



Special Educational Needs and Disabilities (SEND) Report 2017

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1. Introduction

In line with all the Children and Families Bill and the revised Code of Practice 2014, which came into force on 1st September 2014. We are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services. The SEND Governors are Rachel Bertenshaw and Chris Nicholls and the SENDCo is Miss Emma Thickens, assisted by Assistant SENDCo, Sarah Hodson.

The school has a SEND Information Report and an SEND Policy these outline our school offer and is available to any parent on request.

The SEND Information Report and SEND Policy are updated annually and are written in line with the Children and Families Bill and the revised Code of Practice 2014. The code details the rights and responsibilities of parents and children throughout the process. We audit and monitor all our practices yearly.

2. Identification procedures for pupils with SEND

The method of identification and provision for children with special needs follows a graduated approach and staff are guided by the Schools SEND criteria and discussion with parents.

Concerns are first raised and addressed through normal classroom practice and on a concern form. If the child does not respond and it is felt his or her needs are 'additional' or 'different from' normal classroom practice, then the child is placed on the SEND register and considered to be receiving SEND Support.

When providing support that is 'additional to' or 'different from' we engage in a four -stage process: Assess, Plan, Do and Review.

- **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.
- **Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Learning Plan and will form the basis for termly review meetings with Parent/Teacher consultations and Children/Staff meetings.
- **Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.
- **Review** – measuring the impact of support provided, and considering whether changes to that support need to be made.

All of those involved – child, their parents or carer, class teacher, Assistant SENDCo and SENDCo contribute to this review. This stage then informs the next cycle, if necessary.

In some cases where a child's needs cannot be met by the school then an Education Health Care Plan (EHCP) will be requested.

Most children who experience some degree of special educational need continue to have their needs met through classroom differentiation and a note is made of teacher and parent concerns which we monitor.

The number of children who currently receive support remains fairly constant with the children having communication and interaction difficulties, cognition and learning difficulties, social, emotional and mental health difficulties and sensory and physical needs as their primary need.

3. Number of Children with SEND

Currently, SEND pupils make up 6.86% of the school population. The SEND numbers can change throughout the term. They are updated each month.

Currently there are 17 children on SEND support and 4 children with an EHCP.

Code of practice	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEN support	0	1	5	3	3	2	3	17
Statements/ EHCP	0	1	0	0	1	0	2	4
Total	0	2	5	3	4	2	5	21

In Reception there are currently 0 children who have been identified as having special educational needs, on SEND Support although there are 3 children who we are currently monitoring.

In Year 1 there is 1 child who have been identified as having special educational needs, on SEND Support. 1 child has an EHCP.

In Year 2 there are 5 children who has been identified as having special educational needs, on SEND Support .

In Year 3 there are 3 children who have been identified as having special educational needs, on SEND Support.

In Year 4 there are 3 children who have been identified as having special educational needs, on SEND Support. There is also 1 child with an EHCP.

In Year 5 there are 2 children who have been identified as having special educational needs, on SEND Support.

In Year 6 there are 3 children who have been identified as having special educational needs, on SEND Support. There are also 2 children with an EHCP.

4. Deployment of Staff and Resources

Emma Thickens is SENDCo and works closely with Sarah Hodson, our Assistant SENDCo, during her leadership and management time they meet and work together. Emma and Sarah coordinate provision for children with special educational needs. Emma monitors teaching and learning and the progress the children are making. Emma oversees the records of all children with SEND, sources resources for SEND children and does a variety of testing, assessments and observations of children to monitor progress and difficulties. Emma and Sarah liaise with and advise fellow teachers, TAs and Lunchtime staff. They ensure staff are trained and confident with all SEND children, to help meet their needs and have all the latest up to date information. They both contribute to the in-service training of staff. Emma helps write and support teachers writing PLPs, termly reviews and Annual reviews. Sarah liaises closely with parents of children with SEND and liaises with external agencies including the LA's/Entrusts support and educational psychology services, health and social services, and voluntary bodies. Sarah helps Emma organise and plan multi agency meetings/ EHAs and liaises and support transition for SEND children.

5. Training

Staff training has been audited for gaps in knowledge in the different areas of SEND. Teaching staff have had training in Differentiating for SEND pupils, training in Maths - calculations policy, Bar modelling and creativity across the curriculum .

Emma has had attachment training.

6. Progress of Pupils with SEND

Often our SEND pupils have medical appointments or SALT appointments which affects their overall attendance figures. (See Appendix 1a/b).

Each term the progress of children with SEND is reviewed, with their individual targets set out in their Personalised Learning Plans set in December, March and July, taking into account the results of PIRA, PUMA and teacher assessment. All the children who are currently receiving support are making some progress and meeting their individual targets set out in their Individual Learning Plans. These targets are small, measurable and achievable but give enough challenge so our children can make progress and narrow the gap with their peers.

