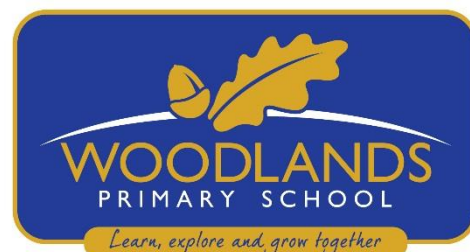


Woodlands Primary School



Special Education Needs Report

July 2018

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 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	89	3	0	3	
Year 1	89	8	0	8	
Year 2	89	3	2	5	
Year 3	95	6	0	6	
Year 4	96	12	1	13	
Year 5	96	14	2	16	
Year 6	96	12	0	12.5	
Totals	650	58	5	9.6	14.4

The correlation between SEN and Disadvantaged pupils on roll is:

Percentage SEN	Percentage Disadvantaged	Percentage both
9.6	11.5	2.3

Funding

The school's 2017/2018 (financial year) budget SEN budget is £52,440 with an additional sum of £15,353 SEN Top Up funding.

Currently there are 7 pupils receiving additional funding from the local authority.

Pupil outcomes

There were no pupils in the 2017/2018 cohort who had an EHC Plan.

12 pupils were SEN Support.

Analysis of outcomes of pupils with SEN Support SATS Results 2018

Cohort in Year 6 = 96

Pupils with SEN support = 12 (12.5% of cohort)

Key Stage 2 results

Maths % Towards	Maths % Expected +	Maths % Greater Depth
41.7 (5)	58.3 (7)	(0)

Reading % below level of test	Reading % Towards	Reading % Expected +	Reading % Greater Depth
8.3 (1)	16.7 (2)	75 (9)	8.3 (1)

Writing % Pre Key Stage	Writing % Towards	Writing % Expected +	Writing % Greater Depth
8.3 (1)	33.3 (4)	58.3 (7)	(0)

GPS % Pre Key Stage	GPS % Towards	GPS % Expected +	GPS % Greater Depth
8.3 (1)	33.3 (4)	58.3 (7)	(0)

Progress KS1 – KS2

Progress figures are not available until late 2018 and will be added once available.

Maths	Reading	Writing

Progress of current 2017-2018 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)	87.6	89.9	82
SEND	75	88	75

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 2 (All)	83.9	79.6	90.3
SEND	80	80	60

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 3 (All)	95.8	86.5	91.7
SEND	83	67	50

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 4 (All)	87.4	92.6	90.5
SEND	69	69	69

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 5 (All)	78.9	84.2	73.7
SEND	53	67	67

Woodlands Primary School uses Target Tracker for assessment and progress monitoring. Target Tracker uses steps to monitor progress; data is taken from Summer 2018. 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 2017 - 2018 SEN pupils in receipt of High Needs Funding

There are seven pupils for whom the school accesses high needs funding. Overall progress is in line with all pupils. 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.

Attendance of Pupils with SEN

Overall % attendance all pupils: 96.4

SEND % attendance: 93.7

Equality Statement and Accessibility Plan Update

Woodlands Primary School has an accessibility 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.

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

- The provision for pupils with social, emotional and mental health issues will continue to be developed.
- We will continue to widen our understanding and knowledge of strategies to support anxious pupils and support for their families.
- We will ensure the provision for SEND pupils is reviewed regularly to ensure that progress for these children is rapid and the attainment gaps are closing.
- All pupils with SEND will be appropriately challenged to ensure they make at least good progress from their starting point, especially in maths.
- The on-going provision of good quality opportunities for Speaking and Listening across the curriculum will be maintained.
- We will continue to improve the monitoring and support for learners with EAL. [English as an Additional Language]
- Weekly monitoring of attendance data to ensure that opportunities for learning are optimised, any unauthorised absence is immediately followed and that no child is missing from education.
- The delivery of the Sensory Circuits programme across both Key Stages will continue to be offered following early identification of need and will be of a consistently high standard.