



Annual SEN Report 2017-2018

Evaluating the Effectiveness of Beech Hill Primary School's Provision for Pupils with SEND



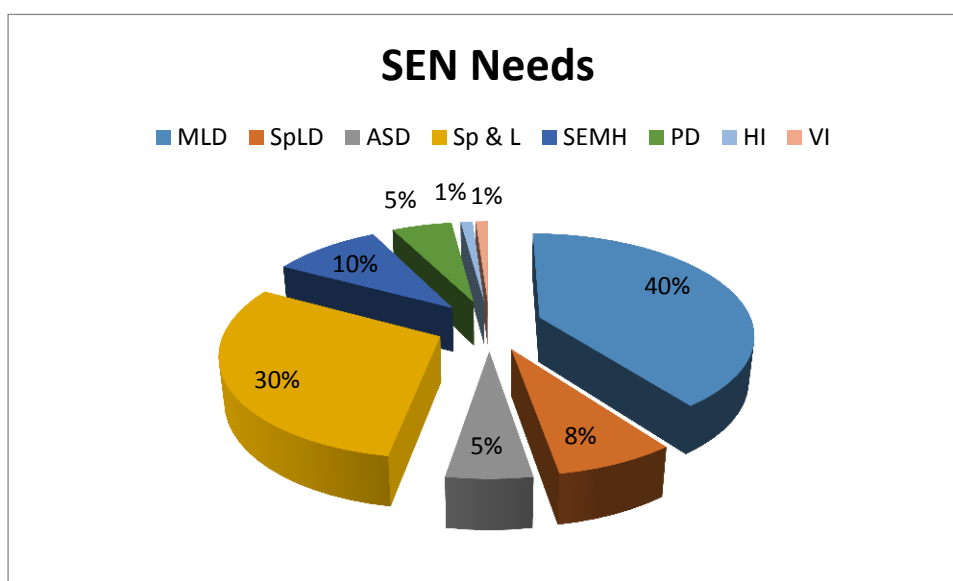
The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

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

Context:

	No of pupils	School %	Newcastle%	National %
School Population	445			
SEN total	74	16.6%		
SEN support	70	15.7%	15%	13.5%
SEN support with additional funding	1	0.2%		
EHCP	4	0.9%	0.8%	1.3%
SEN + PP	47/74 (63.5%)			

Within our SEN cohort:



Children with Cognition and Learning difficulties: 44

MLD = 37 or 50% (Nationally – 24%)

SpLD = 7 or 9.4% (Nationally – 15%)

Children with Communication and Interaction difficulties: 26

ASD = 5 or 6.7% (Nationally – 5.7%)

Sp and I = 28 or 37.8% (Nationally – 22.8%)

Children with Social, Emotional and Mental Health difficulties: 9 or 12.1% (Nationally – 17.5%)

Children with Sensory and Physical difficulties: 7

Physical = 5 or 6.7% (Nationally – 2.4%)

Hearing = 1 or 1.3% (Nationally – 1.7%)

Vision = 1 or 1.3% (Nationally – 1%)

Summary of our SEN population:

Our SEN numbers have continued to grow over the past year mostly due to several new admits with SEN and also added Nursery/Reception children who had been previous cause for concern. We will continue to review this further, especially the children identified as MLD as we have a much higher prevalence than the National. Most of the SEN needs within our school fall within Cognition and Learning and Communication and Interaction. We have a high prevalence of children with moderate learning difficulties and also speech and language difficulties.

SEN absence:

SEN- 6.1% compared to 5.3% for non-SEN pupils (Locally: SEN- 5.8% and non-SEN 4.1%).

There is a gap in absence rates between our SEN children and non-SEN children at both a school and local level. This partly reflects the persistent and significant absence of a small minority of children who are heavily involved with our Family and Attendance Officers.

Data based on statutory assessments:

EYFS

Pupils reaching a good level of development

	School	National	Newcastle
SEN	10%	28%	30%
All pupils.	76.7%	71%	71%

Year 1:

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

	<i>School</i>	<i>National</i>	<i>Newcastle</i>
SEN support	33%	48%	49%
EHCP/Statement	100%	19%	16%
All pupils	89.9	88%	83%

Year 2:

Year 2 – pupils reaching the expected standard

Reading	<i>School</i>	<i>National</i>	<i>Newcastle</i>
SEN support	30%	33%	38%
EHCP/Statement	N/a	13%	11%
All pupils	78%	75%	76%
Writing	School	National	Newcastle

SEN support	30%	25%	31%
EHCP/Statement	n/a	9%	10%
All pupils	78%	70%	72%
Maths	School	National	Newcastle
SEN support	40%	36%	38%
EHCP/ statement	n/a	13%	10%
All pupils	80%	76%	76%

