



Annual SEND Report 2017-2018

Evaluating the Effectiveness of Wyndham Primary Schools Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

This report reflects how school has used SEN funding to meet pupils' needs.

At Wyndham, we pride ourselves on being an extremely inclusive, caring and forward thinking school at the heart of the local community. Children's all round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for their future education.

Our school is a Primary Academy and is part of SMART Multi Academy Trust. Working as part of an Academy Trust has many advantages, with the main benefit being the dissemination of good and outstanding practice across the trust, in order to improve educational outcomes for children. As a result of working with seven partner schools we are exposed to a range of approaches and we can take the best practice and adapt systems and approaches to benefit the children in Wyndham Primary.

The SENCO, Mrs G McFall leads a SEND team who support individuals and groups of pupils at SEN support level of provision and with an EHCP, both in class and through withdrawal for targeted interventions /programmes. The Governor responsible for SEND and LAC is Amanda Todd. The Designated Safeguarding Leads are: Mrs R Cleary, Miss K Coulter and Mr D. D'Evelin and Mrs T Pattison. Mrs G McFall is also the designated member of staff for Looked after Children and is supported by Mrs T. Pattison for those pupils whom Social Services may be involved.

Context	Number	%
Number of children on roll	225	
Number of children on SEND Register	28	12%
Number of Higher Needs Funding	1	0%
Number of Pupils with an EHCP	2	1%
Number of Pupil Premium Pupils on SEND Register	13	46%
Number of EAL Pupils on SEND Register	4	14%
Number of SEND Boys	22	79%
Number of SEND Girls	6	21%

The Prime needs of our SEND pupils are:

Communication and Interaction (11 pupils) Social, Emotional and Mental Health Difficulties (8 pupils), Cognition and Learning (8 pupils) and Sensory and/or Physical Needs (1 pupils)

Year group	Roll	SEN Roll Per class	Communication and interaction		Cognitive and learning needs		Social, emotional and mental health		Sensory and/ Physical needs	
			SEND	%	SEND	%	SEND	%	SEND	%
Nursery	23	2	2	9%						
Reception	26	3	2	8%			1	4%		
Year 1	29	1	1	3%						
Year 2	30	5	1	3%	3	10%	1	3%		



Year 3	31	3	1	3%	1	3%	1	3%		
Year 4	31	4	2	6%			1	3%	1	3%
Year 5	27	6	1	4%	3	11%	2	7%		
Year 6	28	4	1	4%	1	4%	2	7%		
School Total	225	28	11		8		8		1	

2017-2018

There were 12% of pupils on SENS (1 with Higher Needs Funding) and compares to the National percentages of 14%. There were 1% of Pupils with an EHCP, which compares to the national percentages of EHCP which was 2.8%.

Wyndham Primary School is a good school with rising attainment, progress is good even though most of our pupils enter our school with skills that are typically below children of the same age. We engage with our parents, carers and families from the first point of contact with our school, to instil positive mind-sets, through our 2 year old provision. We continually seek to provide high quality education so that all children find pleasure and satisfaction in learning. The school works relentlessly and takes pride in its work with families and promoting pupil well-being.

Data 2017-2018

Foundati on Stage	Literacy					Maths			
	Reading			Writing		Number		Shape, Space and Measures	
	Pupil	Progress	ELG	Progress	ELG	Progress	ELG	Progress	ELG
Nursery	2	100%	-	100%	-	100%	-	100%	-
Reception	3	100%	67%	100%	67%	100%	67%	100%	67%

Progress:

Nursery: Of the two pupils who began nursery as 'significantly below', 1 pupil remains significantly below (whilst making progress within the band and has been referred for an EHCP) and the other pupil has made expected progress.

Reception: of the three pupils who began reception as 'significantly below', 1 pupil remains significantly below (whilst making progress within the band) and now receives one to one support in Year 1, with the other two pupils achieving expected or above progress.

Year	SEND	Reading			Writing			Maths		
		Progress	Expected Attainment	Exceeding Attainment	Progress	Expected Attainment	Exceeding Attainment	Progress	Expected Attainment	Exceeding Attainment
Year 1	1	100%	0%	0%	100%	0%	0%	100%	100%	0%
Year 2	5	100%	40%	0%	100%	60%	0%	100%	40%	0%
Year 3	3	100%	33%	0%	100%	33%	0%	100%	0%	33%
Year 4	4	100%	25%	0%	100%	0%	0%	25%	0%	0%
Year 5	6	100%	16%	16%	83%	16%	16%	50%	16%	16%
Year 6	4	25%	100%	0%	25%	0%	25	100%	0%	0%



Whole School	23	88%			83%			75%		
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Ofsted/ National expectations of progress is 85%.

