



Westgate Primary School

Report on the Implementation of our SEN Policy 2016

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 and minimize the disabilities 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, you as 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 your child 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 your child is 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.
- Individual Education Plans [IEP] and Individual Behaviour Plans [IBP] to highlight both the needs and teaching approach required for a specific child
- 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 your child.

We operate an open and transparent Special Needs Policy in which you, as parents, are involved in every stage of the process. We will always discuss any concerns we have and hope that you will feel comfortable and confident in approaching us if you have any worries. More detailed explanations of the SEN procedures can be found in the SEN policy.

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 you and your child along the way.

The following report is a summary of SEN for the academic year 2015-16 –

1) Profile of pupils with SEN

There are 26 pupils on the SEN list, this is 10% of the school population. Of these 2 children have EHCPs with a further one pending.

	Education Health and Care Plans	SEN Support	Total
Westgate Primary School	1.2%	9.3%	10%
Leeds	0.7%	14.4%	15.2%
National	2.8%	12%	15%

A quarter of the children on the SEN Register receive Funding For Inclusion/ EHC Plan 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	EHC Plan	% of whole cohort
Nursery to Year 2	9	1	9%
Year 3 to Year 6	14	2	13%
Total numbers	23	3	10%
% of school population	9.3%	1.2%	

The spread of need was is fairly uneven across the year groups with some classes having much higher levels of need than others, the highest being year 3. This is both in terms of numbers of children and the need of the children themselves. As such much of the outside agency support including EP traded time, SaLT traded time, SENIT involvement and EP drop ins have been targeted at this year group. 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	9 (35%)	12 (46%)	0	5 (19%)
EHCP	0	3	0	0
SEN Support	9	9	0	5

Breakdown of SEN register by primary category of need

The highest primary need continues to be Speech, Language and Communication, with Cognition and Learning also high.

Our NHS Speech and Language offer for 2015 – 16, which includes traded time through the cluster has met this need with 2 children being discharged from the service. A further 4 children have been referred, with 3

being seen as part of traded time. One child has received a diagnosis of SLD (Specific Language Disorder) which requires specialist Speech and Language Therapy input, provided as part of the NHS offer.

c) Gender of pupils on school’s SEN record

Total number of boys	Total number of girls
17	9

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 FFT Wave 3 Literacy
2	Targeted Phonics Catch Up Nurture Precision Teach FFT Wave 3 Literacy
3	Alphabet Arc Precision Teach Multisensory phonics Intensive Interaction Nurture FFT Wave 3 Literacy PDC Support Targeted Numeracy catch Up
4	Targeted SEMH Group Support Nurture
5	1:1 support as necessary for one pupil Toe by Toe Nurture
6	1:1 support as necessary for one pupil 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 (SaLT)
- Targeted Mental Health in Schools counselling (TaMHS)
- Pupil Development Centre (PDC)
- SEN Inclusion Team (SENIT)
- Occupational Therapist

Breakdown of support

Agency	Number of children
Educational Psychologist	7
Educational Psychologist drop-ins	3
SaLT (including specialist therapy)	12
SENIT	3
TaMHS	2
PDC	2
Occupational Therapist	2

All outside agency advice has been fully adhered to.

4) Staff Skills and CPD

Title / content of training and frequency	Who was involved?	Outcomes / impact of training
SENCo training (3 days)	MC	SENCo fully up to date with Leeds specific training.
CP training	MC	SENCo now a named person
FFI training	MC	SENCo now fully up to date with FFI applications
Level 2 AET Training	MC & HT	Autism friendly strategies in place across school.
Level 3 AET Training	MC	SENCO supporting the Autism Lead Professional in leading Autism practices across school.
Progression Guidance	JC	Progression Guidance used to track non-curriculum progress for all children with Pragmatics difficulties. (training to be rolled out to all staff by MC and JC)
Maximising the Impact of TA's	MC	Plan in place to ensure impact of all TAs. (Training to be rolled out to all staff by MC in July)
Support from The Lighthouse School	AG/LR	Specifically tailored support from the Lighthouse school for MR. Support for transition.
SaLT training for targeted support	MC/LP	Targeted Speech and language support is continued in school.
SENCo Conference	MC	Workshops attended on use of B Squared. To be rolled out across school in September for measuring progress of children on SEN Register.
Educational Psychologist Drop-ins	MC/DH/HH	Advice tailored to specific children.
Occupational Therapist Handwriting Workshop	All teaching staff	Teaching staff provided with personalised plans for handwriting with a problem solving approach.