Year 6:

Year 6 pupils reaching the expected standard

Reading	School	National	Newcastle
SEN support	80%	42.9%	48.9%
EHCP/Statement	n/a	16.2%	17.2%
All pupils	96%	75%	76%

Writing	School	National	Newcastle
SEN support	55%	37.5%	44.5%
EHCP/Statement	n/a	12.9%	6.3%
All pupils	88%	78%	80%

Maths	School	National	Newcastle
SEN support	60%	41.6%	48.7%
EHCP/Statement	n/a	15%	12.5%
All pupils	88%	76%	79%

Data based on end of summer term teacher assessments:

Nursery (4)							
Literacy				Maths			
Reading		Writing		Number		Shape, space and measures	
Progress	At Expected	Progress	At Expected	Progress	At Expected	Progress	At Expected
50%	0%	75%	25%	75%	25%	75%	50%

Reception (10)							
Literacy				Maths			
Reading		Writing		Number		Shape, space and measures	
Progress	ELG	Progress	ELG	Progress	ELG	Progress	ELG
50%	10%	30%	10%	70%	30%	50%	30%

	Reading			Writing			Maths		
	Expected	Progress	Progress gap	Expected	Progress	Progress gap	Expected	Progress	Progress gap
Year 1 (9)	22%	67%	-0.7	11%	78%	-0.5	33%	78%	0
Year 2 (9)	22%	33%	-2.6	22%	78%	-0.6	44%	78%	-0.1
Year 3 (12)	33%	50%	-2.8	13%	42%	-1.6	25%	50%	-1.5
Year 4 (13)	31%	62%	-0.3	15%	54%	-0.9	23%	62%	-0.3
Year 5 (12)	50%	83%	+0.7	50%	100%	+0.7	50%	75%	-0.6
Year 6 (12)	58%	92%	+1.9	50%	92%	+0.2	58%	83%	+0.4

Staff Training and Expertise:

- SENCO and Assistant SENCO have attended the SEN annual conference.
- Family support officer and 2 members of teaching staff received additional Thrive training on bereavement, loss and anxiety.
- Some support staff have been trained up to deliver individual and group therapy sessions by Helen Kelley (speech and language therapist)
- 4 members of support staff are currently undergoing their Level 3 teaching assistant qualification.
- Staff are updated with SEN information on a regular basis in staff training.
- NQT's are provided and supported with SEN information.
- All staff trained on The Primary Writing Project
- In house training for staff about the SEN resources available in school to support the various needs within our school.

Working with Outside Agencies

Due the changes within how the local authority operates, schools now need to buy-in services which were previously available to us. We have a high number of special educational needs within our school and need to draw upon the support and advice from outside professionals and agencies. During 2017-2018 we bought into the following services:

- Jump Ahead: A motor coordination intervention for children in Reception/Year 1 whereby early intervention is crucial in dealing with difficulties with motor skills and self-esteem.
- Specific Learning Difficulties (Dyslexia) traded support: This team of highly qualified, experienced specialist teachers offer professional expertise and knowledge and provide assessments, support and advice to SENCOs, teaching/support staff and parents in relation to individual children with specific learning difficulties (dyslexia) and speech and language difficulties.

- Educational Psychology Service: The Educational Psychology Service offers input in relation to a wide range of issues that impact on children's learning and progress, including specific and general learning difficulties, language and communication skills, issues relating to social, emotional and mental health and physical / sensory difficulties.
- SEN Consultancy: Our school has always bought back into the Gold level service which includes 3 consultancy days offering support and advice to SENCOs.

Pupils Views:

- We collect pupil's views termly on their individual provision maps. These are collect by the Assistant Sencos and are read by the teachers and shared during pupil reviews. Examples of pupil comments from the previous academic year include:

"I am so proud that I have moved up a level in Lexia and that I can write sentences without a lot of help."

"My best thing in the world is Lexia, I love doing it!"

"I feel I have NAILED my achievement to improve my fractions, decimals and percentages and my creative side in origami."

"Over the past year, I have improved my timetables as I have achieved my ultimate goal which makes me very proud."

Parents/Carers' Views:

- Parent's views are collected during parent's evenings and reviews and are recorded on children's individual provision maps.
- A parent's survey is conducted every two years. The previous survey was conducted in June 2016 and the results and subsequent actions are published on our school website.
- It is pleasing to hear during reviews that many parents are very appreciative of the work our SEN team do.

Next steps:

Carry out a parent's survey this academic year and publish a report on the school's website.

Hold a coffee morning in the Autumn term for parents of children with SEN.

Date: October 2018