



Westgate Primary School

Report on the Implementation of our SEN Policy 2017

At Westgate we believe that all children have the ability and desire to learn and achieve. Their learning style may vary and their capacity to learn may be effected by different abilities and disabilities. Through our Special Educational Needs Policy, we strive to ensure enjoyment in learning, pride in inclusion and sensitivity to each child's individual needs. By doing this, all children benefit by being part of a diverse, tolerant and supportive school community.

It is the role of our Special Needs Coordinator [SENCO] to ensure, wherever possible and practical, that we maximize the abilities of all pupils to provide equal access to the curriculum. Through regular discussions with school staff the SENCO identifies any children that may require additional support and will work closely with the child, parents and all staff to establish effective interventions which hopefully will enable them to achieve. This partnership is vital to ensuring a positive outcome and will nurture children through their school years so that they reach their own potential.

As directed by the SEN Code of Practice we try to ensure early intervention and identification of any difficulties. This is not always possible as some barriers to learning are not clear or do not develop until children are older.

Within school we use a large number of interventions to meet many differing and diverse needs, such as:

- Intervention groups to address needs in areas such as Maths, Literacy, Phonics, Social Skills, Emotional Intelligence and Managing Behaviour.
- Equipment to promote kinaesthetic learning in all areas of the curriculum.
- Mentors and buddies from upper Key Stage 2 to further support children at break time or to promote enjoyment in reading.
- Where funding is available, targeted support for individual children who required more specific, extended and focused intervention.
- The support of outside agencies to advise and direct the school and parents in the way forward for individual children.

We operate an open and transparent Special Needs Policy in which parents are involved in every stage of the process.

At Westgate we feel passionate that for a child to feel included they have to feel that they fit in; they need to feel wanted, valued, successful and happy. Inclusion is a process and an ongoing journey of discovery, and we are there to guide the children along the way.

The following report is a summary of SEN for the academic year 2016-17 –

1) Profile of pupils with SEN

There are 25 pupils on the SEN list, this is 10% of the school population. Of these 3 children have Education, Health and Care Plans (EHCPs).

	EHCP	SEN Support	Total
Westgate PS	1.2%	9%	10.2%
Leeds	1.8%	11.9%	13.7%
National	2.8%	11.6%	14.4%

28% of the children on the SEN Register receive FFI/ EHCP funding due to their high level of need. This equates to 3% of the school population which is just above the National average of funded pupils.

a) Number of pupils on school's SEN record -

	SEN Support	EHCP	% of year group
Year N	3	0	12%
Year R	0	1	4%
Year 1	3	0	12%
Year 2	2	0	8%
Year 3	2	0	8%
Year 4	5	1	24%
Year 5	3	0	12%
Year 6	4	1	24%
Total numbers	22	3	10%
Overall % of school population	9%	1.2%	

The spread of need remains fairly uneven across the year groups with some classes having much higher levels of need than others, the highest being year 4. This is both in terms of numbers of children and the need of the children themselves. This year group has received a high percentage of time from outside agencies such as Speech & Language Therapy (SaLT) and Educational Psychology (EP) time. This year group also has the highest number of Wave 3 interventions, especially for cognition and learning.

b) Areas of need (total numbers on school's SEN record)

	Cognition and learning	Communication and Interaction	Sensory/ physical	Social, mental and emotional Health
Total no. of pupils	7 (28%)	13 (52%)	0	5 (20%)
EHCP	1	2	0	0
SEN Support	6	11	0	5

Breakdown of SEN register by primary category of need

The highest primary need continues to be Speech and Language.

We no longer receive traded time from the NHS but instead use a private company called Away with Words. 11 children on the SEN Register have been reviewed as part of this provision with 2 being discharged. 3 further children have been referred for assessment with 2 requiring no further input and one receiving a speech sound programme. We have also undertaken a screening of our Nursery children with a total of 8 children requiring SaLT programmes. This has led to further training for members of the FS staff. The SaLT traded time continues to be an invaluable resource.

c) Gender of pupils on school's SEN record

Total number of boys	Total number of girls
17	8

2) Teaching and Learning

a) Additional Provision

The following Wave 3 interventions take place in school:

Year Group	Intervention
FS	Time to Talk Speech and Language targeted intervention Targeted group work for Pragmatics difficulties Nurture
1	Targeted Phonics Catch Up Time to Talk Lego Therapy Nurture Speech and Language targeted intervention Sensory Circuits Fine Motor Control/Handwriting FFT Wave 3 Literacy Specific interventions and strategies for behaviour PDC Support
2	Targeted Phonics Catch Up FFT Wave 3 Literacy Blank Level Intervention Lego Therapy
3	Plus 1 Nurture Same day catch up intervention Write From the Start.
4	Alphabet Arc Precision Teach Multisensory phonics Intensive Interaction Nurture

	FFT Wave 3 Literacy PDC Support Targeted Numeracy catch Up Targeted SEMH Group Support Nurture
5	Handwriting Nurture Comprehension intervention to also aid communication.
6	1:1 support as necessary for TC Toe by Toe Precision Teach Dyslexia Institute support Nurture

Outcomes of Wave 3 intervention is detailed in SEN Progress Trackers.

3) **Outside agency support**

The following agencies have been involved in the past year -

- Educational Psychologist (including Drop Ins)
- Speech and Language Therapist
- TaMHS (Targeted Mental Health in Schools) counselling
- PDC (Pupil Development)
- SENIT (SEN Inclusion Team)
- Occupational Therapist

Breakdown of support

Agency	Number of children
Educational Psychologist	8
Educational Psychologist drop-ins	1
SaLT (including specialist therapy)	24
SENIT	1
TaMHS	2
PDC	1
Occupational Therapist	1
CAMHS	4
Community Paediatrician	5

All outside agency advice has been fully adhered to.

4) Staff Skills and CPD

Title / content of training	Who was involved?	Outcomes / impact of training
Assessment Toolkit Training	MC	SENCo now able to carry out SENIT assessments
Attachment Attainment and Behaviour	CE	Training for Learning Mentor to ensure high quality support for SEMH
Blank Model of Language Development	JC	Supporting children with pragmatic language difficulties.
Building Pupil Resilience	CE	Training for Learning Mentor to ensure high quality support for SEMH
Communications Workshop	HR	Supporting language development in FS
Movement Play	CE, JN, KS	Supporting sensory and physical development in Early Years
Emotional Literacy and your school	CE	Training for Learning Mentor to ensure high quality support for SEMH
Emotional Wellbeing and Health	CE	Training for Learning Mentor to ensure high quality support for SEMH
Lego Therapy Training	CE, HI	Lego Therapy interventions running in several classes.
MITA conference	MC	Integration of the Maximising the Impact of Teaching Assistants (MITA) project
Nurture training	KD, CE, KG	Nurture support in KS1 and FS
Raising Pupil Self-Esteem	CE	Training for Learning Mentor to ensure high quality support for SEMH (Social, Emotional and Mental Health)
FFI A Band Training	MC	A Band (Cognition & Learning) funding to be applied for in November
SENCo Network Meetings	MC	Widening the skills of the SENCo
Speech Sounds Workshop	JN	Supporting Speech development in FS
SSI (Specific Speech Impairment) Training	KS	Support for specific child
Teaching for Neurodiversity	MC, BH	Training cascaded to teaching staff to ensure deeper understanding of specific areas of learning.

5) Funding arrangements

Budget Information

Income

	2015-16	2016-17	2017-18
Notional School Budget	£63,109	£64,949	£64, 949
Extra Top-Up Blocks	£6,000	£18,000	£20,500
FFI (High Needs Top-Up Funding)	£24,852	£41,154	£44,202
Total	£93,961	£124,103	£129,651

6) Outcomes

a) **Achievement and Progress**

Number of Children reaching expected End Of Year (EOY) Expectations in 2 or more areas – 30%

Number of Children not reaching expected EOY Expectations in 2 or more areas – 70%

This information covers Years 1-6.

In FS 3 out of 4 children achieved TAD in at least 1 prime area and one child achieved TAD in 4 specific areas.

Learning Passport outcomes Summer - Autumn

All or 2 outcomes met – 73%

1 outcome met – 27%

0 outcomes met – 0%

Learning Passport outcomes Autumn - Spring

All or 2 outcomes met – 81%

1 outcome met – 25%

0 outcomes met – 0%

Learning Passport outcomes Spring - Summer

All or 2 outcomes met – 65%

1 outcome met – 18%

0 outcomes met – 18%

B Squared Average Progress

	Reading	Writing	Maths
Autumn Term	30%	30%	31%
Spring Term	16%	17%	27%
Summer Term	11%	10%	24%

All staff use B-Squared for children with SEN and who are not expected to achieve end of year expectations. B-Squared allows teachers to track the small steps made by these children as well as providing next step targets and targeted planning for effective differentiation. Progression Guidance is used to track progress for children with Pragmatics difficulties.

