



Annual SEN Report 2016-2017
Evaluating the Effectiveness of Farne 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.

At Farne Primary School we believe it is essential to provide a well-balanced and challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality and accessible curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

	Number	%
No of children on roll	264	
No of children on SEND Register (July 2017)	38	14%
No of EHCP Children	1	0.4%
No of Pupil Premium children on SEND Register	25	65.7%
No of EAL children on SEN register	0	0
No of SEND Girls on SEND Register	16	42%
No of SEND boys on SEND Register	22	26.5%

Context:

Farne is a good school that is average- sized. Our pupil premium allocation is higher than national average and the majority of this spend is on staffing to give our pupils the best opportunities possible, through 'Keep Up and Catch Up' interventions and support for quality first teaching. The school works relentlessly and takes pride in its strong work with families and promoting pupil well-being, which is very evident across our whole school. We engage with our parents and families at a very early stage, and throughout the duration the pupils attend Farne Primary.

The prime needs of our SEN pupils are communication and language difficulties within the Early Years and cognitive learning needs (including moderate learning difficulties and specific learning difficulties).

There was 20 % SEN support at the beginning of the summer term, the national percentages of SEN support was 13.4%. This was a difference of 6.6%. There was 0.4% of pupils with an EHCP, this is a 0.9% difference to the national percentages of EHCP which was 1.3%.

Data:

Nursery (1)				Literacy				Maths			
Reading		Writing		Numbers		Shape, Space and measures					
Progress	At expected	Progress	At expected	Progress	At expected	Progress	At expected				
100%	0%	100%	0%	100%	100%	100%	100%				
Reception (3)				Literacy				Maths			
Reading		Writing		Numbers		Shape, Space and measures					
Progress	ELG	Progress	ELG	Progress	ELG	Progress	ELG				
100%	0%	100%	0%	100%	0%	100%	0%				

	Reading		Writing		Maths	
	Progress	At Expected	Progress	At Expected	Progress	At Expected
Year 1 (5)	100%	60%	100%	40%	100%	40%
Year 2 (11)	100%	42% (17%GDS)	100%	42% (17%GDS)	100%	42% (17%GDS)
Year 3 (4)	100%	50%	100%	25%	100%	25%
Year 4 (2)	100%	0%	100%	0%	100%	50%
Year 5 (7)	100%	14%	85.7%	29%	100%	14%
Year 6 (5)	60%	33%	100%	83%	100%	67%

SEN progress in the Early Years is good, however the percentage that reached a good level of development fell below the national and local percentages. EYFS - percentages have risen over past few years (54.8% in 2015 to 71% in 2017). Low levels of communication and language impact on reading and writing particularly for the SEN and DAP pupils (two children were SEN and DAP).

SEN progress in reading, writing and maths is very good. All but two children have made progress in reading and all but one in writing. *Progress was measured using the new assessment systems (emerging, developing & secure).

Despite the progress being good for SEN children, the number of SEN children meeting national expectations is weak: it is stronger in KS1.

Next steps:

- Mrs. Gill will continue to be non-class based to deliver Early Talk Boost & Talk Boost.
- Strategies have been put in place to provide intense support for the Year 6 class in September - the class is to be split and taught by two experienced teachers. Further support will be in place for the Year 3 class in September to ensure the SEN children make progress and narrow the gap between their peers.
- Whole school action is to focus on raising attainment in reading across KS2, aiming to narrow the gaps in progress and attainment for DAP & SEN Pupils by KS2.
- From a book scrutiny during the summer term - SEN children need to be taught spelling strategies and SpLD children need specific targeted interventions to enable them to learn strategies. MLD children may also benefit from similar interventions as well as targeted memory interventions.
- Throughout 2017-18 progress and impact of interventions will be closely monitored to ensure pupils outcomes are good.

After school clubs:

All SEN pupils have the opportunity to participate in after school clubs. The up-take of SEN pupils has varied each term. Pupils with SEND are included in our eco warriors, school council and school football team.

Attendance:

There were 16 pupils with SEND, out of 41, that fell below the national expectation of 96%. Out of these pupils there were a number of persistent absentees that failed to engage with school expectations despite support being offered by Mrs. Diaz. Mrs. Diaz works very hard to support parents in improving attendance for all pupils.

Staff Training and Expertise:

Makaton training was arranged for Early Years Staff this was delivered by Lesley Cook and was valuable for a number of new staff.

The SENCO attended SENCO network meetings and the SEN conference. This has provided updated information and ways to improve SEN practice in the school as well as making an informed decision for the support needed to buy into (SEN consultants, Educational Psychologist and SENTASS support). Two members of staff also attended training at Trinity for behaviour leadership. Mental Health Awareness training was attended by the SENCO and School Counsellor. With this information, the intention is to deliver training for staff around mental health and provide information on the website.

