

Woodlands Primary School Special Education Needs Report

July 2017

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 Rita Tarrant-Blick (Assistant Headteacher Behaviour & Safety) is the Inclusion Manager at Woodlands Primary School. She has been an Inclusion Manager continuously since before 1 September 2009 and is not required to undertake the National Accreditation for SEN Co-ordination.

Mrs Belinda Brown was the SENCO at Woodlands Primary School until July 2017. During this year she received her National Accreditation for SEN Co-ordination.

Mrs Tarrant-Blick is available on 01732 355577 or rtarrant-blick@woodlands.kent.sch.uk.

The Governor responsible for SEND is Alison Minton.

Class	No. Pupils	No. Pupils SEN Support	No. Pupils EHCP / Statement	% S.E.N.D	National Average %
Year R	85	6		7	
Year 1	90	4	1	5.5	
Year 2	91	6		6.5	
Year 3	95	10	2	12.6	
Year 4	96	15	2	17.7	
Year 5	96	10		10.4	
Year 6	93	12	1	14	
Totals	646	63	6	10.7	12.1

The correlation between SEN and Disadvantaged pupils on roll is:

Percentage SEN	Percentage Disadvantaged	Percentage both
10.7	11.6	2.8

Funding

The school's 2017/2018 (financial year) budget SEN budget totals £51,565.

Currently there are 10 pupils receiving additional funding from the local authority. In September there will be 8 in total.

Pupil outcomes

There was 1 pupil in the 2016/2017 cohort who had an EHC Plan.

11 pupil were SEN Support.

Analysis of outcomes of pupils with SEN Support SATS Results 2017

Cohort in Year 6 = 94

Pupils with SEN support = 12 (10.5% of cohort)

Key Stage 2 results

Maths % Towards	Maths % Expected +	High Score
(7) 58.3%	(5) 41.7%	(0)

Reading % below level of test	Reading % Towards	Reading % Expected +	High Score
(1) 8.3%	(9) 75%	(2) 16.7%	(0)

Writing % Pre Key Stage	Writing %Towards	Writing % Expected +	Greater Depth
(3) 25%	(7) 58.3%	(2) 16.6%	(0)

GPS %Towards	GPS % Expected +	High Score
(6) 50%	(6) 50%	(0)

Progress KS1 – KS2

Progress figures are not available until late 2017 and will be added once available.

Maths	Reading	Writing
3.9%	2.8%	0.5%

Progress of current 2016-17 SEN pupils:

	Reading (% making 4 or more steps' progress)	Writing (% making 4 or more steps' progress)	Maths (% making 4 or more steps' progress)
Year 1 (All)	94	79	89
SEND	75	100	100

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 2 (All)	75	78	82
SEND	50	70	67

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 3 (All)	88	83	86
SEND	92	75	58

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 4 (All)	79	79	88
SEND	59	35	70

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 5 (All)	79	86	75
SEND	30	60	30

Woodlands Primary School uses Target Tracker for assessment and progress monitoring. Target Tracker uses steps to monitor progress and each pupil is expected to make 6 steps over the course of the year. This data is taken from Summer 2017. In year R to 1 pupils are expected to make 4 steps progress. In years 2 to 6 pupils are expected to have made 5 steps progress by this point in the year. 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 2016-17 SEN pupils in receipt of High Needs Funding

There are ten pupils for whom the school accesses high needs funding. Overall progress is not in line with all pupils. However, all are making very good progress when measured against their personalised provision plans. The progress of these pupils is reviewed at least six times a year and the impact of any interventions is closely monitored.

Children with an EHC Plan 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.

Vulnerable Groups Transition

At Woodlands Primary School we work closely with the educational settings 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, home visits, visits to pre-school settings and transition meetings. 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 contribute information to a pupils' onward destination by providing information to the next setting. Taster days are attended in the summer term by all year 5 pupils. Questionnaires are completed prior to secondary personnel making visits to pupils in our setting. All year 6 pupils attend a common induction day in July. Individual arrangements are made for pupils with special educational needs & disabilities, which may include accompanied visits to their receiving school, and a meeting with parents and other involved professionals.

Attendance of Pupils with SEN

Overall % attendance all pupils: 96.6

SEND % attendance: 95

Disadvantaged pupils % attendance: 95.2

Review of the Interventions currently running at the school.

