



Annual SEN Report 2016-2017

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 | % | Nationally |
|-------------------------------------|--------------|------|------------|
| School Population | 444 | | |
| SEN total | 64 | 14.4 | 14.4% |
| SEN support | 60 | 13.5 | 11.6% |
| SEN support with additional funding | 3 | 0.6 | |
| EHCP | 4 | 0.9 | 2.8% |
| SEN + Pupil Premium. | 48/64 (75%) | | |

Within our SEN cohort:

Children with Cognition and Learning difficulties: 41

MLD = 30 or 40.5% (Nationally – 25.2%)

Spld = 11 or 14.8% (Nationally – 15.1%)

Children with Communication and Interaction difficulties: 24

ASD = 5 or 6.7% (Nationally – 5.2%)

Sp and I = 19 or 25.6% (Nationally – 22%)

Children with Social, Emotional and Mental Health difficulties: 13

Children with Sensory and Physical difficulties: 8

Physical = 6 or 8.1% (Nationally – 2.3%)

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

Vision = 1 or 1.3% (Nationally – 0.9%)

Summary of our SEN population:

After carefully reviewing our SEN population last year, our SEN numbers are now roughly in line with the National Average. We reviewed our SEN population with teachers and parents during the summer term and removed 17 children who we felt no longer needed to be identified as SEN. We will continue to review this further, especially the children identified as MLD or PD 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 specific learning difficulties and moderate learning difficulties. Our school is recognised by SENTASS for being excellent at screening and identifying children with dyslexia and therefore this may account for the higher

percentage. However, we need to review the children currently identified as MLD as this number is almost double the National Average.

We have a higher percentage of children with ASD which has increased significantly over the past year. This is perhaps partly due to our close links to Thomas Berwick with some parents requesting their child move to Beech Hill after successful mainstream visits to our school. Due to the increasing population of children with ASD, all staff have recently received training in this area

Data:

EYFS

Pupils reaching a good level of development

| | School (2017) | National (2016) | Newcastle (2016) |
|-------------|---------------|-----------------|------------------|
| SEN | 14% | 23% | 25.5% |
| All pupils. | 74.5% | 75% | 74.2% |

Year 1:

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

| | <i>School (2017)</i> | <i>National (2016)</i> | <i>Newcastle (2016)</i> |
|----------------|----------------------|------------------------|-------------------------|
| SEN support | 25% | 46% | 51% |
| EHCP/Statement | n/a | 18% | 22% |
| All pupils | 86.4% | 81% | 81% |

Year 2:

Year 2 – pupils reaching the expected standard

| Reading | <i>School</i> | <i>National (2016)</i> | <i>Newcastle (2016)</i> |
|-----------------|---------------|------------------------|-------------------------|
| SEN support | 18% | 32% | 36% |
| EHCP/Statement | 0% | 14% | 5% |
| All pupils | 80.3% | 74% | 73% |
| | | | |
| Writing | School | National | Newcastle |
| SEN support | 18% | 22% | 25% |
| EHCP/Statement | 0% | 9% | 5% |
| All pupils | 72% | 66% | 67% |
| | | | |
| Maths | School | National | Newcastle |
| SEN support | 27% | 33% | 37% |
| EHCP/ statement | 0% | 14% | 6% |
| All pupils | 83.6% | 73% | 73% |

Year 6:

Year 6 pupils reaching the expected standard

| Reading | School | National (2016) | Newcastle (2016) |
|----------------|--------|-----------------|------------------|
| SEN support | 100% | 31.7% | 38.9% |
| EHCP/Statement | n/a | 14.8% | 9.1% |
| All pupils | 98% | 66.3% | 67.7% |

| Writing | School | National (2016) | Newcastle (2016) |
|----------------|--------|-----------------|------------------|
| SEN support | 29% | 31.8% | 38.8% |
| EHCP/Statement | n/a | 13% | 13% |
| All pupils | 89% | 75.1% | 78.3% |

| Maths | School | National (2016) | Newcastle (2016) |
|----------------|--------|-----------------|------------------|
| SEN support | 71% | 34.7% | 38.7% |
| EHCP/Statement | n/a | 14.5% | 18.2% |
| All pupils | 93% | 69.5% | 72.2% |

| Spelling, Punctuation & Grammar | School | National (2016) | Newcastle (2016) |
|---------------------------------|--------|-----------------|------------------|
| SEN support | | 30.4% | 34.4% |
| EHCP/Statement | n/a | 15.2% | 16.4% |
| All pupils | 96.4% | 72.6% | 72.8% |

SEN Absence- 6.1% compared to 4.5% for non-SEN pupils (Locally: SEN- 5.6% and non-SEN 4.0%).

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, heavily involved with our Family and attendance officers, although have now since left the school.

Staff Training and Expertise:

- As the number of pupils with ASD is increasing, all staff received training on Autism in September 2016. Support assistants working closely with children with SEN have also received additional training from Thomas Bewick.
- SENCO and Assistant SENCO have attended the SEN annual conference – with a focus on ASD.
- All teachers and some support staff have received speech and language awareness training from Helen Kelly (speech and language therapist). Some support staff have been trained up to deliver individual and group therapy sessions.
- 10 members of staff (teachers and support staff) were trained to deliver the Thrive programme in school last year.
- 4 members of support staff are currently undergoing their Level 3 teaching assistant qualification.
- 1 member of support staff has completed a HLTA qualification.
- SENCO and family support officer have attended 2 day training session on first aid mental health issues.
- SENCO attended LEGO training – a support tool for social and communication needs.
- EYFS and KS1 staff have all received Read, write, inc training. KS2 received in house phonics training to support SEN children.
- All KS1 and KS2 support staff have received in house grammar training.
- 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

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 2016-2017 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.
- LEAPS (Language Enhancement Action Package for Schools): Helen Kelly was our LEAPS practitioner working in school each Thursday and Friday. During this time she has carried out 1:1 sessions, group sessions, completed initial assessments, provided school with detailed reports, attended review meetings and has provided training to staff.

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:

"Year six has been fabulous, as I have achieved my goal to improve my handwriting, motor skills and social skills. Next year I will miss working with Mrs Patterson as she helps me to co-ordinate my body, which supports me to organise myself and not get too upset when things don't go right straight away!"

"I like playing outside on the climbing frame with my friends. I think writing is a tricky job, sitting on the carpet for a long time is tricky too and so is my homework."

"I think year four has gone spectacularly well. I'm very pleased at my progress in the OT sessions, especially when working with the basketballs!!! I think year five is going to be wonderful because Mrs Lynch requested me in her classroom and I like her because she is very protective towards me."

Parents/Carers' Views:

- Parent's views are collect 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. One particular parent shared "Thank you to all the staff who have made my child become the confident and happy chap he is. A special thanks to the SEN team who have truly helped him conquer any obstacle he faced."

Next steps:

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

Date: October 2017