Next steps: For the SENCO to buy into Sound Linkage for SpLD pupils and look into a memory programme to support a number of pupils improve their working memory skills. Training will be arranged for strategies to support SpLD pupils. The SENCO and school Councillor to provide training for mental health awareness to staff and provide information for parents around anxiety.

Working with Outside Agencies

A number of SEN pupils have needed to be seen by outside agencies to support their needs or carry out assessments to decide how school can best support their needs. Over the year our Educational Psychologist (EP), has worked with two children and provided reports and feedback. Additional EP support was bought in to support an Educational Health Care Plan request for a new admit (in January) who needed support to be put in place to enable him to access education with a higher level of support. Two requests were made for children for places in Additionally Resourced Centres (ARCs) in order for them to access a more specialised provision to meet their SEN needs (A Speech and Language ARC and Early Years Assessment ARC). Two annual statement reviews were held; one ceased due to the child no longer requiring the higher need of support and excellent progress being made, the other statement has now been transferred to an Educational Health Care Plan (EHCP). Additional funding from EEAFT for five hours support (a week) was put into place to deliver individual speech and language interventions and a fine and gross motor skills programme. This enabled the child to develop his understanding of language, social development and fine and gross motor skills development. Three referrals were made to Children and Young People's Service (CYPS). A number of children were referred to CYPS by the GP, the SENDCO continues to provide relevant information and follow up any information which needs to be shared. Three referrals have been made to Speech and Language Team (SALT) in addition two referrals to SENTASS for a Dyslexic screening was also made in both cases these children were found to have dyslexic profiles. A SENTASS Specialist Teacher has been in to monitor the profiles of two children. An SEN Consultant has carried out two Moderate Learning Screens on two pupils and has shown the SENDCO how to carry out this initial part of this screening, so pupils with an MLD profile can be assessed to identify their barrier to learning. Maria Diaz (Family Welfare Support) has attended several reviews and offered excellent support to parents.

The information that has been provided by outside agencies has been invaluable, all advice has been acted upon and the strategies recommended have been put into everyday practice enabling pupils with SEN to make good progress.

Supporting the Emotional Wellbeing through the School Counsellor:

Our School Counsellor, Mrs. Brockman, has supported eleven children 1:1, she has provided two drop in sessions over lunchtimes which has provided her with an insight to which children would benefit from her counselling in addition to this Mrs. Brockman has provided support to a group of children who suffered from anxiety. The children have improved their self-esteem, developed strategies to cope with their emotions and provide strategies for relaxation. Mrs Brockman is very keen to deliver staff training for all staff on how to support children with anxiety.

Next Steps: The SENDCO will continue to seek advice and assessments from outside agencies to gather further information on certain pupils learning profiles.

Pupils Views:

From informal discussions pupils with SEND and through classroom observations, pupils appear to feel happy and safe to attend Farne. The majority of pupils enjoy learning and taking part in lessons. Several pupils commented on how they enjoyed learning and their class teachers. Most pupils felt well supported in their learning and know who they can ask if they are stuck.

Next Steps: Autumn term carry out a new pupil questionnaire, analyse responses and act upon any concerns.

Parents/Carers' Views:

Only ten parents completed the questionnaire that was handed out during the spring term of 2017. Overall it was a very positive response. Parents felt very positive towards Farne Primary school.

Parents either strongly agree/agree with the statements:

- My child enjoys attending school
- Understand their child's needs (one parent did not know)
- How their child is supported in school
- Believes their child is receiving enough support and their child enjoys attending support sessions.
- Understand the targets and have opportunities to discuss these with the class teacher
- Have sufficient information about their child's progress
- Know their child feels safe in school (one parent did not know)
- Are able to talk to either the class teacher/SENCO about concerns

Although the majority of parents did agree with the following statements, some disagreed that they were invited to reviews regularly and were unsure how to access SEN information from the school website.

Some parents comments made suggestions:

- having SEN meetings with the SENDCO at least once a year (they also commented upon the fantastic support for their child).
- Another parent would like to be asked to help more in school.

Next steps/action taken:

- Parents have all been invited to either parents evening and/or an SEN Review with the SENCO (a new tracking system has been put in place since September, children who are 'green' children would only have a review with the class teacher around the time of parents evening).
- In these reviews make references to the website and SEN information along with explaining how Farne do meet the needs of all SEN pupils.
- Invite Parents of SEN children to look at the school website and SEN Information to work together to improve how the information is presented.

Link to Local Offer:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Date: October 2017