West Jesmond Primary School
Annual SEND Report
2018-2019

Evaluating the Effectiveness of   provision for pupils with Special Educational Needs and/or Disabilities (SEND)

At West Jesmond our vision is to provide the community we serve with a truly outstanding school, consistently providing the highest quality of teaching and support for every individual child, in every year group.

We envisage an education for all pupils that enables them to be creative, inquisitive, compassionate and successful young people, though a curriculum that is rich, exciting, innovative and varied.

As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued; all children will make the very best progress that they can; leaving us confident to participate and take a lead role in society.

The SEND school policy was reviewed in March 2018.
The SEND Information Report was reviewed in March 2018

SEN Profile of the School:
6.4% of children at SEN Support compared to national average of 12.2%.
0.16% of children with EHCP compared to national average of 1.3%

Attainment and Progress of pupils with SEND 2017-2018

End of Key Stage 2:

READING

READING Year 6 2018-2018 SEND		Significantly below ARE	Below ARE	At ARE	Above ARE
	All (5)		40.0% (2/5)	40.0% (2/5)	20.0% (1/5)
	Boys (3)		33.3% (1/3)	33.3% (1/3)	33.3% (1/3)
	Girls (2)		50.0%(1/2)	50.0% (1/2)	0% (0/2)

Progress Made from Key Stage 1:
(where 0 is national average)

READING	
All pupils (69 pupils)	**3.22**
SEN support (4 pupils)	**3.84**
No SEN (65 pupils)	**3.18**

WRITING

WRITING Year 6 2018-2018 SEND		Significantly below ARE	Below ARE	At ARE	Above ARE
	All (5)		40.0% (2/5)	60.0% (3/5)	0% (0/5)
	Boys (3)		33.3% (1/3)	66.7% (2/3)	0% (0/3)
	Girls (2)		50.0%(1/2)	50.0% (1/2)	0% (0/2)

Progress Made from Key Stage 1:
(where 0 is national average)

WRITING	
All pupils (69 pupils)	**2.93**
SEN support (4 pupils)	**3.01**
No SEN (65 pupils)	**2.93**

MATHS

MATHS Year 6 2018-2018 SEND		Significantly below ARE	Below ARE	At ARE	Above ARE
	All (5)		60.0% (3/5)	20.0% 1/5)	20.0% (1/5)
	Boys (3)		66.7% (2/3)	0% (0/3)	33.3% (1/3)
	Girls (2)		50.0%(1/2)	50.0% (1/2)	0% (0/2)

Progress Made from Key Stage 1:
(where 0 is national average)

MATHS	
All pupils (68 pupils)	**4.82**
SEN support (3 pupils)	**4.69**
No SEN (65 pupils)	**4.82**

Children meeting ARE for end of Key Stage 1

Year 2	Number of pupils	Reading		Writing		Maths		RWM	
SEN	4	1/4	25%	0/4	0.0%	1/4	25%	0/5	0.0%
Non-SEN	85	73/85	88.8%	73/85	85.8%	73/85	85.8%	66/85	77.7%

Progress made from:

Reading

	Lower equivalent attainment to baseline	Same equivalent attainment to baseline	Higher equivalent attainment to baseline
Non-SEN	**6.6% (9/74)**	**70.3% (52/74)**	**11.1% (15/74)**
SEN	**0% (0/4)**	**75% (3/4)**	**25% (1/4)**

Writing

	Lower equivalent attainment to baseline	Same equivalent attainment to baseline	Higher equivalent attainment to baseline
Non-SEN	**23.0% (17/74)**	**60.8% (45/74)**	**16.2% (12/74)**
SEN	**0% (0/4)**	**100% (4/4)**	**0% (0/4)**

Maths

	Lower equivalent attainment to baseline	Same equivalent attainment to baseline	Higher equivalent attainment to baseline
SEN	**5.9% (8/74)**	**67.6% (50/74)**	**21.6% (16/74)**
Non-SEN	**0% (0/4)**	**75% (3/4)**	**25% (1/4)**

EYFS:

	Number of Pupils	Good level of development achieved	
		Number	%
SEN	**2**	**0**	**0%**
Non SEN			

Staff Training

The training needs for all staff are identified through: audit of staff strengths and areas to be developed, identification of specific needs for individuals and how staff need to be trained to support the pupil and key objectives on the school development plan that may need addressing through training.

Training 2018-2019:

TA Training:
- Provision Map
- Metacognition
- SEND Mainstream Guidance

Staff Meetings:
- Provision Map
- Lexia

- SEND Mainstream Guidance
- Dyslexia Awareness

External courses:
- 2 members of staff have attended two days of 'Understanding Autism' Training, with a further date booked for Summer term.
- 1 teacher attended Makaton Training October 2018
- 4 members of staff completed 'Thrive' Training December 2018

SEND Budget

INCOME	
Supplementary Funding for specific children	£5000 £1000
Low Prior Attainment	£71, 670
TOTAL	£77, 670

Supplementary funding is spent on supporting individual pupils through:
- TA support
- Specialist resources
- CPD for staff supporting individual needs:

EXPENDITURE		
TA Staffing	£40,198	2 x 32.5 hours from Nov '17 1 x 25 hours 1 x 20 hours
Agency TA	£4000	
Teaching (SENDCo)	£29,945	
Resources	£250	
SEN Support Service Level Agreement	£1200	
SENTASS Service Level Agreement	£2000	
Educational Psychologist Service Level Agreement		
Lexia Programme	£433	
Edukey Provision Map	£625	
TOTAL	£80,901	

The school budget includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with additional needs
- CPD for all staff:
- Specialist resources
- Support and advice from outside agencies
- Provision Mapping software
- Lexia programme

Provision

All children across school access Wave 1 provision as part of inclusive quality first teaching. Children who have additional needs (SEND/EAL/other) access a wide range of Wave 2 interventions (small group provision to enable children to work at ARE or above). A small number of children access Wave 3 (highly personalised) interventions.