Each child on the SEND register is monitored closely within the Sheffield Stat document, our whole school assessment scheme. As children achieve each objective, they acquire ticks. These get added to give a final total each term. Some children on the SEND register will be working on a grid for a lower year group but at the correct level for them. Assessments are undertaken to determine which year group tracker the children are matched with to balance challenge and to meet their personal needs. The children are then set ability appropriate targets from that tracker to help ensure they are making appropriate progress. The three stages are consistent throughout school. These are beginning, progressing and embedding. The only differences would be the year group number at the beginning of each stage if they are working at a different year group level. The Sheffield Stat Assessment Scheme is developed in school and teachers are confident in assessing this way.

SEND progress results can be found in Appendix 2.

However the children on the register have diverse severe and complex needs; many of these have a range of Speech and Language difficulties, Dyslexic tendencies, have dyscalculia, have ADHD, Dyspraxia as well as being on the Autistic Spectrum in varying degrees of severity.

7. Provision being made for individuals

Any child with specific needs has those met to the best of our ability. We cater for disabilities, both physical and hearing impairments.

8. External Personnel and Other Agencies

Last academic year we liaised with our Educational Psychologist (Linsey Share) Special Needs Support Advisor (Angela Biggs), the school nurse, (Jackie Elcock) and Speech and Language therapists (Emma Boulstridge, Erryn Harratt) and Autism Outreach (Steph Walker).

9. Inclusion

All pupils with SEND take part in all aspects of school life including out of school activities, and indeed all children have participated in the full range of opportunities and events arranged by the school, including trips and Y5 and Y6 residential trips.

10. Future Plans

This year we will be working on:-

- Introducing new learning plan formats
- Introducing new one page profiles
- Planning a variety of SEND training to support staff.
- Comprehensive monitoring will continue to ensure that the SEND children's needs are being met and that the work is being differentiated to meet the children's individual needs.

11. Secondary School Liaison

We continue to maintain links with our local secondary feeder schools and have liaison meetings to ensure information is passed on to schools prior to transfer. We did extra visits to the feeder schools for 7 of the Year 6 children to help support their transition. The SENDCo and Assistant SENDCo attend meetings to discuss related issues with other primary SENDCo's and those from the local feeder secondary school. The SENDCo's from the local Secondary schools are invited to the Y6 SEND annual reviews. Special attention is also made for younger SEND children transferring in from other schools and nurseries. The home visits to reception children were very successful and helped highlight issues and have helped build early relationships with the new parents and aid to a smooth transition for the children.

12. Communication with parents

This continues to be a very strong area, the Termly PLP review meetings are always well supported by parents. The Autumn, Spring and Summer PLP review meetings went well last year and were well supported. We try hard to cater the appointments to the parents' work needs and commitments. Communication and links remain very good. Parents will happily use the open door policy and ask to meet with Sarah Hodson or their child's class teacher if they have any concerns. All the staff at Woodlands Primary School continue to value the contributions made by all children, professionals, and parents/carers to help develop our inclusive school community. The yearly parent confidence questionnaire was very encouraging again and did not highlight any concerns.

Appendix 1a - Attendance SEND period: 01.09.2016 – 30.08.2017 (Whole Year 2016/7)

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
No. of Educational special need	17	96.23	3.52	0.25	0.81	0.02
SEN support	14	94.37	4.26	1.36	0.38	0.04
Statement	3	94.77	5.23	0.00	0.27	0.00
No SEN status	262	96.57	2.72	0.71	0.19	0.03

Appendix 1b – Attendance SEND period 01.09.17 – 31.12.18 (Autumn Term)

	Pupils in	Attendances	Authorised	Unauthorised	Late Before	Late After
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	group		Absences	Absences		
No. of Educational special need	21	94.51	4.82	0.49	0.21	0
SEN support	17	95.50	3.89	0.61	0.17	0
EHCP	4	91.36	8.64	0	0.37	0
No SEN status	285	95.64	3.10	1.26	0.15	0.04

