



## Annual SEN Report 2018

### Evaluating the Effectiveness of Grange First 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:** Summer 2018

	No. of pupils	% of pupils	National %
School Population	241 (nursery not included)		
SEN total	22	10.2%	14.4%
SEN support	20	8.3%	11.6%
SEN support with additional funding	8	3.3%	
EHCP	2	0.8%	2.8%
SEN + Pupil Premium.	4/22 (18%)		

**Within our SEN cohort:**

Main Needs	Communication and Interaction Difficulties	Cognition and Learning Difficulties	Social, Emotional and Health Difficulties	Sensory and Physical Difficulties
	<b>7</b> (ASD 6 Other 1)	<b>11</b> MLD 7 SpLD 4	<b>1</b>	<b>3</b> (Physical 1 Hearing 1 Vison 1)

#### Summary of our SEN population 2018:

Each year we carefully review our SEN population, with teachers and parents, to ensure we are meeting the needs of our children. Our SEN numbers are just below the National Average and lower in numbers of children with EHCPs. The number of children, with a diagnosis of Autism have increased in school and as a percentage of the children in our SEN group. Children with ASD make up 2.5% of the school population. This is a significant increase within school over the last two years.

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 works closely with SENTASS particularly for identifying children with dyslexia.

**Data:****EYFS****Pupils reaching a good level of development**

	<b>School (2018)</b>	<b>National (2018)</b>
SEN	17%	23% (2017 figure)
All pupils.	80%	71.5%

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

*(No children with SEN support were in the cohort for the Phonics Threshold in 2017)*

	<b>School (2018)</b>	<b>National (2018)</b>	<b>School Year 2</b>
SEN support	0%	44%	100%
EHCP/Statement	0%	18%	N/A
All pupils	90%	82%	100%

**Year 2:****Year 2 – pupils reaching the expected standard**

<b>Reading</b>	<b>School (2018)</b>	<b>National (2018)</b>
SEN support	N/A	30%
EHCP/Statement	N/A	14%
All pupils	87%	75%
<b>Writing</b>	<b>School</b>	<b>National</b>
SEN support	N/A	22%
EHCP/Statement	N/A	9%
All pupils	87%	70%
<b>Maths</b>	<b>School</b>	<b>National</b>
SEN support	N/A	33%
EHCP/ statement	N/A	14%
All pupils	88%	76%

**Year 4:****Year 4 – pupils reaching the expected standard**

<b>Reading</b>	<b>School (2018)</b>
SEN support	66%
N/A	N/A
All pupils	86%
<b>Writing</b>	<b>School</b>
SEN support	33%
EHCP/Statement	N/A
All pupils	83%
<b>Maths</b>	<b>School</b>
SEN support	33%
EHCP/ statement	N/A
All pupils	86%

**SEN Absence-** SEN absence is 6.3% compared to 3.3% for non-SEN pupils. This is an area which the school is focusing on. The new school family support officer will work with families to ensure the highest possible attendance by all SEN pupils.

### **Access to the wider curriculum, life experiences and extra-curricular activities**

We work hard to ensure children with SEND at Grange are fully involved in all aspects of school life. In 2018 all children in Year 4 with SEND attended our school residential visit with additional support, Children were also encouraged to take part in a range of clubs including;

- Art
- Choir
- Dance
- Running
- Craft Club
- Football
- Tae-Kwon-Do
- Gymnastics
- Chess
- Tennis
- Gardening

Children with SEND were given additional experiences in the wider community. These included visits to local shops and amenities and to the Alan Shearer Centre support base for SEND.

### **Staff Training and Expertise:**

We know that the quality of the provision we can offer our children is based on the knowledge, qualities and expertise of all who work at our school and Grange First is committed to providing high quality and ongoing CPD in all areas of SEND.

- Headteacher and SENCO have attended the SEN annual conference.
- All LSAs undertook Team Teach training.
- All staff attended Attachment Awareness training.
- SNA and HLTA attended TAMS training.
- LSA attended and Autism training course.
- Year 1 and 2 staff attended Managing Behaviour training from Karl Harms.
- SENCo and SNA attended LEGO based therapy training – a support tool for social and communication needs.
- Staff are updated with SEN information on a regular basis in staff training and regular vulnerable children meetings.
- 1:1 LSA observed an Enable OT Therapist and continued to deliver the program.
- SNA attended Wellbeing training.
- SNA and an LSA team hosted and Interventions Day for parents.
- 4 LSAs completed the Level 2 Certificate in Awareness of Mental Health Issues.
- 2 SEN LSAs attended a day course on ADD/ODD/ADHD/ASD with Fin O'Reagan.
- 1:1 LSA took part in a PACTG project in conjunction with CNDS.
- All staff trained on The Primary Writing Project.
- The SENCo attends the termly SENCo Network meetings.
- The SENCo have attended the six Gosforth SENCO's Trust meetings with the SEN Advisor and SEN Consultant.
- Gosforth School's SENCos have met termly.
- Grange has held a good practice sharing session for SENCos
- SEN LSA currently completing an online course with the National Autistic Society – Girls and Women with ASD.
- Year 3 staff will work with pupils to complete 'Mindfulness in Schools'
- SENCo undertaking NASEN Course at Northumbria University.
- SENCo attended SENDhelp conference Oct 2018.

## 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 buy into the following services:

- **SENTASS 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).
- **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 Silver level service which includes 2 consultancy days offering support and advice to SENCos.
- **Enable Occupational Therapy Advice training an program:**
- **Paediatric Speech and Language Therapy Service:** This team of highly qualified and experienced speech therapists offer professional expertise and knowledge and provide assessments, support and advice to SENCo and staff and parents in relation to individual children with speech and language difficulties. Programs provided where appropriate.
- **SENCo liaises with consultant paediatricians** when involved with children with special educational needs.
- **Kalmer Counsellor** supports children with mental health issues in school.
- **Children and Young People's Team** support children with special educational needs.

## Pupils Views:

- We collect pupil's views termly on their pupil friendly view sheet. This forms part of their SEN review allowing them to express their personal views.
  - **" I am happy when I join lots of clubs at school"**
  - **"I like doing sums"**
  - **"My favourite subject in school is literacy because it challenges my brain"**
  - **"I like coming to school"**

## Parents/Carers' Views:

- Parent's views are collect during reviews, intervention drop-ins, and any additional meetings. These are recorded in the review minutes or comment sheet.
- A parent's questionnaire is send to each parent of a child with special educational needs during the summer term. Head teacher and SENCo relay the feedback to staff.
- It is pleasing to hear during reviews that many parents are very appreciative of the work our SEN team does;
  - **"He has been making great progress"**
  - **He has a lot of support within school- staff are brilliant"**
  - **"Her confidence is growing and everyone can see it"**
  - **"The support we are receiving is fantastic"**
  - **"Staff at Grange are brilliant"**
  - **"Staff are always available to speak to"**
  - **"They are all very supportive and helpful"**
  - **"(She) is more involved at school at the moment than she has ever been"**
  - **"Very helpful and help me understand and learn what we can do at home to help"**
  - **"There is always new things that I am told that help me with my son and understanding what he requires and his schooling"**

**Next steps:**

- Parent questionnaire will be distributed among parents of children with special educational need to gather up to date information and parental feedback.
- A report on the impact of training will be included in the next Annual Report
- The Annual Report to be completed in the summer of 2019 will include additional progress data supported by the new SEN progress tracker.

**Date: Nov 2018****Report Created by Chris Carr (SENCo) and Matt Ward (Headteacher)**