



Annual SEND Report 2018-2019

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

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

This report reflects how school has used SEND 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	24	11%
Number of Higher Needs Funding	0	0%
Number of Pupils with an EHCP	3	1%
Number of Pupil Premium Pupils on SEND Register	12	50%
Number of EAL Pupils on SEND Register	4	17%
Number of SEND Boys	19	79%
Number of SEND Girls	5	21%

This table shows the percentage of pupils with SEND in each Year group:

Year group	SEND	SENS	Higher Needs	EHCP	Pupil premium % of SEND	SEND and EAL % of SEND
Nursery	0	0	0	0	0	0
Reception	12%	9%	0%	3%	66%	33%
Year 1	11%	7%	4%	0%	66%	0%
Year 2	4%	0%	4%	0%	100%	0%
Year 3	16%	13%	0%	3%	60%	0%
Year 4	9%	3%	3%	3%	33%	33%
Year 5	13%	10%	3%	0%	50%	25%
Year 6	15%	15%	0%	0%	25%	25%



The table below shows the spread of need across the school, Communication and Interaction continues to be most prevalent at Wyndham.

Category	Percentages	Number of pupils
Number on roll	Nursery-Year 6	225
Whole School SEND	11%	24
Communication and Interaction	42%	10
Cognition and Learning	25%	6
Social Emotional and Mental Health	21%	5
Sensory and Physical Needs	12%	3

The Prime needs of our SEND pupils are:

Communication and Interaction (10 pupils) Cognition and Learning (6 pupils) Social, Emotional and Mental Health Difficulties (5 pupils), and Sensory and/or Physical Needs (3 pupils)

The table below shows the breakdown of the areas of need in each class:

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	22	0								
Reception	32	4	2	6%					2	6%
Year 1	27	3	2	7%			1	4%		
Year 2	29	1	1	4%						
Year 3	30	5	1	3%	3	10%	1	3%		
Year 4	29	3	1	3%	1	3%	1	3%		
Year 5	29	4	2	7%			1	3%	1	3%
Year 6	27	4	1	4%	2	7%	1	4%		
School Total	225	24	10		6		5		3	
Percentages			42%		25%		21%		12%	

Communication and Interaction continues to be the greatest area of need at Wyndham with children in all year groups identified as the primary need.

- Currently we have three pupils who have a diagnosis of Autism.
- A pupil in Year 5 has been referred to CYPS for an assessment for Autism.
- The waiting list for a neurological assessment via CYPS is approximately 15 months

2018-2019

The total percentage of Pupils on the SEND Register is: 10%

The National average (January 2017) is: 14%



At the end of the year, there were 4 pupils with an EHCP (2% 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 2018-2019

Foundation Stage:

Foundati on Stage	Literacy					Maths			
	Reading			Writing		Number		Shape, Space and Measures	
	Pupil	Progress	ELG	Progress	ELG	Progress	ELG	Progress	ELG
Reception	4	100%	50%	100%	25%	100%	100%	100%	75%

Of the four pupils in the Foundation Stage on the SEND register, 1 child has a diagnosis of autism and has difficulty communicating, 2 pupils joined Reception class mid-year and have physical / visual difficulties and 1 pupil who also had communication difficulties has made such good progress, that with his parent's agreement he would be no longer included on the SEND register.

KS1 andKS2

Year	SEND	Reading			Writing			Maths		
		Progress	Expected Attainment	Exceeding Attainment	Progress	Expected Attainment	Exceeding Attainment	Progress	Expected Attainment	Exceeding Attainment
Year 1	3	100%	33%	33%	100%	33%	33%	100%	33%	33%
Year 2	1	100%	0%	0%	100%	0%	0%	100%	0%	100%
Year 3	5	100%	20%	0%	100%	20%	0%	100%	40%	33%
Year 4	3	100%	33%	0%	100%	33%	0%	100%	33%	33%
Year 5	4	100%	0%	0%	100%	0%	0%	100%	20%	0%
Year 6	4	100%	25%	25%	100%	25%	25%	100%	25%	25%
Whole School	24	100%			100%			100%		

Ofsted/ National expectations of progress is 85%.

- Of the 24 pupils on The SEND register, 10 have Communication and Interaction needs. This can impact on the pupil's ability to understand spoken language, process what has been said, receptive language, and in addition they often have a limited, expressive language, vocabulary.



- 1 pupil, with complex speech and language needs, has completed interventions with The Specific Language Impairment Team and it was agreed that this pupil met the criteria for an EHCP, making a total of 4 pupils with an EHCP plan
- Currently 3 pupils have a diagnosis of ASD (Autism).
- Currently 2 pupils have been referred to CYPS for neurological assessments with a specific request to assess for Autism.

Current data shows that some pupils with SEND are not on target for making age related expectations but they are however making progress from their starting points.

Book scrutinise by the Head Teacher, the SENCO and teachers showed progress is evident in books and pupils are accessing a varied curriculum and are making progress. Pupils have opportunities for independence and work is matched to ability.

In addition weekly attainment and progress is monitored and any children causing further concerns are discussed by the SLT and the SENCO.

