



West Jesmond Primary School

SEND Report

2019-2020

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, through 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 2020.

The SEND Information Report was reviewed in March 2020.

Information on the website is reviewed and updated annually.

602 pupils on roll

SEN Profile of the School:

43 children on SEND Register

6 children with Education, Health and Care Plans (EHCPs)

Income from EHCPs:

1 x band B £1,000

3 x band C £2,500

1 x band D £5000

1 x band E £7000

Total: £19,500

7.2% of children at SEN Support compared to national average of 12.8%.

1% of children with EHCP compared to national average of 1.8%

SEN register:

EYFS: Reception: 2 2 SEN support	Key Stage 1: Year 1: 5 2 EHCP 3 SEN support Year 2: 2 2 SEN support	Lower Key Stage 2: Year 3:12 4 EHCP 8 SEN support Year 4: 6 6 SEN support	Upper Key Stage 2: Year 5: 9 9 SEN support Year 6:7 7 SEN support
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Breakdown of areas of need:

Social, Emotional and Mental Health <ul style="list-style-type: none"> • Rec:0 • KS1: 2 • Lower KS2: 1 • Upper KS2: 2 	Cognition and Learning <ul style="list-style-type: none"> • Rec: 0 • KS1: 1 • Lower KS2: 7 • Upper KS2: 7
Physical Difficulties <ul style="list-style-type: none"> • Rec: 1 • KS1: 1 • Lower KS2: 3 • Upper KS2: 2 	Speech, Language and Communication <ul style="list-style-type: none"> • Rec: 1 • KS1: 3 • Lower KS2: 7 • Upper KS2: 5

Attendance:

2019-2020

	Autumn Term	Spring Term	Summer Term (lockdown)
EHCP	94.8%	94.9%	6.7%
SEN Support	95.3%	95.6 %	19.6%
Non SEND	96.4%	96.2%	21.1%

Exclusions: There were no exclusions last academic year

Children with SEND participating in Extra-curricular Activities:

School Council: (0/12)

Curriculum Representatives:

Science Ambassadors: 14% (2/14)

Digital leaders: 13% (2/15)

Job Squad: 9% (1/11)

Playground Buddies 10% (6/58)

Eco Representatives: 8.6% (3/35)

In school music activities:

String group: 0%

Djembe club: 0%

School of Rock: 4.1% (1/24)

Choir: 4% (3/76)

Sports Clubs:

Year 3 fencing: 7% (1/14)

Year 4 hockey: 8% (1/12)

Year 6 netball 13% (2/15)

Other:

Year 1 art club: (1/12)

Year 6 art club: (1/13)

Shakespeare Festival (running into 20-21): 18.5% (5/27)

Provision

All children across school access Wave 1 provision as part of inclusive quality first teaching. Making adjustments to everyday classroom practise to ensure all children are able to access all lessons is essential. This includes specialist equipment and resources, differentiation and deployment of TA support.

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.

2019-20 Interventions	
SOCIAL, EMOTIONAL AND MENTAL HEALTH <ul style="list-style-type: none"> • 1:1 Nurture sessions • Lego Club • 'Grain to Table' • Raising Aspirations group • Developing resilience through play 	COGNITION AND LEARNING <ul style="list-style-type: none"> • Lexia • Talk 4 Number • Year 6 Reading Comprehension • Year 2 Phonics • Shared Reading • Science in my Pocket • Memory skills • EAL – high needs
PHYSICAL DIFFICULTIES <ul style="list-style-type: none"> • dough disco • write from the start • 1:1 OT sessions • Developing motor skills through games 	SPEECH, LANGUAGE AND COMMUNICATION <ul style="list-style-type: none"> • TalkBoost • 1:1 Speech and Language Sessions • Lego Club • Talk 4 Number • Shared Reading • Science in my Pocket

Working with outside agencies

This year we have SLAs with the following local authority teams:

- Special Educational Needs Teaching and Support Service (SENTASS) who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia) 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.
- Educational Psychology Services

We have also worked closely with:

- school health
- Children and Young People's Services (CYPS)
- CAMHs
- and, when appropriate, social services and the Looked After Children Team.

Attainment and Progress of pupils with SEND

2019-2020

This data is based on end of Spring predictions of the levels children were on track to achieve by the end of the year.

