



West Jesmond Primary School

SEND Report

2020-2021

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. Our vision for West Jesmond Primary School, 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.

The SEND school policy was reviewed in February 2021.

The SEND Information Report was reviewed in April 2021.

The Accessibility plan was reviewed in March 2021

Information on the website is reviewed and updated annually.

SEN Profile of the School:

At the start of the year we had 4.5% (27) of children at SEN Support. This had increased to 6.3% (38) by the end of the year. This is compared to national average of 12.6%.

1.7% of children with EHCP (10) compared to national average of 2.1%

Overall SEND: 8% (48)

Number and percentage of learners who are SEN and Pupil Premium: 8 (1.3%)

Number and percentage of learners who are SEN and EAL: 12 (2%)

Number and percentage of learners who are SEN, Pupil Premium and EAL: 5 (0.8%)



SEN register:

EYFS:	Key Stage 1:	Lower Key Stage 2:	Upper Key Stage 2:
Reception: 5	Year 1: 3	Year 3: 2	Year 5: 6
4 EHCP	3 SEN support	2 SEN support	6 SEN support
1 SEN support	Year 2: 8	Year 4: 14	Year 6: 10
	2 EHCP	4 EHCP	10 SEN support
	6 SEN support	10 SEN support	

	Boys	Girls
SEN Support	24	14
EHCP	6	4

Breakdown of areas of need:

Social, Emotional and Mental Health <ul style="list-style-type: none"> • Rec: • KS1: 5 • Lower KS2: 3 • Upper KS2: 3 	Cognition and Learning <ul style="list-style-type: none"> • Rec: 3 • KS1: 2 • Lower KS2: 2 • Upper KS2: 6
Physical Difficulties <ul style="list-style-type: none"> • Rec: • KS1: • Lower KS2: 4 • Upper KS2: 2 	Speech, Language and Communication <ul style="list-style-type: none"> • Rec: 2 • KS1: 4 • Lower KS2: 7 • Upper KS2: 5

Attendance:

2020-2021

	Autumn Term	Spring Term	Summer Term	Cumulative
EHCP	95.78%	91.23%	92.73%	93.25%
SEN Support	94.36%	97.53%	96.47	96.12%
Non SEND	97.69%	95.75%	96.34	96.59%

Exclusions: There were no exclusions in this academic year



Children with SEND participating in Extra-curricular Activities

These were significantly reduced due to Covid 19 pandemic

Shakespeare Festival 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.

Children who have additional needs 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.

2020-21 Interventions <i>These were significantly reduced due to the covid 19 situation</i>	
SOCIAL, EMOTIONAL AND MENTAL HEALTH <ul style="list-style-type: none"> • 1:1 Nurture sessions • Lego Club 	COGNITION AND LEARNING <ul style="list-style-type: none"> • Lexia • Talk 4 Number • Year 6 Reading Comprehension • Year 2 Phonics • Maths tutoring • English Tutoring
PHYSICAL DIFFICULTIES <ul style="list-style-type: none"> • dough disco • write from the start • 1:1 OT sessions 	SPEECH, LANGUAGE AND COMMUNICATION <ul style="list-style-type: none"> • NELI • 1:1 Speech and Language Sessions • Lego Club • Talk 4 Number



Working with outside agencies

In 2020-2021 we had SLAs with the following local authority teams:

- Special Educational Needs Teaching and Support Service (SENTASS, who have now become SEND OS (outreach service)) who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia), Speech and Language, Communication and Interaction and Social, Emotional and Mental Health.
- 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. This year we bought into a bespoke package created for the Ouseburn Learning Trust
- This year we also have an SLA with an independent Educational Psychologist, Ellie Roberts.