Intervention And number of pupils who accessed this intervention this year	Focus	Impact	Implications for 2017/18 (continue / drop / re-train TA / select pupils more accurately)
Read, Write, Inc (46) plus Read, Write, Inc Spellings (11)	Phonics-read write spell	Intensive and consistent Read Write Inc support has resulted in more pupils passing the phonic screen in Year 1. As a result of the RWI interventions, all the year 2 children who failed the phonics screening at the end of year 1 have passed.	Continue.
Daily Reading/Reading Comprehension (74)	Each child reads daily. Check understanding through informal questioning	Across the school a significant number of pupils made greater than expected progress. High quality support and consistent delivery of these interventions have supported pupils in making good progress.	Review daily reading practice to ensure that it is completed.
Word Shark (37)	Spelling computer program		Continue.
Toe by Toe (5)	Precision teaching tool for reading		Continue to target pupils with specific learning difficulties ensuring consistent daily support. To be delivered by class TAs from September.
Lexia (69 in addition to whole class use across Year 4)	Computer program to develop reading skills		Lexia will continue to be directed to year 4 pupils as a whole class intervention due to success.
GPS (range of ability groups) (18)	Grammar rules, punctuation check and spelling		Continue.
Speech and Language (30)	Specific speech sounds Concepts & vocabulary Classification & vocabulary		With high quality consistent support, pupils have made at least good progress. This has resulted in many no longer requiring support from external agencies. In turn this has also had a positive impact on self-esteem and social

		integration of those pupils accessing this intervention.	
Touch-typing (1)	To help with poor motor control and develop an alternative method of recording information	Limited use this year.	Accessed as required.
Power of 2 (Maths) (11)	Precision teaching tool for basic maths concepts	Marked improvement in attainment of pupils accessing Power of 2.	Continue.
Number Shark (2)	Computer program for maths practice	Some good progress throughout the school.	Continue.
RM Easi Maths (29)	Computer program for maths practice	1:1 maths interventions continue to have a positive impact in enabling accelerated progress for SEND pupils.	Continue.
1:1 Maths (26)	1:1 targeted maths tuition		Continue.
Numicon Maths (6)	Targeted support using manipulatives to reinforce basic skills	Numicon serves as a good reinforcement of basic number concepts ; used as a short term intervention this enables any misconceptions to be addressed immediately thereby resulting in swift reintegration into class.	Continue.
Sensory Circuits (26)	Daily support for 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. Settling to task, attention and concentration are all improved.	Continue both as daily early morning intervention in addition to throughout the day as a need is identified on an individual basis.
Premier Sports (8 children in particular identified, however intervention open to greater number of pupils)	Support for pupils with social communication or self-regulation difficulties at unstructured times -through structured sport sessions	All pupils have seen an improved participation in class and capacity to collaborate with their peers. Behaviour at lunchtime has improved.	This intervention will be discontinued with outside provider from September 2017. Sport activities during lunchtime will be led by Midday Staff.

Lego Club (9)	Social skills learned through team activities to support appropriate social interaction and initiation	Improved social interaction and collaboration for example with turn taking and following instructions. Evidenced by class teachers on provision maps.	Continue with the aim of offering to a wider group of pupils.
Social Skills (8)	Specific teaching of social interaction and initiation	Improved engagement and well-being of learners. Evidenced by Leuven Scale scores.	Continue.
Pastoral Support (internal provider) (17)	With Pastoral Support Officer as required to support pupils learning and well being	Attendance has improved over the course of the academic year. There have been improved relationships with hard to reach parents.	Continue.
Counselling (outside provider) (9)	Targeted support for particular emotional needs	Improved engagement and well-being of learners. Evidenced by class teachers feedback and by Leuven Scale scores.	Continue.
Nurture Breakfast Club (as required approximately 10 pupils)	Targeted support where separation anxiety inhibits settling into early class routines. Also offered to parents experiencing difficulties getting children to school in time for registration.	A marked improvement in attendance of pupils where there had previously been difficulties. Pupils settle more quickly. Intervention is very positively received by parents.	Continue.
Fine Motor (clever fingers) (43)	Targeted support to establish secure pre writing skills and fine motor co-ordination and skills	Children are equipped with necessary skills and develop the strength to enable them to write and perform other tasks with their hands. Handwriting and colouring have improved in the class as evidenced by pupil's books.	Continue.
Handwriting (47)	Targeted support to develop consistent formation, size and fluency of writing.	Pupils show improved handwriting skills. Where further support is required pupils have accessed fine motor skills intervention.	Continue.