End of Key Stage 2:

Year 6 2019-2020	Reading		Writing		Maths	
	At or above	Exceeding	At or above	Exceeding	At or above	Exceeding
Cohort (80)	68 80%	36 45%	64 80%	27 33.8%	69 86.3%	35 43.8%
SEN (7)	5 71.4%	1 14.3%	3 42.8%	1 14.3%	4 57.1%	2 28.6%
Non-SEN (72)	63 87.5%	35 48.6%	61 84.7%	26 36.1%	65 90.3%	33 45.8%

Progress Made from Key Stage 1:

	Lower equivalent attainment to baseline	Same equivalent attainment to baseline	Higher equivalent attainment to baseline
READING			
Cohort (57)	3 5.3%	39 68.4%	15 26.3%
SEN (6)	0 0%	5 83.3%	1 16.6%
Non-SEN (51)	3 5.9%	34 66.6%	14 27.5%
WRITING			
Cohort (57)	3 5.3%	38 66.6%	16 28.1%
SEN (6)	0 0%	4 66.6%	2 33.3%
Non-SEN (51)	3 5.9%	34 66.6%	14 27.5%
MATHS			
Cohort (57)	5 8.8%	39 68.4%	13 22.8%
SEN (6)	0 0%	3 50%	3 50%
Non-SEN (51)	5 9.8%	36 70.6%	10 19.6%

Children meeting ARE for end of Key Stage 1

This data is based on end of Spring predictions of the levels children were on track to achieve by the end of the year.

Year 2 2019-2020	Reading		Writing		Maths	
	At or above	Exceeding	At or above	Exceeding	At or above	Exceeding
Cohort (76)	55 72.4%	31 40.8%	54 71%	19 25%	58 76.3%	30 39.5%
SEN (2)	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Non-SEN (74)	55 74.3%	31 41.9%	54 73%	19 25.7%	58 78.4%	30 40.5%

Progress made from EYFS to end of KS1:

	Lower equivalent attainment to baseline	Same equivalent attainment to baseline	Higher equivalent attainment to baseline
READING			
Cohort (63)	20 31.7%	36 57.1%	7 11.1%
SEN (2)	0 0%	2 100%	0 0%
Non-SEN (61)	20 32.8%	34 55.7%	7 11.5%
WRITING			
Cohort (63)	28 44.4%	32 50.8%	3 4.8%
SEN (2)	0 0%	2 100%	0 0%
Non-SEN (61)	28 45.9%	30 49.2%	3 4.9%
MATHS			
Cohort (63)	16 25.4%	43 68.3%	4 6.3%
SEN (2)	0 0%	2 100%	0 0%
Non-SEN (61)	16 26.2%	41 67.2%	4 6.6%

Children meeting Early Learning Goal in EYFS:

Group	Reading		Writing		Number	
	At or above ARE	EXC	At or above ARE	EXC	At or above ARE	EXC
Cohort	91%	23.6%	91%	19.1%	94.4%	24.7%
SEN (2)	50%	0%	50%	0%	50%	50%
Non-SEN (87)	92%	24.1%	91.9%	19.5%	95.4%	24.1%

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 2019-2020:

Autumn1:

All TAs: Autism training from David McLeod – SENTASS Communication and Interaction Team

1 x TA training on 'Box Time' by SENTASS Communication and Interaction Team

1 x Teacher, 1 x TA have started Thrive Training

CH, RMcV, VG attended Newcastle Inclusion Conference

CH to SEN Network meeting

Autumn 2:

All TAs: Positive Playtimes – Jacqui Nicholson

SENDCo and 1 x TA training on ASD in the mainstream classroom - SENTASS Communication and Interaction Team

7 x teachers and 7 x TAs training on using technology to support the wider curriculum.

1 x Teacher, 1 x TA ongoing Thrive Training

22 teachers and 8 TAs attended Bereavement Training – Educational Psychologist

CH to SEN Network meeting

Spring 1:

All TAs: training on using technology to support the wider curriculum delivered by teachers and TAS who attended the external training.