We also work 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 2020-2021

End of Key Stage 2 Attainment:

READING	Below ARE	At and above ARE	Above ARE
All pupils (88 pupils)	10.2% (9/88)	88.9% (79/88)	44.3% (39/88)
SEN support (9 pupils)	33.3.0% (3/9)	66.7% (6/9)	11.1% (1/9)
No SEN (79 pupils)	7.6% (6/79)	92.4% (73/79)	48.1% (38/79)

WRITING	Below ARE	At ARE	Above ARE
All pupils (88 pupils)	5.7% (5/88)	94.3% (83/88)	31.8% (28/88)
SEN support (9 pupils)	33.3% (3/9)	66.7% (6/9)	11.1% (1/9)
No SEN (79 pupils)	2.5% (2/79)	97.5% (77/79)	34.2% (27/79)

MATHS	Below ARE	At ARE	Above ARE
All pupils (88 pupils)	5.7% (5/88)	94.3% (83/88)	59.1% (52/88)
SEN support (9 pupils)	33.3% (3/9)	66.7% (6/9)	11.1% (1/9)
No SEN (79 pupils)	2.5% (2/79)	97.5% (77/79)	62.0% (49/79)

Progress Made from End of Key Stage 1:

READING	Less than Expected Progress	Expected Progress	More than Expected Progress
All pupils (65 pupils)	4.6% (3/65)	72.3% (47/65)	23.1% (15/65)
SEN support (7 pupils)	14.3% (1/7)	42.9% (3/7)	42.9% (3/7)
No SEN (58 pupils)	3.4% (2/58)	75.9% (44/58)	20.7% (12/58)

WRITING	Less than Expected Progress	Expected Progress	More than Expected Progress
All pupils (65 pupils)	9.2% (6/65)	66.1% (43/65)	24.6% (16/65)
SEN support (7 pupils)	14.3% (1/7)	42.9% (3/7)	42.9% (3/7)
No SEN (58 pupils)	8.6% (5/58)	69.0% (40/58)	22.4% (13/58)

MATHS	Less than Expected Progress	Expected Progress	More than Expected Progress
All pupils (65 pupils)	3.1% (2/65)	67.7% (44/65)	29.2% (19/65)
SEN support (7 pupils)	0% (0/7)	71.4% (5/7)	28.6% (2/7)
No SEN (58 pupils)	3.4% (2/58)	67.2% (39/58)	29.3% (17/58)



End of Key Stage 1 Attainment:

READING	Below ARE	At and above ARE	Above ARE
All pupils (87 pupils)	20.7% (18/87)	79.3% (69/87)	33.3% (29/87)
SEN (6 pupils)	50.0% (3/6)	50.0% (3/6)	0% (0/6)
No SEN (81 pupils)	18.5% (15/81)	81.5% (66/81)	35.8% (29/81)

WRITING	Below ARE	At and above ARE	Above ARE
All pupils (87 pupils)	31.0% (27/87)	69.0% (60/87)	17.2% (15/87)
SEN (6 pupils)	83.3.% (5/6)	16.7% (1/6)	0% (0/6)
No SEN (81 pupils)	27.2% (22/81)	72.8% (59/81)	18.5% (15/81)

MATHS	Below ARE	At and above ARE	Above ARE
All pupils (87 pupils)	14.9% (13/87)	85.1% (87/87)	29.9% (26/87)
SEN (6 pupils)	33.3% (2/6)	66.7% (4/6)	16.7% (1/6)
No SEN (81 pupils)	13.6% (11/81)	86.4% (70/81)	30.9% (29/82)

Progress Made from End of EYFS:

READING	Less than Expected Progress	Expected Progress	More than Expected Progress
All pupils (74 pupils)	20.3% (15/74)	66.3% (5/74)	13.5% (10/74)
SEN support (4 pupils)	0.0% (0/4)	75.0% (3/4)	25% (1/4)
No SEN (70 pupils)	21.4% (15/70)	65.7% (46/70)	12.9% (9/70)

WRITING	Less than Expected Progress	Expected Progress	More than Expected Progress
All pupils (74 pupils)	31.1% (23/74)	64.9% (48/74)	4.1% (3/74)
SEN support (4 pupils)	25.0% (1/4)	75.0% (3/4)	0% (0/4)
No SEN (70 pupils)	31.4% (22/70)	64.3% (45/70)	4.3% (3/70)

