



Annual SEN Report 2017-2018

Evaluating the Effectiveness of St Mark's RC Primary School's Provision for Pupils with SEND

Our mission is to promote a sense of self-worth through an understanding that each one of us is precious to God. We will achieve this through providing a quality education, in a happy and secure environment, developing relationships of trust within a Christ centred community.

This report demonstrates how St Mark's has used SEN funding to meet pupils' needs. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to both a high quality and an 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/external agencies and by listening to the pupils themselves.

St Mark's is a 'good school' – OFSTED 2014. Our pupil premium allocation is higher than national average with the majority of this spend on staffing, to give our pupils the best opportunities possible, through 'Catch Up' interventions and support for quality first teaching.

We take pride in our strong engagement with families by promoting pupil well-being, which is very evident across our whole school. We involve our parents and families at a very early stage, and continue throughout the children's school life at St Mark's.

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) as we move through to Key Stage 1 and Key Stage 2.

SEN profile of St Mark's Primary School:

Total number of learners on roll: **233** children

Number of learners with SEN: 28 children

Number of learner at SEN support level: 28 children

Number of learners at High Needs level: 1 child currently funded. A further 2 applications submitted this year-awaiting outcome

Number of learners who are SEN and Pupil Premium: 12 children

Number of learners who are SEN and EAL: 5 children

Number of learners who are SEN, Pupil Premium and EAL: 1 children

Numbers of SEN population: 29 = 12%

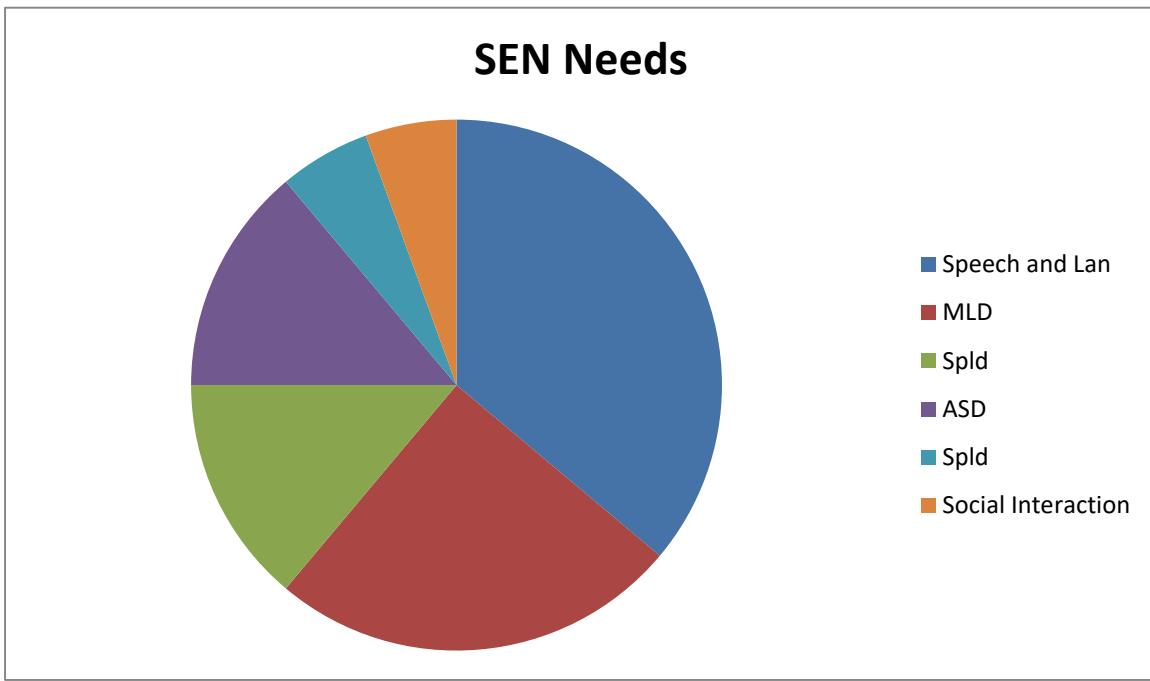
Early Years Foundation Stage: - Nursery: 1 child; Reception: 1 child

Key Stage 1: Year 1: 4 children; **Year 2:** 8 children

Lower Key Stage 2: - **Year 3:** 6 children; **Year 4:** 2 children

Upper Key Stage 2: **Year 5:** 4 children **Year 6:** 2 children

Primary need:



Speech and Language

ASD

Physical Difficulties-Dyspraxia

Social, Emotional and Mental Health

Social Interaction

Specific Learning (Dyslexia,

Dyscalculia)

MLD

Additional Provision:

We were fortunate to have additional staff in school for 2 Reception children (Autumn term,) with complex needs. These children who required extra provision were fully included in classes and accessed the same opportunities as their peers. One child moved on to another setting and we have applied for an EHCP for the other, who continues to be supported within class. We currently have an EHCP pending for a child in Nursery.

We are currently looking at provision for next year's Reception class as we will have four children with special needs, including a nurture room.

Exclusions:

There were no exclusions of pupils with SEN.

Engagement in clubs and Extra-curricular activities:

All clubs and extra-curricular activities are fully inclusive and can be attended by any pupils in our school. St Mark's RC Primary School offers a wide variety of clubs and extra-curricular activities (please see our website for more details).

School council:

The school council is democratically elected by peers. Any child can put themselves forward to be elected as a school eco-councillor; children in each class vote for their preferred councillor. The school council attend meetings and conduct class councils to ensure they are representing the views of all children within their class.

Outcome of interventions:

Please refer to data sheets.

SEND Outcomes: Last year

- Year 1 phonics were better than National.
- Year 2 and Year 6 achieved better than National in Reading, Writing and Maths for children placed at SEN support provision.
- GLD was broadly in line with National.

Next steps:

Continue to track the outcomes, attendance, provision and inclusion of all SEN children.

Staff training and Expertise

- Lego Therapy training
- Safeguarding refresher
- Speech and language – support and programmes
- Class teachers have attended an Autistic Spectrum Disorder Early Years course
- Weekly SENCO drop in sessions
- Skill streaming

Next steps:

Continue to engage in relevant training to meet SEN needs.

Working with Outside Agencies

- Speech and Language
- SENTASS
- CYPS
- Educational Psychologist
- Occupational Therapy
- Physiotherapists
- Medical Physics
- School Health

A request was made for a child for a place 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). This was granted early in the academic year.

Pupils Views

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed on a termly basis. Pupils in Key Stage 2 are invited to attend their termly review meeting.

Next steps:

Review pupil participation form.

Questionnaires to be completed each year to ascertain all stakeholder views.

Break out room and garden

Mrs Henderson to work with Year 6 and Year 3 cohort (SEN) supporting in numeracy and Literacy

Mrs Crawford to be trained in 'Skill streaming' to benefit early years and KS1.

Emotional Literacy- look at Leuven Scales as a staff.

Ways to monitor SEN progress (small steps) LEA developing scheme to replace P scales (Sept 2018)

Parents/Carers' Views

St Mark's has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them.

Parents are informed about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters (if needed) are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carer time to prepare.

The school Student and Family Support worker, Mrs Caroline Slack, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

Next steps:

Review parent participation form/collate answers from questionnaires on Survey Monkey (website)

Governor visits

Governors Meeting

SEN review by SIP/LEA

Parent Coffee Mornings/Workshops

Transition of pupils to high schools

Reviewing Provision for new register estimation of 33 children

Link to Local Offer

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

Persons Responsible: Alison Miller, Melanie Henderson & Angela Boland

Date Reviewed: June 2018

