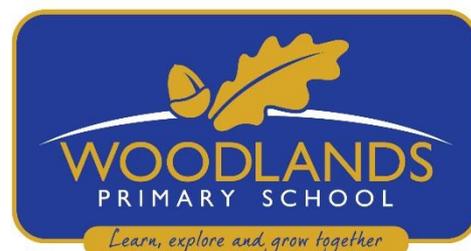


Woodlands Primary School



Special Education Needs Report

July 2019

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, Attendance, 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	4	0	4.5	
Year 1	90	7	0	7.7	
Year 2	90	8	0	8.8	
Year 3	95	5	2	7.3	
Year 4	96	5	1	6.3	
Year 5	97	12	1	13.4	
Year 6	96	13	2	15.6	
Totals	653	54	6	9.2	14.9

The correlation between SEN and Disadvantaged pupils on roll is:

Percentage SEN	Percentage Disadvantaged	Percentage both
9.2%	14.6%	19.8%

Funding

The school's 2018 / 2019 (financial year) SEN Top Up funding was £31,265.

There being 12 pupils receiving additional funding from the local authority.

Pupil outcomes

There were 2 pupils in the 2018 / 2019 cohort who had an EHC Plan.

13 pupils were SEN Support.

Analysis of outcomes of pupils with SEN Support SATS Results 2019

Cohort in Year 6 = 96

Pupils with SEN support = 13 (15.6% of cohort)

Key Stage 2 results

Percentage of pupils achieving Expected or above in KS2 SATs (National figure in brackets)

	All pupils (91 pupils)	Boys (43 pupils)	Girls (48 pupils)	EAL (5 pupils)	SEND Support (14 pupils)
Reading	80% (73%)	76% (69%)	84% (78%)	83% (73%)	36% (73%)
Writing	85% (78%)	76% (72%)	94% (85%)	100% (78%)	29% (78%)
Maths	85% (79%)	84% (78%)	86% (79%)	100% (79%)	43% (79%)
Combined	75% (65%)	67% (60%)	82% (70%)	83% (65%)	14% (65%)

Progress of current 2018 - 2019 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)	91	90	90
SEND	43	43	43

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 2 (All)	90	90	90
SEND	73	73	73

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 3 (All)	94	90	93
SEND	86	71	71

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 4 (All)	98	98	98
SEND	75	75	75

	Reading (% making 5 or more steps' progress)	Writing (% making 5 or more steps' progress)	Maths (% making 5 or more steps' progress)
Year 5 (All)	96	91	91
SEND	53	47	13

Woodlands Primary School uses Target Tracker for assessment and progress monitoring. Target Tracker uses steps to monitor progress; data is taken from Summer 2019. 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 2018 - 2019 SEN pupils in receipt of High Needs Funding

There are twelve 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: 96.9

SEND % attendance: 94.1

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.

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

September 2017 – July 2019

Training Date provided – Title	Uses in the school and impact
October 2017 Anti-Bullying Alliance online training modules	All 7 modules completed by Mrs Tarrant-Blick, Mrs Hardcastle [Pastoral Support Officer] and other key staff. Modules covered: Is it bullying? Bullying and the law Bullying and SEND The 10 key principles to reduce bullying of the disabled learner Preventing bullying of disabled learners Responding to bullying of disabled learners / SEN Cyberbullying

November 2017 Sensory Training	Completed by Mrs Hails Wollen Class Teacher Identifying and supporting learners with sensory needs.
January 2018 Additional Educational Needs Update Briefing	Attended by Mrs Tarrant-Blick. Updates on latest policy and procedure in the field of SEND contributing to improved outcomes for SEND pupils.
February 2018 Parental Mental Health	Completed by Mrs Isaac Teaching Assistant An understanding of the impact parental mental health has on children.
March 2018 Anti-Bullying Alliance online training	Module 1, Is it bullying? Completed by all staff
March 2018 Early Bird Plus Programme	Attended by Mrs Baer. [Social & Emotional support assistant] Autism – to support and understand the educational needs of learners with Autism.
March 2018 NCFE CACHE Level 2 Understanding mental health	Completed by Mrs Baer Understanding children and young people’s mental health.
May 2018 Autism	Completed by Mrs Baer Focus on identification and supporting the needs of women and girls on the Autistic Spectrum.
May 2018 Additional Educational Needs Update Briefing	Attended by Mrs Tarrant-Blick. Updates on latest policy and procedure in the field of SEND contributing to improved outcomes for SEND pupils.
September 2018 Autism Awareness	Completed by Mrs Hardcastle An online introductory course completed in order to be better able to identify and support the needs of learners with Autism.
September 2018 Bullying and cyberbullying	Completed by Mrs Hardcastle An online introductory course.
October 2018 Additional Educational Needs Update Briefing	Attended by Mrs Tarrant-Blick. Updates on latest policy and procedure in the field of SEND contributing to improved outcomes for SEND pupils.
October 2018 Teaching Assistant Diploma	Completed by Ms V Palmer Teaching Assistant Covering the areas of SEN, Autism, ADHD and dyslexia. To upskill and enhance awareness thereby improving outcomes for pupils.
November 2018 An introduction to Autism Spectrum Condition	Led by Mrs Bear and completed by 21 Teaching Assistant and NQTs. In house training to enable increased understanding of meeting the needs of learners on the Autistic Spectrum.
December 2018 Parental Mental Health	Completed by Mrs Hardcastle An understanding of the impact parental mental health has on children.
January 2019 Mental Health Awareness	Completed by Mrs Hardcastle An introduction into basic mental health awareness – in order to be better able to support the needs of learners presenting with anxiety.
January 2019 NCFE CACHE	Completed by Mrs Hardcastle Understanding behaviour that challenges.

Understanding behaviour	
January 2019 NCFE CACHE Level 2 Understanding mental health	Completed by Mrs Hardcastle Understanding children and young people’s mental health.
February 2019 Autism	Completed by Mrs Saunders Teaching Assistant. Focus on identification and supporting the needs of women and girls on the Autistic Spectrum.
April 2019 Online Safety for Designated Safeguarding Lead	Completed by Mrs Tarrant-Blick An update to current legislation and policy.
June 2019 Allergywise for schools	Completed by Mrs Tarrant-Blick, Mrs Hardcastle and other key staff. Learning how to support adults and children with severe allergies.
June 2019 Girls on the Autistic Spectrum	Led by Specialist Teaching Service. Attended by Teaching and non-teaching staff leading to improved support for learners with Autism.

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 priority
- Develop pupils’ understanding of how their mental health and well-being affects their life and learning. Pupils will develop knowledge of strategies to support themselves and others.
- To develop a physical environment which supports the mental wellbeing and learning of pupils
- 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.
- 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.