The impact of these interventions is assessed and reviewed as part of termly inclusion meetings. This is done by class teachers, staff running interventions and the Inclusion team. This information is updated on the provision map and used to inform future support and provision.

Working with outside agencies

This year we have SLAs with the following teams:

- Special Educational Needs Teaching and Support Service (SENTASS) who provide support for Specific Learning Difficulties (Dyslexia) and Speech and Language.
- Newcastle School Improvement Service (SIS) team, who offer support to SENCOs to keep them up to date with key SEN developments in the Local Authority and nationally. They also provide advice on moderate learning difficulties.
- Educational Psychology Service

We also work closely with school health and, when appropriate, social services and the Looked After Children Team.

Pupil Voice

All children identified as having SEND work with a familiar TA to share their views each term. This information is used to inform discussion during termly inclusion meetings to review provisions and how the children are feeling about them. Children's views are also shared during review meetings with parents. Pupils in key stage 2 are invited to attend their termly review meeting and share work they are proud of.

Findings:

Reception: 16 children were asked. All children who were able to understand the questions rated their enjoyment of school as 9 or 10/10. Two children were unable to access the question.

Year 1: 26 children were asked. The majority of children rated school as 10/10. There was no pattern to what they enjoy or do not enjoy at school. They could all give examples of people who helped them at school.

Year 2: 19 children were asked. The majority of children rated their enjoyment of school as 9 or 10/10. 2 children rated it as 5/10 and 1 child rated it as 0/10. There was no pattern to what they enjoy or do not enjoy at school. Almost all children were all able to talk about teachers, TAs and friends who help them at school. One child stated that no one helps him.

Year 3: 23 children were asked. All children rated their enjoyment of school as 7/10 or above (majority were 9 or 10/10). There was no pattern to what they enjoy or do not enjoy at school. Many named specific TAs and friends as specific people who help them at school.

Year 4: 33 children were asked. The majority of children rated their enjoyment of school as 8/10 or above. Three children rated it as below 5/10. All children were able to name people who help them at school including teachers, TAs and friends. All children who rated their enjoyment of school as lower than 5/10 were able to identify what they found difficult in the curriculum.

Year 5: 33 children were asked. The majority of children rated their enjoyment of school as 9 or 10/10, with one child rating school as 11/10. Five children rated it as 7/10 and one child rated it as 0/10. All children were able to name TAs and teachers who help them at school, with some children also naming friends.

Year 6: 19 children were asked. The majority of children rated their enjoyment of school as 8,9 or 10/10. Five children rated it as 4,5,6 or 7/10. There was no pattern to what they enjoy or do not enjoy at school. Children named a range of teachers, TAs and friends who help them at school. A significant number of children in year 6 also named Jacqui and Gill as people who help them.

Next Steps:

For children who rated their enjoyment of school as 5/10 or less, ensure specific areas of difficulty are being targeted. This may include break/lunchtime support.

Develop a questionnaire that all reception children are able to access fully.

Develop questionnaire to encourage children to reflect on the impact of specific interventions.

Parent Voice

Parents of children identified as having SEND have been asked to complete an annual parent voice questionnaire

Findings from questionnaires returned:

- 100% of parents agree that their child feels safe and happy at school
- 83% of parents agree that their child is making good progress at school, 17% are not sure.
- 83% of parents agree that they have sufficient information about their child's progress. 17% are not sure.
- 100% of parents know why their child is on the SEN register.
- 100% of parents feel able to approach staff about any concerns they have about their child.
- 100% of parents know how the school provides support for their child.
- 100% of parents agree that their child is getting enough support.
- 67% of parents know who the SENDCo is at West Jesmond Primary School
- 67% of parents agree that issues raised about SEND or their child's needs are dealt with efficiently. 33% are not sure.
- 67% of parents agree that opportunities are planned to discuss the individual needs of their child with the appropriate members of staff. 33% are not sure.
- 67% of parents feel they are informed when outside agencies are visiting their child and receive up to date reports. 17% is not sure and 17% disagrees.
- 50% of parents feel that they are informed about interventions their children are accessing, 50% are not sure.

- 100% of parents agree they have been given suggestions about how to support their child at home.

- 100% of parents feel their child has someone to talk to in school.

- 100% of parents feel there is an inclusive ethos within school.

- 50% of parents feel the website contains useful and essential information about SEND. 50% are not sure.

Next Steps:

Aim to encourage more parents to complete questionnaire - publish on school website so it can be completed at any time during the year.

Ensure parents receive copies of learning plan within a week of parent consultations.

Inform/remind parents when external agencies are visiting their child in school.

Update information on website

Create intervention information sheets to give to parents when their child begins to access a provision.

Ensure parents/carers know they can meet with Cathy Hogan (SENDCo) at parent consultation evenings on a 'drop in' basis.