

Woodlands Junior School Special Education Needs Report

July 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 Rita Tarrant-Blick (Assistant Headteacher Behaviour & Safety) is the Inclusion Manager at Woodlands Junior School. She has been an Inclusion Manager continuously since before 1 September 2009 and is not required to undertake the National Award 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 Per Class	National Average %
Year 3	96	13	0	14.5	
Year 4	96	12	0	12.5	
Year 5	93	3	1	12.9	
Year 6	32	3	1	12.5	
Totals	379	47	3	13.1	15.4

The correlation between SEN and Disadvantaged pupils on roll is:

Percentage SEN	Percentage Disadvantaged	Percentage both
13.1	12.9	4.7

Funding

The school's 2016/2017 (financial year) budget SEN notional budget totals £61257.

Currently there are 2 pupils receiving additional funding from the local authority. In September there will be 4 in total. This equals £13,821.

Pupil outcomes

There were no pupils in the 2014/2015 cohort who had Statements of Special Educational Need or EHC plans and therefore there is no data to show progress.

Analysis of outcomes of pupils with SEN Support from RAISEonline 2015

Cohort in Year 6 = 93 (2 pupils were working below the level of the test).

Pupils with SEN support = 15 (16.1% of cohort)

Expected progress KS1 – KS2

Maths	Reading	Writing
15 (100%)	15 (100%)	15 (100%)

Progress of current 2015-16 SEN pupils:

	Reading (% making 4 or more steps' progress)	Writing (% making 4 or more steps' progress)	Maths (% making 4 or more steps' progress)
Year 3 (All)	86.5%	84.4%	81.3%
SEND	92.9%	78.6%	78.6%

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 4 (All)	86.3%	77.9%	89.5%
SEND	63.6%	45.5%	90.9%

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 5 (All)	64.5%	64.5%	72%
SEND	16.7%	25%	16.7%

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 6 (All)	88.5%	85.4%	82.3%
SEND	58.3%	41.7%	33.3%

Woodlands Junior 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 2016. In year 3 pupils are expected to have made 4 steps progress by this point in the year. This was because no data was available for these children because of the change in assessment processes following the removal of the National Curriculum. Therefore the first term was spent assessing current levels. All other pupils were expected to have made 5 steps progress at this point.

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 two pupils for whom the school accesses high needs funding. Overall progress is not in line with all pupils. However, progress in maths presents more favourably. 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.

Vulnerable Groups Transition

At Woodlands Junior 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, visits to pre-school settings and transition meetings. These questionnaires form the basis of information sharing meetings with Infant and Junior school personnel. School staff make classroom 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 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 96.7 (May 2016)

SEND % attendance 95.9 (May 2016).

Disadvantaged pupils % attendance 95.1 (May 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 2015/16 (continue / drop / re-train TA / select pupils more accurately)
Read, Write, Inc (12)	Phonics-read write spell	20 pupils across year 3 and 3 accessed RWI in Sept 2015. 12. At the end of term 4, 6 x yr 4s + 1 x Yr 3 returned to class literacy having made excellent progress. At end of term 6 a further 6 yr3 will have completed the programme.	Training needed for new staff
Daily Reading/Reading Comprehension	Each child reads daily. Check understanding through informal questioning	Yr 3 13/14 children made good or above progress Yr4 7/11 children made good or above progress Yr 5 2/12 children made good or above progress Yr 6 7/12 children made good or above progress	Review daily reading practice to ensure that it is completed.
Word Shark (20 Children)	Spelling computer program		Continue
Toe by Toe (8 children)	Precision teaching tool for reading		Continue
Lexia 140 Children	Computer program to develop reading skills		Lexia will be directed to year 4 pupils only (as detailed below in action section)
GPS (range of ability groups)	Grammar rules, punctuation check and spelling	Year 3 11/14 children made good or above progress Year 4 5/11 children made good or above progress Year 5 3/12 children made good or above progress Year 6 5/12 children made good or above progress	Continue
Fresh Start 3 children	Phonics -read write spell		Currently no children will be accessing this in September.
SLS (individual) 13 children	Read Spelling rules handwriting Language development		Continue
Speech and Language 6 children	Specific speech sounds Concepts & vocabulary		Continue

	Classification & vocabulary		
Touch-typing	To help with poor motor control and develop an alternative method of recording information		Accessed as required
Power of 2 (Maths) 11 children	Precision teaching tool for basic maths concepts	Yr 3 11/14 children made good or above progress Yr 4 11/11 children made good or above progress	Continue
Number Shark	Computer program for maths practice	Yr 5 7/12 children made good or above progress Yr 6 6/12 children made good or above progress	Continue
RM Maths (25 pupils)	Computer program for maths practice		Continue
1:1 Maths (12 pupils)	1:1 targeted maths tuition		Continue
Sensory Circuits 6 children	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
Premier Sports	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 is now open to all pupils but specific pupils are targeted and this approach will be monitored for success over the next academic year.
Lego Club	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
Social Skills (internal provider)	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	Attendance has improved over the course of the academic year. Also	Continue

	support pupils learning and well being	improved relationship with hard to reach parents.	
Counselling (outside provider)	Targeted support for particular emotional needs	Improved engagement and well-being of learners. Evidenced by class teachers feedback.	Continue
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
Fizzy	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
Homework Club	Provide support to those pupils who struggle with homework or do not receive support at home.	Children's self-esteem and progress is improved and children have received mentoring in learning from older pupils. Evidenced by pupils enthusiasm for attendance and completing homework like all other pupils. This has improved their self-esteem	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'	The quality of the teaching is good to outstanding across the school. The senior

implementation of the Mainstream Core Standards.	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

Woodlands Junior school has a parent support group (Parent2Parent) which offers parental support to other parents who have pupils with SEND. This group was originally a dyslexia forum which has been broadened over the year to support all those who require it.

A parent questionnaire was carried out in May 2016. There were only 30 responses (out of a possible 382). Of those responses only 4 were marked as having SEND children. Overall, the school was positively scored. 90% of responders said that they were happy with their children's progress and 93% said their children were well looked after.

Anecdotal feedback from outcome meetings and the parent2parent group is always very positive. Parents tend to be very supportive of the school's work.

Equality Statement and Accessibility Plan Update

Woodlands Junior 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
Assessments – Purpose and Tools Training (October 2014)	Training for diagnostic assessment
Helping Children Bounce Back (July 2015)	Support for bereaved children
Once Upon a Story (July 2015)	Support for bereaved children
Primary Age – ASD Awareness course (April 2016)	Strategies to support ASD children in the classroom.
Read Write Inc (October 2014)	To teach the Read Write Inc programme

Sensory Strategies in the classroom (March 2016)	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
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.
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 Barnett & Mrs Tarrant-Blick 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.
Speech language and communication difficulties and dyslexia (October 2014)	To ensure understanding and theory of dyslexia and dyscalculia to provide excellent teaching and support of dyslexic learners in the school. In November 2015 the British Dyslexia Association renewed the school's dyslexia friendly school quality mark.
Dyscalculia and maths learning difficulties (February 2015)	
Dyslexia and communication difficulties (March 2015)	
Dyscalculia and maths difficulty conference (June 2015)	
Promoting best possible outcomes for Dyslexic learners in schools (September 2015)	

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.

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.