

Woodlands Infant School Special Education Needs Report

June 2016

This report has been produced in compliance with:

Section 69 (2) of the Children and Families Act 2014 regulation 51
 Schedule 1 of the Special Education Needs and Disability Regulations 2014
 Section 6 of the Special Educational needs and disability code of the practice: 0 to 25 years.

Mrs Belinda Brown is the SENCO at Woodlands Infant School she is currently undertaking the National Award for SEN Co-ordination and is due to finish this in November 2016.

Mrs Belinda Brown is available on 01732 353655 or senco@woodlands-infant.kent.sch.uk.
 The best time to contact her is from Monday to Thursday when she is usually in school all day.

The Governor responsible for SEND is Mrs Cath Makey.

Year Group	No. Pupils	No. Pupils SEN Support	No. Pupils EHCP / Statement	% S.E.N.D Per Year Group	National Average %
Year R	90	0	1	1.1	
Year 1	90	6	0	6.7	
Year 2	89	15	2	16.9	
Totals	269	21	3	8.2	13.0

The correlation between SEN and Disadvantaged pupils on roll is:

Percentage SEN	Percentage Disadvantaged	Percentage both
15.4	10.0	1.5%

Funding

The school's 2016/2017 (financial year) budget SEN notional budget totals £6695

Currently there are 3 pupils eligible to receive additional funding from the local authority. This equals £20,717

In September there will be 1 in total which will be £16,679

Analysis of outcomes

Pupil Attainment (from RAISE online)

There was 1 pupil in the 2014/2015 cohort who had a Statement of Special Educational Need or EHC plan

Maths		Reading		Writing	
APS	3	APS	3	APS	3

There were 12 pupils with SEN Support in the 2014/2015 cohort

Maths		Reading		Writing	
APS	14.5	APS	12	APS	12

Progress of current 2015-16 SEN pupils:

Woodlands Infant School uses Target Tracker for assessment and progress monitoring which uses steps to monitor progress. This data is taken from Summer 2016. The progress of SEND children is monitored very regularly to ensure that we optimise every learning opportunity to maximise their learning potential.

Progress of current 2015-16 SEN pupils in receipt of High Needs Funding

There are only three pupils for whom the school currently accesses high needs funding. Overall progress is not in line with all pupils. With our best endeavours the progress of these pupils is continuously reviewed and the impact of any interventions is closely monitored.

Children with an EHC and for whom we access higher needs funding have outcomes agreed with their parents and carers as a minimum three times a year. These are recorded in the children's personalised provision plans. All pupils are on track to meet their outcomes in the timeframe agreed.

	Reading (% making 4 or more steps' progress)	Writing (% making 4 or more steps' progress)	Maths (% making 4 or more steps' progress)
Year R SEND with Support	N/A	N/A	N/A
SEND EHC	100%	100%	100%

	Reading (% making 4 or more steps' progress)	Writing (% making 4 or more steps' progress)	Maths (% making 4 or more steps' progress)
Year 1 SEND with support	83.34%	83.34%	83.34%
SEND EHC	N/A	N/A	N/A

	Reading (% making 4 or more steps' progress)	Writing (% making 4 or more steps' progress)	Maths (% making 4 or more steps' progress)
Year 2 SEND with support	92.3%	92.3%	76.7%
SEND EHC	100%	100%	0% (2steps)

Vulnerable Groups Transition

At Woodlands Infant School we work closely with the pre-schools used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. These include an information gathering session with pre-school providers, parent questionnaires, visits to pre-school settings and transition meetings. These questionnaires form the basis of information sharing meetings with Infant school personnel. School staff make pre-school visits to observe strategies. We also hold transition meetings involving parents, and external professionals for children with SEN & D to ensure as smooth a transition as possible.

Additionally, we work closely with the Junior School to ensure onward transition is as seamless as possible for all children with SEND. Several transition visits are attended in the summer term by all year 2 pupils and Year 3 teachers visit the children in their current classes. Individual arrangements are made for pupils with special educational needs &

disabilities, which may include accompanied visits to the Junior School and a meeting with parents and other involved professionals.

Attendance of Pupils with SEN

Overall % attendance all pupils 96.4 (June 2016)

SEND % attendance 96.8 (June 2016).

Disadvantaged pupils % attendance 95.9 (June 2016)

Review of the Interventions currently running at the school.

Intervention And number of pupils who accessed this intervention this year	Focus	Impact	Implications for 2016/17 (continue / drop / re-train TA / select pupils more accurately)
Read, Write, Inc Year 2 Children	Phonics-read write	4 children have accessed this support and have made very good progress.	Training needed for new staff. Intervention to be continued in new term.
Handwriting Intervention	Letter formation and cursive script	All children are continuing to make good progress, Reception Children made exceptional progress and no longer need the intervention.	continue interventions where needed
Sensory Circuits 6children plus 1:1 for EHC child	For supporting learners with sensory processing difficulties	All pupils that have accessed sensory circuits have an improved behaviour for learning as evidenced by the behaviour in class.	Continue. Train more staff so we can increase number of children to access this intervention
Premier Sports	Support for pupils with social communication or self-regulation difficulties at unstructured	All pupils have seen an improved participation in class and capacity to collaborate with their peers. Behaviour at lunchtime has improved.	This is now open to all pupils but specific pupils are targeted and this approach will be monitored for success over the next academic year.