*100% pupils have made at least expected progress from their starting points, for example, a Year 2 pupil who has made progress towards the ELGs using the EY tracker.

*The pupil in Year 1 class has severe Speech and Language difficulties and has begun intensive support from the Specific Language Impairment Team, 2 pupils are waiting for ARC placements and 3 pupils in Year 6 have emotional and behavioural difficulties.

Children: Attainment and progress of children shows that pupils with a SEND need are not on target for making Age Related Expectations they are however making progress from their starting points and this is reflected in weekly SEND monitoring of Attainment and Progress. Progress is updated each half term, using the Early Years Developmental tracker and moving on to using Learning Ladders as pupil's skills develop.

Book trawls by the the SENCO and SLT showed progress is evident in books and pupils are accessing a varied curriculum. The additional support of pupils in years 2, 3 and 4 have helped to address individual needs and have also helped to develop confidence and wellbeing.

Next Steps:

To monitor weekly attainment and progress for all SEND pupils, discuss implications and actions with the Senior Leadership Team.

The SENCO to attend Pupil Progress meetings and monitor all pupils on the SEND register to ensure outcomes for pupils are good.

School Effectiveness

In February 2018, a team of SMART Professionals and an Effectiveness Consultant from the Local Authority carried out a review of SEND at Wyndham.

The purpose of the visit was to review current practices at Wyndham, to evaluate the 'Effectiveness of SEND Provision' across the school and to develop an overview of SEND Provision across the TRUST.

The enquiry identified the following strengths including:

- The commitment to pupils with SEN.
- The range of paperwork available
- The SENCO's ability to talk about processes and procedures
- A calm and purposeful ethos across the school
- Pupils could talk about their targets and how to achieve them.
- Relationships with parents
- Excellent communication in relation to monitoring the progress of pupils with SEN
- Personalised paperwork detailing additional and different provision, targets and data.
- Individual strategy information summarising outside agencies recommendations

Next Steps:

- Parental Questionnaires
- Ensure SEN Targets are SMART and relate to primary need
- Adapt current provision maps to include a section for parental views' to be shared at parental consultation meetings
- Continue to monitor to ensure work is differentiated to match the level a pupil is working at.



- Introduce regular 'Coffee Afternoons', invite contributors to 'The Local Offer' to support parents in accessing further provision for themselves and their children.

Attendance:

SEN Pupils	Autumn Term	Spring Term	Summer Term (To Date)	Overall (To Date)
2017-2018	94.3%	95.2%	96.5%	95.2%
2016-2017	93.1%	95.6%	94%	94.3%

The average attendance for the year 2017-2018 for SEND pupils was 95.2% just below national expectations of 96.08%. The whole school attendance for 2017-2018 was 95.2%. Attendance and punctuality is reviewed weekly For SEND pupils at weekly SLT meetings and actions are agreed to support parents and carers in achieving at least the national average of 96.0% or better.

There are 28 SEN Pupils on roll, of those pupils, 4 pupils have achieved 100% attendance. However 3 SEN Pupils have fallen within Persistent Absentee category. 1 parent has been offered a parenting contract but this has been declined. Mrs Pattison, Lead Professional, continues to work closely with parents of pupils whose attendance and punctuality is of concern. She continues to offer support and when possible has collected pupils from home, when families are experiencing difficulties, to improve attendance and punctuality for all pupils

The overall Punctuality of SEN pupils is 95.2%. 44% have never been late whereas 44% have been late on more than one occasion. 3 pupils have only been late once. 6 SEN pupils have taken a holiday during term time. One fixed penalty notice has been issued, and successfully completed. 3 SEN pupils in particular are regularly late and have poor attendance. These pupils also fall within the Pupil Premium remit which is an ongoing attendance monitoring group.

Next Steps:

Monitoring of pupils punctuality and attendance will be monitored closely, by the SENCO School and the Leadership Team, alongside weekly Progress and Attainment meetings for all SEND and Pupil Premium Pupils (2018-2019).

Working with Outside Agencies

A number of our pupils have needed to be seen by outside agencies to support their needs or to carry out assessments to advise us as how best to support their individual needs. When referrals have been submitted to and children have been accepted for support, this support is usually short term. The reports which are written by the services have recommendations attached which are used by the SENCO to identify strategies to support specific needs and for teachers to provide appropriate interventions for individuals. Over the year our Educational psychologist has worked with six children.

The Specific Language Impairment Team are working closely with a pupil and Speech and Speech Therapy are supporting five pupils.

One pupil is supported by the Hearing Impairment Team.