During the Summer term of 2019, we began to track 6 identified pupils using 'The Newcastle Tool'. This is a 'SMART' initiative and provision for recording attainment and progress, for these pupils, will be accessed through Cohort Data in line with all SMART MAT schools.

The additional support of pupils in years 1, 3, 4 and 5 have helped to address individual needs and have also helped to develop confidence and wellbeing.

*100% pupils have made at least expected progress from their starting points, for example, a Year 3 pupil who has made progress towards the ELGs using the EY tracker.

Progress is updated each half term, using the Early Years Developmental tracker, moving on to using Cornerstones and the 'Newcastle Tool' for pupils in KS1 and KS2 who have not yet progressed on to the National curriculum.

Next Steps:

- To continue to monitor weekly attainment and progress for all SEND pupils, discuss implications and actions with the Senior Leadership Team.
- Analyse data and embed systems for monitoring pupils Attainment and Progress using the 'Newcastle Tool' with a proviso of transferring to Cornerstones assessments when Phase 9 is achieved
- Look at provision for 1:1 support for 2019-2020
- Continue to monitor teaching and learning through learning walks and book scrutinise.

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 have been developed
- SEN Targets are SMART and relate to primary need
- Provision maps adapted to include a section for parental views and shared with parents and pupils, where appropriate, at review meetings
- Continue to monitor to ensure work is differentiated to match the level a pupil is working at.
- Continue to work with SMART Mat to ensure cohesion across the eight schools in the trust.

Attendance and Punctuality:

Attendance

Year Group	2018-2019	2017-2018
Nursery		91%
Reception	98%	95%
Year 1	94%	97%
Year 2	96%	97%
Year 3	95%	92%
Year 4	90%	96%
Year 5	96%	97%
Year 6	98%	94%

Punctuality

Year Group	2018-2019	2017-2018
Nursery		3%
Reception	0%	0%
Year 1	1%	0%
Year 2	0%	1%
Year 3	0%	1%
Year 4	2%	1%
Year 5	0%	2%
Year 6	0%	5%

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 24 SEN Pupils on roll (10% of school population)

This academic year to date attendance for SEN pupils is 95.3% excluding holidays taken during term time; this figure rises to 96.3%.

Punctuality is 99.3%. 9 SEN pupils have taken a holiday during term time. 8 pupils took a holiday of 5 days or more resulting in a fixed penalty notice being issued.

Compared to last year attendance has improved over all by 0.1%. Excluding holidays, there is a 0.6% improvement and punctuality has improved by 1.1%

**Next Steps:**

Monitoring of pupil's 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 (2019-2020).

Working with Outside Agencies:

A number of our pupils have been working with 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 five children. The Specific Language Impairment Team supported a pupil and Speech and Speech Therapy supported four pupils, providing programmes for Wyndham staff to deliver to the identified children. One pupil is supported by the Hearing Impairment Team and two pupils are supported by the Visual Impairment team.

There are currently eight pupils with Dyslexia ranging from Dyslexia B (Some few tendencies) to three children with Dyslexia E (Significant signs).

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.

Next Steps:

Continue to provide high quality interventions to support pupils at Wyndham.

Please see Wyndham Primary School Special Needs Information 2019-2020

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'.

Next steps:

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.



SEND Developments:

Transformation Funding:

- This funding was used to help children with sensory processing difficulties cope better in classrooms and in mainstream settings.
- The 'Sensory Room' has been equipped and is now in use with appropriate resources to meet pupil's sensory needs. (See SEND Information 2019-2020 for pictures)
- Each Classroom was given a 'Sensory Bag' to help children to focus in the classroom
- Each class was provided with a sensory space where pupils are allowed to access quiet time in the classroom

Impact:

During recent Governor Learning walk, it was evident that pupils were using items from the 'Sensory Bags' in lessons to help them to focus and keep on task.

Children have said:

'The little hair curler makes me feel good.'

A pupil in Year 3 wanted to cuddle his teddy at home, he cuddled the 'weighted elephant' in the 'Sensory Room' instead, he went on to say the room is 'mesmerising'.

Early Transition:

The SENCO and Year 6 teacher, worked in conjunction with Kenton School to support vulnerable pupils who may find transition to secondary school more difficult than most pupils. Vulnerable pupils were identified and information was shared with Kenton to support each child's needs. A programme of early transition was arranged to support these pupils.

Impact

To relieve possible anxieties during an extended transition period.

Supporting Emotional Wellbeing:

Three children who received school counselling were also on the SEND register. Ms Davison, Mrs Pattison (Lead Professional) and Mrs Cleary, Head Teacher, met weekly to discuss pupils who may benefit from counselling in the future and reviewed the children accessing this intervention 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 SEND enjoy coming to these clubs giving them further opportunities to make friends with children from different year groups and to develop their own interests.

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.

As part of the review process, there is now a section, on Personal Provision Maps, for Pupils to voice their own opinions.

**Next Steps:**

The SENCO will seek pupil's views questionnaire and informal discussion (Spring Term) to ensure that pupils feel happy, safe and well supported 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.

Next Steps:

- To continue to involve older pupils in their review meetings
- To assess pupils not yet able to access Cornerstones assessments through the Newcastle Tool (up to phase 9)
- Continue to share strategies to support pupils with SEND
- Continue to develop relationships with SMART MAT partners

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>