Fizzy (28)	Targeted support 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 PE sessions.	Continue.
Homework Club (8)	Provide support to those pupils who struggle with homework or do not receive support at home.	Children's self-esteem and progress is improved. They have received mentoring in learning from older pupils. A successful intervention evidenced by pupils enthusiasm for attendance and completing homework like all other pupils. This has improved their self-esteem as evidenced by Leuven scale scores.	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 or IM, 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.
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Parent support

A parent questionnaire was carried out in February 2017. There were 204 responses to the survey. Of those responses 11 were marked as having SEND children. Overall responses were exceptionally positive. 97% of respondents said that their children were making good progress at the school and 98% said that their children were well looked after.

Anecdotal feedback from SEND support meetings and parent consultations is always positive.

Equality Statement and Accessibility Plan Update

Woodlands Primary 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 Date provided – Title	Uses in the school and impact
National Award for Special Educational Needs Co-ordination	Training in legislation and current practices in Special Educational Needs
SENCO Forum meetings (termly throughout the year)	Attended by Mrs Tarrant-Blick to keep abreast of changes and implications following the implementation of the new SEND Code of Practice
Early Help Cafe	Attended by Mrs Hardcastle throughout the year to share good practice and gain updates on developments within the service
Autism & Sensory Awareness (September 2015)	Strategies to support ASD children in the classroom
Emotional Health & Well-being Conference (September 2015)	Introduction to the use and impact of the well-being toolkit as a means to address the social, emotional and mental health needs of pupils
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 in the school
Cued Articulation (November 2015)	Support for pupils with speech and language difficulties
De-escalation techniques (February 2016)	School based training for Midday Supervisors to increase understanding and strategies to support pupils with ASD / ADHD / Attachment difficulties
Sensory Strategies in the classroom (March 2016)	Raising awareness and identifying strategies to meet the needs of learners with sensory processing difficulties

Primary Age – ASD Awareness course (April 2016)	Strategies to support ASD children in the classroom
Whole School ASD training (June 2016)	To raise awareness, revisit current good practice and ensure consistency of support across the school
Epipen and Epilepsy all staff training	All staff awareness raising and understanding of management of conditions
Read Write Inc training (3 days September 2016)	To provide training for 10 members of staff – CTs & TAs who had not previously had access to external training
Behaviour review CPD (September 2016)	Review of policies, practice and procedures to ensure consistency across both key stages
Behaviour Conference (2 days October 2016) Transforming poor and extreme behaviour	Mr Burns & Mrs Tarrant-Blick attended to develop skills and knowledge when dealing with challenging behaviour
Early Help Conference (November 2016)	Mrs Tarrant-Blick attended – to gain an overview and glean feedback of the early help service over the past year and developing best practice
EAL assessment course (December 2017)	Mrs B Brown attended to gain understanding of new process of proficiency in English assessment
Sensory Circuit course (January 2017)	2 TAS attended to develop skills when supporting pupils with sensory processing difficulties
Sensory Circuit training in house (March 2017)	All TAs attended in order to be able to deliver support as required throughout the school day
Dynamis Conflict Management (January & February 2017)	All staff completed online training modules. 12 members of staff [SLT, CTs, TAs & MDs] completed positive handling training
Removing the barriers to learning conference (February 2017)	Mrs Tarrant-Blick attended. Exploring the range of approaches and interventions designed to meet the SEMH needs of all children
BEAM course (April 2017)	Attended by TA. Movement, screening and development tool for KS1. To raise awareness, identify and develop skills in the area of motor learning difficulties.

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

- Parent Support Group to be set up and supported by Mrs Hardcastle and Mrs Tarrant-Blick. We plan to hold termly meetings. Suggested areas to focus on are: Specific learning difficulties e.g. Dyslexia, Developmental Coordination Disorder, Anxiety, Emotional Well-being and behaviour.
- Midday Supervisor training across both Key Stages will take place to ensure all midday staff employ consistent strategies to encourage positive social interaction and integration, thereby reducing incidents of inappropriate behaviour. Training in the areas of Autism Spectrum Disorder, ADHD and De-escalation Techniques will take place.
- The provision for pupils with social, emotional and mental health issues will continue to be developed. We will be looking in the coming year to develop our understanding and knowledge of strategies to support anxious pupils and support for their families.
- Good quality opportunities for Speaking and Listening across the curriculum are planned to ensure pupils are articulate and able to converse effectively in different situations.
- We will continue to focus on the targeted use of pupil premium to ensure excellent progress of vulnerable pupil groups.

- The support of vulnerable groups, including disadvantaged children, is reviewed in a regular timely manner to ensure that progress for these children is rapid and the attainment gaps are closing.
- We shall review interventions relating to reading and writing to ensure that targeted support has at least the same impact as in mathematics.