All SEN	SEN support	EHCP/statement	All pupils
Reading	70%	70%	N/A	90%
Writing	70%	70%	N/A	90%
Maths	70%	70%	N/A	85.%

### Actions for Y3 in 19/20:

- Provide a smaller class environment for those children who have been assessed by an EP and who require a bespoke curriculum delivered with more adult support.
- Class to follow RWI scheme for phonics.

## Key Stage 2

### Year 3 cohort 23 pupils, SEN Sup 9, 1 EHCP

#### Year 3 – pupils reaching the expected standard

	All SEN	SEN support	EHCP/statement	All pupils
Reading	20%	22%	0%	82%
Writing	20%	22%	0%	70%
Maths	20%	22%	0%	79%

## Year 3 progress

	All SEN	SEN support	EHCP/statement	All pupils
Reading	50%	55%	0%	57%
Writing	50%	55%	0%	57%
Maths	40%	44%	0%	69%

### Actions for Y4 in 19/20

- Provide a smaller class environment for those children who have been assessed by an EP and who require a bespoke curriculum delivered with more adult support.
- Class to follow RWI scheme for phonics.
- Specialist reading intervention with AA for children with SpLD.

### Year 4 cohort 37 pupils, 8 SEN Sup, 1 EHCP

#### Year 4 – pupils reaching the expected standard

	All SEN	SEN support	EHCP/statement	All pupils
Reading	44%	38%	100%	62%
Writing	44%	38%	100%	63%
Maths	44%	38%	100%	65%

## Year 4 progress

	All SEN	SEN support	EHCP/statement	All pupils
Reading	89%	88%	100%	
Writing	78%	75%	100%	
Maths	44%	75%	100%	

### Actions for Y5 in 19/20:

- Interventions to be linked to gaps identified in PiXL assessments.
- Children with SpLD to access literacy lessons linked to their stage of literacy development and to access RWI for phonics.

### Year 5 cohort 32 pupils, 7 SEN Sup, 2 EHCP

#### Year 5 – pupils reaching the expected standard

	All SEN	SEN support	EHCP/statement	All pupils
Reading	0%	0%	0%	72%
Writing	11%	14%	0%	75%
Maths	11%	14%	0%	75%

## Year 5 progress

	All SEN	SEN support	EHCP/statement	All pupils
Reading	44%	43%	50%	84%
Writing	33%	43%	0%	81%
Maths	14%	14%	0%	75%

### Actions for Y6 in 19/20:

- SENTA support for children with significant need.
- Intensive reading support for SpLD pupils.
- RWI intervention.

### Year 6 cohort 29 pupils, 3 SEN Sup, 3 EHCP

Year 6 pupils reaching the expected standard

Reading, Writing and Maths	School	National (2019)	Newcastle (2019)
SEN support	33%	25%	29%
EHCP/Statement	0%	9%	9%
All pupils	62%	65%	66%

Reading	School	National (2019)	Newcastle (2019)
SEN support	33%	41%	43%
EHCP/Statement	0%	16%	20%
All pupils	62%	73%	73%

Writing	School	National (2019)	Newcastle (2019)
SEN support	33%	39%	45%
EHCP/Statement	0%	14%	12%
All pupils	72%	78%	80%

Maths	School	National (2019)	Newcastle (2019)
SEN support	66%	46%	51%
EHCP/Statement	0%	17%	18%
All pupils	72%	79%	81%

Spelling, Punctuation & Grammar	School	National (2019)	Newcastle (2019)
SEN support	33%	41%	43%
EHCP/Statement	0%	17%	17%
All pupils	69%	78%	78%

Whole school next steps for 2019/20:

- Focus on establishing more effective SEN support in EY
- Parent voice specific to SEND to be gathered through parents 1 to 1 in March 19
- SENCo / NEAT Peer Review system to review the quality of SEND provision within classes across the school.
- Learning Passports scrutiny with SEND governor. Learning Passports will be re-visited across NEAT and with CTs focusing on SMART targets
- SEN progress to be tracked on Newcastle Phase Tracker for children with significant SEND.
- Collaborative work between all school within NEAT around identification of SEN, moderation and sharing of resources and expertise.
- EP to work alongside class teachers to further develop resilience and positive interactions between classes with a high level of SEMH need.

### Staff Training and Expertise:

<b>Reading Recovery:</b> Adrienne Appleton	<b>Talk Boost:</b> Helen Cowen, Joanne Jay
<b>Speech &amp; Language:</b> Helen Cowen	<b>Elkan:</b> Helen Cowen
<b>Boxall Training:</b> Jenny Stroughair	<b>Restorative Practice:</b> Oscar Gates

### **Working with Outside Agencies**

Working together, our aim is to help every child to reach their full potential. We recognise and value the need for a full range of educational and pastoral support, and as such the school has a dedicated welfare team. In addition to our SENCO this team includes: parent support advisor and welfare support. We also employ a counsellor and have excellent links with outside agencies.

### **SENTASS**

Newcastle Local Education Authority Special Educational Needs Teaching and Support Service are a team of local authority specialist teachers and support staff who assess and work with children and young people who have a range of Special Educational Needs. They accept referrals from schools and health colleagues for children with:

- Specific Learning Difficulties (Dyslexia/Dyscalculia)
- Speech and Language Difficulties
- Hearing Impairment
- Visual Impairment

### **Local Authority SEND Consultants**

We work with the SEN Advisor Sheila Kingsland and the SEN Consultant Jill Tough. They provide advice and support through SEN networks for SENCOs and teaching assistants, SEN surgeries each half term, telephone and email support and an annual check of the school website to ensure SEND information is compliant.

### **Educational Psychology**

We buy educational psychologist sessions that can be used to assess individual pupils to ensure that they receive the right support and to help them overcome barriers to learning and development. This is often for children with a high level of need who may need an Education Health and Care Plan. The time can also be used for training staff and reporting to parents. This academic year our educational psychologists are: Sophie Nicolaysen and Kate Hodgson.

### **Health Services (GPs, School Nurse, Occupational Therapy, Health Visitors, Paediatrics)**

We work with health professionals in a wide range of ways to support the education and development of pupils. Our school nurse is Joanne McKenzie. More information about the ways the NHS support parents and children can be found on the Newcastle upon Tyne Hospitals website. [http://www.newcastle-hospitals.org.uk/services/NHCH\\_services\\_health-visitingand-school-health.aspx](http://www.newcastle-hospitals.org.uk/services/NHCH_services_health-visitingand-school-health.aspx)

### **Paediatric Speech and Language**

Children may need assessment of their speech and language development and we liaise closely with the Paediatric Speech and Language team. We can deliver individual speech and language programmes, written by speech therapists.

### **Children and Young Peoples Services (CYPS)**

If a child is having mental health difficulties and the support put in place in school has not helped improve the situation, we can refer children to CYPS. We will work with the child, their family and the CYPS team to improve outcomes.

[Link to Newcastle SEND Local Offer](#)

Review Date: January 2021