5) Funding arrangements

Budget Information

a) Income

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

7 children in total are funded in the school.

6) Outcomes

a) **Achievement and Progress**

Number of Children reaching expected End Of Year (EOY) Expectations in 2 or more areas – 35%
 Number of Children not reaching expected EOY Expectations in 2 or more areas – 65%

This information covers Years 1-6. In FS all 4 children have met age-related expectations in at least 2 areas.

Learning Passport outcomes Autumn – Spring

All outcomes met – 52%
 2 out of 3 outcomes met – 41%
 0 outcomes met – 7% (1child)

Learning Passport outcomes Spring - Summer

All outcomes met – 56%
 2 out of 3 outcomes met – 32%
 1 or 0 outcomes met – 12%

With the removal of levels it is important to find a way to track progress made where children will not be achieving end of year expectations and who often make very small steps, often at a level below the rest of the class. Following the advice of SENIT, all staff have been trialling the use of 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. From September these will be used to track percentages of outcomes met across each year group's expectations. Progression Guidance will be used to track progress for children with Pragmatics difficulties.

A narrative process has been used this year 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%	95%
Non-attendance – Average authorised (%)	2.75%	4.5%
Non-attendance – Average unauthorised (%)	0.25%	0.5%

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 EHC Plan 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

There has been no change in SEN policy this year. The SEN policy will be due for renewal in the next academic year.

10) SENCo's summary

What has worked well this year
<ul style="list-style-type: none"> • This year was a continuing time of transition at Westgate Primary School, with a new curriculum embedding and facing 'Life after Levels'. • The graduated approach using waves of intervention is working well and allows for integrated learning meeting the children's needs at various levels. The system enables us to track children and evidence previous support when contacting outside agencies for support. Changes to Learning

Passports have ensured that the graduated approach of ‘Plan, do, assess, review’ is at the centre of planned support.

- All statutory duties have been completed well within the timeframes and successfully. The EHCP conversion was a great success and parents felt the process was clear, transparent and easy to do.
- There has been intensive CPD this year, in particular, for the new SENCo. This CPD has led to further training in school for teachers and support staff.
- The introduction of Pupil Passports has ensured that children’s voice is at the centre of all support at Westgate. Pupil Passports have been made available for all staff to ensure a consistent approach with some of our more vulnerable pupils.
- Outside agency support has been planned to meet the needs of the children. All advice has been successfully adhered to.

What could have worked better

- The disruption in service from both the Education Psychology team and Speech and Language Therapy has meant that there has been little continuity in provision for the children with time being wasted bringing new professionals up to speed. This has been raised as an issue by the cluster and has been felt in all of the family of schools. We have not so far had assurances that our named EP and SaLT will remain the same for 2016-17.
- Whilst B Squared has been trialled in years 1-6 (EYFS Developmental Journal is used in Foundation Stage) it is not yet being used to its full effect as envisaged by SENIT. Following recent training which will be cascaded to teaching and support staff, this is a priority for next year.

SENCO’s priorities for 2016-17 academic year

- Detailed roll out of B Squared to monitor and track progress. Early training if possible.
- Use of Progression Guidance to monitor and track progress of children with Pragmatics difficulties.
- Support for new Learning Mentor with consistent approach to Social, Emotional and Mental Health Needs support across 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 Specific Learning Difficulties (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 Teaching Assistants in improving outcomes for all children.
- To work closely with the Senior Leadership Team 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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