MATHS	Less than Expected Progress	Expected Progress	More than Expected Progress
All pupils (74 pupils)	28.4% (21/74)	59.5% (44/74)	12.2% (9/74)
SEN support (4 pupils)	0% (0/4)	50.0% (2/4)	50% (2/4)
No SEN (70 pupils)	30.0% (21/70)	60.0% (42/81)	10.0% (7/70)



Children meeting Early Learning Goal in EYFS:

Reception 2020-2021	Number of Pupils	Good level of development achieved	
		Number	%
SEN	5	2	40%
Non SEN			

Staff CPD:

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.

CPD 2020-2021:

CPD	Staff	Impact
Understanding ASD – run by paediatric speech and language team 3 sessions throughout the year	Nicola Robinson Euan Stenhouse Lauren Stenhouse	Increased understanding of ASD to support work with specific children new to reception. Children settled well and all had a positive year, making good progress.
Makaton Training Levels 1 and 2	Cathy Hogan Lauren Stenhouse	Support communication with a specific child in reception.
Trauma and Attachment – educational psychologist	Cathy Hogan Emily Anderson Lynsey Nicholson	Increased understanding of the background of a specific child (LAC) and how to support a specific her to feel safe in school.
5 Steps to Mental Health and Wellbeing: Understanding Need	Helen Sykes	Focus on staff wellbeing
Leading good Autism Practise Autism Education Trust	Cathy Hogan OLT SENDCo group	Understanding of how to ensure a whole school awareness of supporting children with ASD in the classroom. Tips to share with class teachers. How to monitor progress and next steps for children.
Developing good Autism practise Autism Education Trust	Jodie Leeson, Lynsey Nicholson	Increased understanding of how to support children with ASD. Practical strategies trialled and implemented
Understanding Dyslexia Nessy	David Mansfield Alex Mackellar Ed Snelders Emily Anderson Jodie Leeson Julie Lymath	Increased understanding of how to support children with dyslexia in the classroom.
Developmental Language Disorder training	Julie Lymath	Increased understanding of Developmental Language Disorder and how to support a specific child.
Counselling level 1	Jacqui Nicholson Vanessa Corker	Support wellbeing work with children, with a view to develop this role.
SEN Half termly Network meetings	Cathy Hogan	To keep up to date about developments within SENservices across Newcastle



Support Plans

This year we have reviewed and introduced new support plans for children who are on the SEN register. These have a primary focus of pupil voice and support strategies to build into classroom practise. All children on the SEN register now have an updated support plan which will be used to form the basis of review meetings next term.

Review Meetings

Review meetings were held via TEAMS in the Autumn 2 and Summer 2 terms. Parent consultation phone calls were held in Autumn and Spring.

Autumn: 80% of parents attended review meetings (40/50)

Summer: 92% of parents attended review meetings (46/50)

Year 6 Transition

- Children with SEND transitioned to six different mainstream secondary schools, including two private schools. One child left the country.
- Transition support included:
 - Conversations with SENCo from each school to discuss children on SEN register.
 - Conversations alongside our year six team with other relevant secondary staff (e.g: pastoral leads, heads of year) to discuss vulnerable children
 - Conversations with parents and SENCo of the new school to discuss transition and support needs
 - All children who went to JPA had opportunity for a visit
 - 2 children went for a visit to a school where transition days had been cancelled due to Covid situation
 - One child visited school with a parent after the school day
 - One child had a conversation with the SENCo via TEAMS; the child had created a PowerPoint presentation about his background and what he needs support with. He had opportunity to share this with the SENCo and ask questions about his new school
 - Year six staff worked 1:1 with each child on the SEN register to complete a transition document to be shared with their new school – this is based on the new support plans and is very child led. This also includes exam access arrangements that we would have likely applied for if SATs had gone ahead so secondary schools have a record of this.