	times -through structured sport sessions		
Social Skills (Time to Talk)	Specific teaching of social interaction and initiation	Improved engagement and well-being of learners. Evidenced by Leuven scale scores.	Continue
Pastoral Support (internal provider)	With pastoral support manager as required to support pupils learning and well being	Attendance has improved over the course of the academic year. Also improved relationship with hard to reach parents.	Continue
Counselling (outside provider)	Targeted support for particular emotional needs	Improved engagement and well-being of learners. Evidenced by class teachers feedback.	Continue as required
Fine Motor (clever fingers)	To improve fine motor co-ordination and skills	Children are equipped with necessary hand skills and strength to enable them to write and perform other tasks with their hands. Handwriting and colouring have improved in the class as evidenced by the class books.	Continue as required especially with new Reception Children
Jump ahead	To improve motor co-ordination and motor planning skills	Provides children with the physical skills they need to take part in class. Evidenced by increased participation in class.	Continue
Write Dance 1:2 for 2 (EHC) children	To improve gross motor co-ordination and skills	Children are equipped with necessary motor skills and strength to enable them to write and perform other tasks with their hands.	continue

Intervention Monitoring	
Please describe the quality of the delivery of additional interventions and how they are monitored.	Interventions are monitored formally on a termly basis during the pupil progress reviews. Each child is examined by the class teacher, a member of the SLT and the SENCO, to ensure that they making at or above expected progress. Where this is not the case, the interventions are examined so see if any need changing or introducing. If children are making good progress then the necessity of the interventions is reviewed. This is a rigorous process which is monitored by governors.
Please describe the quality of teaching across the school and how you monitor the teachers' implementation of the Mainstream Core Standards.	The quality of the teaching is good to outstanding across the school. The senior leadership team regularly monitor the teaching quality through learning walks, lesson observations, book scrutinies and data. This is all reported to the governing body at least three times a year. Due to the changes in the National Curriculum and the assessment process, the assessment systems have had to evolve which has meant that our monitoring has been more detailed and included using non-empirical evidence to confirm children's progress. During this time governors have received updates more frequently.

Numbers of children/young people with disabilities and medical needs within the school

- EHC Plans: 3
- Personal Care Plans 1
- Medical Care Plan 1

During 2015 - 2016 there has been 1 child with medical needs who requires a Medical Care Plan. Key staff who come into regular contact with the child are listed on the Care Plan.

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.

Parents and Carers involvement in the provision for pupils with special educational needs, and disabilities and/or medical needs.

- Parents/Carers are invited to attend and contribute to all review meetings
- Parents/Carers of children with special educational needs and disabilities are invited to attend a consultation 3 times annually
- Risk assessments are drawn up in consultation with parents
- Information about the complaints procedure and how to access this procedure is available on the school website and can be requested from the school office.

The SEND policy is available to parents on the school website and is available in the school reception.

Equality Statement and Accessibility Plan Update

Woodlands Infant School has a Single Equality Action Plan to ensure that there are no barriers to participating in the life of the school as a whole community for any of the stakeholders. This is done through rigorous monitoring and tracking of attendance and pupil progress. We also regularly seek the views of all stakeholders for example via parent forums and questionnaires and the school council.

Whole school professional development training in SEN provided in the last 2 years

Training Title	Uses in the school
Language For Learning	strategies for supporting children with working memory and language difficulties. Encourage children to become independent learners.
Colourful Semantics	
Narrative	
Working Memory	
Enhancing Family Involvement	Engaging Families with their children's learning in Early Years
Once Upon a Story (July 2015)	Support for bereaved children
Read Write Inc (October 2014)	To teach the Read Write Inc programme
Sensory Circuit Training (June 2015)	Raising awareness and identifying strategies to meet the needs of learners with sensory processing difficulties.
Cued Articulation (November 2015)	Support for pupils with speech and language difficulties
Autism & Sensory Awareness (September 2015)	Strategies to support ASD children in the classroom
The Incredible 5 Point Scale May 2016	Strategies to help children manage their extreme anxiety /anger issues,
National Award for Special Educational Needs Co-ordination	Training in legislation and current practices in Special Educational Needs

Early Help and Preventative Services Conference (September 2015)	Support and advice about the Early Help process
Dyslexia & Dyscalculia (October 2015)	To raise awareness, revisit current good practice and ensure consistency of support across both Woodlands Infant School & Woodlands Junior School.
SENCO Forum meetings (termly throughout the year)	Attended by Mrs Brown to keep abreast of changes and implications following the implementation of the new SEND Code of Practice
De-escalation techniques (February 2016)	School based training for Midday Supervisors to increase understanding and strategies to support pupils with ASD / ADHD / Attachment difficulties
Whole School ASD training (June 2016)	To raise awareness, revisit current good practice and ensure consistency of support across both Woodlands Infant School & Woodlands Junior School.

Actions that will be included in the school development plan for next year for SEND pupils

Woodlands Junior School will be amalgamating with Woodlands Infant school in September 2016 to create Woodlands Primary School. The main focus for next year will be to combine and streamline the SEND process for the new school. This will ensure continued outstanding provision for our SEND pupils. In particular, one of our main areas of focus will be ensuring that provision mapping is used by all members of staff in the school. The Parent2Parent forum will continue to develop its new role.

With regards to specific interventions, from September 2016 Lexia will be for used primarily for year 4 pupils. It will be a timetabled activity for a specific year group and will benefit all of them (including G&T) over the course of their future at Woodlands Primary School. These children will also have access at home.

1 Plus 1 will be used as Maths intervention for Years 1 and 2.

Staff training in RWI Spelling and RWI phonics is planned for 2016-2017, for new staff, and to enable there to be a spelling 'lead' in each year group.