1 x Teacher, 1 x TA ongoing Thrive Training

1 x Teacher, 1 x TA 'box time' training

1 x TA Pathological Demand Avoidance Training

CH to SEN Network Meeting

Spring 2:

All TAs: Talk 4 Number training (11.3.20)

All full time TAs: Defibrillator training (11.3.20)

1 x TA Attachment Training (26.2.20)

GWC, RMcV, HS, TJ, CH, JN, VG, Fire Safety session (10.3.20)

CH, JN, HS and SMc Evac chair training (18.3.20)

2 x TAs gastronomy feed training from renal nurse (ongoing)

Training completed during lockdown:

- Thrive: Forging new connections webinar
- Thrive: Reconnecting after Lockdown webinar
- Makaton Training Levels 1 and 2
- Open University Open Learn: Supporting children and young people's well-being Level 2
- The role of play in children's learning Level 2
- Adversity and Trauma Informed Practise
- ADHD - (Open Letter) (Top tips for understanding and supporting) (Teaching and Managing)
- Anxiety - Clennell Education Solutions
- Open University (3 x free courses): Understanding Dyslexia, Introduction to Child Psychology, What Children and Young People Say
- Anxiety (especially during Covid 19) The psychological impact of Covid 19.
- Understanding Autism,
- Understanding Dyslexia
- The World of the Primary School (Open University - In Progress)

Monitoring

- Pupil review meetings for all year groups: September 2019
- Inclusion Team walk round with a focus on pastoral care: 1.10.2019
- Ongoing book scrutinies (including as part of intervention monitoring)
- Parent Voice questionnaire: distributed January 2020
- Regular meetings with SEN Governor
- Pupil voice gathered January 2020

Pupil Voice

All children identified as having SEND worked with a familiar TA to share their views. 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: 2 children were asked. Both children who were able to understand the questions rated their enjoyment of school as 10/10.

Year 1: Five children were asked. Two children rated school as 10/10, 2 children rated it as 9/10. 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. One child was unable to access the questions.

Year 2: Two children were asked. Both rated their enjoyment of school as 10/10. There was no pattern to what they enjoy or do not enjoy at school. Both children were all able to talk about teachers, TAs and friends who help them at school.

Year 3: Twelve children were asked. All children rated their enjoyment of school as 7/10 or above. 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: Six children were asked. Four children rated their enjoyment of school as 8/10 or above. Two 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: Nine children were asked. Six children rated their enjoyment of school as 9 or 10/10, with one child rating school as 11/10. Two 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: Seven children were asked. Five children rated their enjoyment of school as 8,9 or 10/10. Two children rated it as 4 or 5/10. 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 number of children in year 6 also named Jacqui and Gill as people who help them.

Identified areas for development:

- 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 format that is more engaging and interactive for children, that promotes discussion and that all children are able to access fully.
- Develop a format that enables children to reflect on the impact of specific interventions.
- Invite KS1 children to share something they are proud of at review meetings.

Parent Voice

Parents of children identified as having SEND were invited to complete an annual parent voice questionnaire in February 2020

Findings from questionnaires returned (17):

- 100% of parents agree that their child feels safe and happy at school
- 100% of parents agree that their child is making good progress at school.
- 86% of parents agree that they have sufficient information about their child's progress. 14% 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.
- 86% of parents know who the SENDCo is at West Jesmond Primary School, 14% are not sure
- 100% of parents agree that issues raised about SEND or their child's needs are dealt with efficiently.
- 100% of parents agree that opportunities are planned to discuss the individual needs of their child with the appropriate members of staff.
- 57% of parents feel they are informed when outside agencies are visiting their child and receive up to date reports. 43% is not sure.
- 86% of parents feel that they are informed about interventions their children are accessing, 14% are not sure.
- 86% of parents agree they have been given suggestions about how to support their child at home, 14% are not sure
- 100% of parents feel their child has someone to talk to in school.
- 71.5% of parents feel there is an inclusive ethos within school. 28.5% are not sure.
- 14% of parents feel the website contains useful and essential information about SEND. 86% are not sure.

Identified areas for development:

- Aim to encourage more parents to complete questionnaire – create on google forms and send via email
- Inform/remind parents via email/diaries when external agencies are visiting their child in school.
- Update information on website annually following audit by LA SEN advisors.
- Create intervention information sheets to give to parents when their child begins to access a provision.
- Ensure parents/carers know they can meet with SENDCo at parent consultation evenings on a 'drop in' basis.

Next Steps:

- Work towards LA Inclusion Quality Framework
- Staff training on ASD
- Monitor and support home learning for vulnerable children
- Develop and clarify roles within inclusion team

Please see the Newcastle Local Offer for information about support in Newcastle:

Newcastle SEND Local Offer

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