Appendix 2 – SEND progress Autumn 2018

Average Point Score and Uplift – Whole School – Reading																								
KS1 progress indicators																								
KS2 progress indicators																								
Year	1			2			3			4			5			6								
Exp National	17			20			23			26			29			32								
Actual	18.9			22.0			24.6			28.2			29.7			32.9								
Difference	1.9			2.0			1.6			2.2			0.7			0.9								
% on track	98%			95%			95%			98%			98%			91%								
% not on track	2%			5%			5%			2%			2%			9%								
Progress																								
Minority Group Achievement																								
Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				
Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Entry Data	Uplift progress	
All	44	18.9	1.0	All	42	22.0	0.0	All	43	24.6	1.1	All	44	28.2	1.3	All	45	29.7	#REF!	All	43	32.9	2.8	
Girls	18	18.91667	1.1	Girls	27	22.0	1.3	Girls	20	24.9	1.1	Girls	24	28.2	1.3	Girls	20	29.4	#REF!	Girls	21	33.1	3.0	
Boys	25	19.0	1.0	Boys	15	22.1	1.2	Boys	22	24.4	1.0	Boys	20	28.2	1.2	Boys	25	30.0	#REF!	Boys	22	32.7	2.7	
PP	8	19.3	1.1	PP	5	22.2	1.6	PP	11	24.4	1.1	PP	12	28.0	1.5	PP	10	28.3	#REF!	PP	14	32.9	2.9	
NPP	35	18.9	1.0	NPP	37	22.0	1.3	NPP	31	24.7	1.0	NPP	33	28.3	1.2	NPP	35	30.2	#REF!	NPP	30	32.8	2.8	
Ethnicity	2	19	1.3	Ethnicity	2	22	1.0	Ethnicity	3	24.7	1.5	Ethnicity	1	28.5	1.0	Ethnicity	2	29.8	#REF!	Ethnicity	1	33.5	3.0	
SEN	6	18.5	0.9	SEN	3	19.7	1.5	SEN	4	23.1	0.9	SEN	1	28.0	1.0	SEN	5	26.5	#REF!	SEN	5	31.5	3.2	
NSEN	37	19.0	1.1	NSEN	39	22.2	1.3	NSEN	38	24.8	1.1	NSEN	44	28.2	1.3	NSEN	40	30.1	#REF!	NSEN	39	33.1	2.8	
Summer	7	18.7	0.9	Summer	13	22.0	1.5	Summer	13	24.5	1.2	Summer	11	28.1	1.5	Summer	9	29.7	#REF!	Summer	14	33.1	2.6	
Issues:																								
Actions:																								

Average Point Score and Uplift – Whole School – Maths																								
KS1 progress indicators																								
KS2 progress indicators																								
Year	1			2			3			4			5			6								
Exp National	17			20			23			26			29			32								
Actual	18.8			0.0			24.7			28.2			30.7			32.3								
Difference	1.8			-20.0			1.7			2.2			1.7			0.3								
% on track	95%			95%			98%			100%			98%			88%								
% not on track	5%			5%			2%			0%			2%			12%								
Progress																								
Minority Group Achievement																								
Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				
Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Exit Data	Progress	Group	Size	Entry Data	Uplift progress	
All	44	18.8	1.0	All	42	0.0	0.0	All	43	24.7	1.0	All	44	28.2	1.5	All	45	30.7	1.0	All	43	32.3	3.4	
Girls	18	18.694444	1.0	Girls	27	21.5	0.9	Girls	20	24.7	0.9	Girls	24	28.2	1.5	Girls	20	30.4	1.0	Girls	21	32.2	3.5	
Boys	25	18.9	1.0	Boys	15	21.8	1.1	Boys	22	24.7	1.0	Boys	20	28.1	1.5	Boys	24	31.0	1.0	Boys	22	32.4	3.3	
PP	10	18.9	1.0	PP	5	22.0	1.5	PP	11	24.4	1.0	PP	11	28.0	1.6	PP	10	29.2	0.8	PP	14	32.1	3.5	
NPP	34	18.8	1.0	NPP	37	21.6	0.9	NPP	31	24.8	0.9	NPP	34	28.2	1.5	NPP	34	31.2	1.1	NPP	30	32.4	3.3	
Ethnicity	2	18.75	1.0	Ethnicity	2	22	0.8	Ethnicity	3	25.0	1.2	Ethnicity	1	28.5	1.0	Ethnicity	2	31.3	1.0	Ethnicity	1	33.5	2.5	
SEN	6	18	0.8	SEN	3	20.0	1.3	SEN	4	24.0	1.0	SEN	1	28.0	2.0	SEN	5	27.6	0.6	SEN	7	30.8	3.0	
NSEN	37	18.9	1.0	NSEN	39	21.7	0.9	NSEN	38	24.8	0.9	NSEN	44	28.2	1.5	NSEN	39	31.2	1.1	NSEN	37	32.6	3.4	
Summer	7	18.4	0.9	Summer	13	21.5	0.9	Summer	13	24.5	1.0	Summer	11	28.0	1.7	Summer	8	30.8	0.9	Summer	14	32.3	3.2	
Issues:																								
Actions:																								