A narrative process is used to build a picture of progress, focusing on positive outcomes and both Curriculum and Non-curriculum progress.

b) Exclusions – permanent and fixed term – of pupils with SEN

There have been no permanent or fixed term exclusions this year.

c) Attendance of pupils with SEN – authorised and non-authorised

	Pupils with no specific need	Pupils with SEN
Attendance – Average attendance rate (%)	97.15%	94.2%
Non-attendance – Average authorised (%)	2.28%	4.5%
Non-attendance – Average unauthorised (%)	0.24%	0.45%

7) Description of current quality assurance arrangements

Quality assurance and performance management of teaching assistants
<ul style="list-style-type: none"> • CPD • Progress review meetings (teachers evaluating impact) • SEN meetings • Appraisal

Quality assurance and performance management of other staff
<ul style="list-style-type: none"> • CPD • Learning walks • Book/planning scrutiny • Appraisal meetings • EP support • Progress review meetings • SEN meetings • Learning Passport Scrutiny

Quality assurance of interventions
<p>The English and Maths subject leaders monitor the progress of children taking part in Wave 2 interventions. The children on the SEN register who are part of Wave 3 interventions are also monitored by the SENCO. Their progress is monitored and tracked through Progress review meetings and any children found to be making insufficient progress at PPM could be added to interventions or children who had met their targets may be removed from the intervention.</p>

8) Compliance with statutory duties

Statutory duties regarding Statement conversions were completed in the autumn term. Reviews were held in the spring term for children with FFI funding. An additional EHCP was applied for and is pending.

	✓ / ✗
All provision is in place for students with statements of SEN / EHCPs	✓
Annual reviews have been conducted on time	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with disabilities have accessed all relevant school activities including trips	✓

9) SEN Policy Update

SEN Policy was updated this year following consultation with parents and staff.

10) SENCo's summary

What has worked well this year
<ul style="list-style-type: none">• Learning Passports continue to ensure that the graduated approach of 'Plan, do, assess, review' is at the centre of planned support. They form an integral part of the SEN system at school and allow us to track children's progress, using graduated waves of intervention.• All statutory duties have been completed well within the timeframes and successfully.• Maximising the Impact of Teaching Assistants continues to ensure that all children but especially the most vulnerable are receiving the right level of support. The SENCo was given the opportunity to speak at the MITA Leeds conference about the success that we have had with this project.• Outside agency support has been planned to meet the needs of the children. All advice has been successfully adhered to.• B Squared is now a fully integrated assessment and planning tool across school ensuring that small steps of progress are recorded and next steps are clearly set out.• The private traded time Speech and Language therapist has provided excellent support and advice throughout the year.• Westgate became the first school in Leeds to achieve the MindMate status highlighting the commitment to supporting children with their SEMH development.• Parents workshop on the school policies was well received and will become an annual event.

What could have worked better
<ul style="list-style-type: none">• Whilst B Squared has been fully integrated into the assessment processes at Westgate Progression Guidance has not and given the rising number of children with pragmatics difficulties this remains a priority for the upcoming year.• One Minute Guides to provision at Westgate will be produced.

SENCO's priorities for 2017-18 academic year
<ul style="list-style-type: none">• Use of Progression Guidance to monitor and track progress of children with Pragmatics difficulties.• To investigate why children are progressing at a quicker rate in Maths than in Reading and Writing across the school.• To develop Speech and Language provision across school but especially in FS and KS1 to ensure early identification of need. This could be linked to Communication Friendly Schools.• Building capacity in schools to meet the needs of children with SpLD (dyslexia) and literacy difficulties. SENIT training (including 2 staff meetings). Developing dyslexia aware provision in school

- To continue with 'Maximising the Impact of TAs' CPD to support LSAs in improving outcomes for all children.
- To work closely with the SLT to track and monitor the attainment of pupils with SEN and to plan provision and support for those children.
- Ensure Parents and Children's voice continues to be central to SEN policy and planning.

Marie Colannino

SENCo

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