There are currently ten pupils with Dyslexia ranging from Dyslexia B (Some few tendencies) to two children with Dyslexia E (Significant signs), training was arranged to ensure that staff are Dyslexia aware.

Two annual Reviews for pupils with EHCP's were held in December 2018, one child is due to transition to Kenton school in September 2018, a meetings took place to share strategies to support the pupil during the next phase of his education.

The information that has been recommended by these agencies has been invaluable, all advice has been acted upon and the strategies recommended have been put into every day practice.



Staff Development, Training and Expertise

The SENCO has the National Award for SEN coordination (2013).

Three members of staff, Nursery, Reception and in Year 2, are ELKLAN trained (Speech and Language Support for 5-11's).

The SENCO continues to develop her skills by working closely with professionals and discussing the needs and interventions necessary for individual children. The SENCO attends termly 'Network' meetings delivered by the SEND department at SENTASS where support is available and new initiatives are discussed. This information is shared with the Head Teacher and new initiatives are developed when appropriate. In addition the SENCO meets with all the SMART Trust SENCO's each half term to share and implement 'best practice'.

The HLTA Mental Health Lead role was developed within 2017-2018 and she has taken the lead in delivering a 'Mental health' staff meeting. She attends weekly SEND meetings with the Head Teacher and SENCO and she has shared provision maps with parents at SEND review meetings, seeking parental/carers views

Next steps:

She will attend the Special Education Needs Teaching Assistants Network meetings and attend the annual SEND conference with the SENCO

The SENCO leads termly staff meetings which are attended by all staff; teachers and LSA's who work with children either in the classroom or in small group interventions. This training has a positive impact on all staff by improving their knowledge of the range of special needs in school and how best to support their pupils. This has a positive impact on quality teaching and learning and this is evident in planning, work scrutiny and lesson observations. Behaviour in lessons is good and pupils are well supported through appropriate and differentiated lessons. Provision maps are updated at least termly or when pupils achieve their purple targets.

Next Steps:

The SENCO will meet with LSA's, delivering specific interventions, each half term to ensure that pupils are making progress and that their next steps are identified.

Supporting Emotional Wellbeing

Three children who receive school counselling were also on the SEND register. Ms Davison, Mrs Pattison (Lead Professional) and Mrs Cleary, Head Teacher, meet weekly to discuss pupils who may benefit from counselling in the future and review the children whom she is working with.

Mrs Pattison (Safeguarding Team) also works with groups of children to work on small group interventions to support relationships, confidence and self-esteem.

Next Steps:

The SENCO will continue to seek advice and assessments from Outside Agencies to support pupils and their learning profiles. The SENDCO to explore training for anxiety/ attachment issues.

After School Clubs:

At Wyndham we run a wide variety of after school clubs, many chosen by the School Council. We pride ourselves in being an Inclusive school therefore these clubs take place before school, at lunch times and at the end of the day. Many of our children with SENS enjoy coming to these clubs giving them further opportunities to make friends with children from different year groups and to develop their own interests. In addition pupils took part in a 'Boccia' tournament, and reached the final, this Tournament was specifically for pupils with Special Education needs.



Pupil's Views

Pupils are able to use the 'Worry Box' to voice an opinion, concern or anxiety in writing or pictures when they feel that they cannot express their feelings verbally. Children can stipulate which member of staff they would like to support them through anxieties. We also use 'Restorative Practice' where pupils are given the opportunity to use their voice to settle disputes in a calm and controlled atmosphere, helping our children to develop empathy.

Next Steps:

The SENCO will seek pupils views questionnaire and informal discussion (Spring Term) to ensure that pupils feel happy, safe and well supported in in school. Analyse responses and act on negatives.

Parents/carers views

We have 100% attendance from parents for review meetings, and parent evening meetings. Questionnaires are always available for parents/ carers to complete to air their views or suggestions. Parents are invited into the classroom during 'Project Based Learning' activities and celebrations and can see how maths and Literacy are used to develop problem solving in the 'Real World'. Whole school events are very well attended too and are valued by staff and children alike as an opportunity to share with and celebrate achievements. Family Learning groups are well supported and have provided low cost activities from cookery to art and craft sessions. Practising these activities in workshops at school give parents the confidence to try some of them at home with their families.

Next Steps:

- To involve older pupils in their review meetings
- To look at methods of assessing pupils unable to be assessed on Learning Ladders (Early Years development tracker)
- Continue to share strategies to support pupils with SEND
- Continue to develop relationships with SMART MAT partners
- Foetal alcohol training
- Sensational Schools Training (Occupational Therapy)

The Local Offer is a collection of the services, information and advice that children and young people with Special educational Needs or Disabilities (SEND) and their families might need to use.

Link to Newcastle's Local Offer:

<http://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page>