



Woodlands Primary School

Special Education Needs & Disabilities Report

July 2023

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, Designated Safeguarding Lead) is the Inclusion Manager at Woodlands Primary School. She has been an Inclusion Manager continuously since before 1 September 2009.

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

The Governor responsible for SEND is Caroline Pearce

Year group	No. Pupils	No. Pupils SEN Support	No. Pupils EHCP	% SEND
Year R	89	5	1	6.7
Year 1	89	5	2	7.9
Year 2	86	0	2	2.3
Year 3	94	7	2	9.6
Year 4	94	11	1	12.7
Year 5	95	11	2	13.7
Year 6	96	6	5	11.4
Totals	643	45	15	9.3

	SEN Support	EHCPs
Tonbridge & Malling District	11.5 %	2.5 %
Kent	12.3 %	2.7 %
Woodlands Primary School	7 %	2.3 %

The correlation between SEN and Disadvantaged pupils on roll is:

Percentage SEN	Percentage Disadvantaged	Percentage both
9.3 %	18.04 %	3.25%

Funding

The school's 2022 / 2023 (financial year) SEN Top Up funding was £97,021.42.

There were 11 pupils receiving additional funding from the local authority.

Pupil outcomes Year 6

There were 5 pupils in the 2022 / 2023 cohort who had an EHC Plan – 5.2 %

Six pupils were registered at SEN Support – 6.25 %

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 (8 pupils)	SEND Support (9 pupils)
Reading	73% [73%]	70% [70%]	76% [76%]	90% [70%]	33% [45%]
Writing	80% [71%]	72% [65%]	88% [78%]	80% [71%]	33% [34%]
Maths	80% [73%]	83% [74%]	78% [72%]	80% [77%]	56% [42%]
Combined	61% [60%]	60% [56%]	63% [63%]	70% [60%]	22% [24%]

Progress of current 2022 – 2023 SEN pupils:

Pupils with SEND in years 1-5 EHCP & SEN Support	Reading Expected or above expected progress	Writing Expected or above expected progress	Maths Expected or above expected progress
Pupils with SEND	59%	69%	57%
Non SEND pupils	83%	80%	91%

Woodlands Primary School uses 'Insight' for assessment and progress monitoring. Data is taken from Summer 2023. The progress of SEND children is monitored regularly to ensure that we optimise every learning opportunity to maximise their learning potential.

Progress of 2022 - 2023 SEN pupils in receipt of High Needs Funding

There are eleven pupils for whom the school accessed High Needs Funding. The progress of these pupils is formally reviewed 3 times a year and the impact of any interventions is closely monitored. The progress is measured in smaller steps for these pupils, very much targeted to their areas of need.

Children with an EHC Plan and for whom we access High Needs Funding have outcomes agreed with their parents / carers as a minimum three times a year. These are recorded in the children's personalised provision plans.

Attendance of Pupils with SEN

Overall % attendance all pupils: 94.5%

SEND % attendance: 89.3%

Public Sector Equality Duty statement

Woodlands Primary School strives 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 pupil progress and attendance. We regularly seek the views of all stakeholders, for example via parent forums, questionnaires and the school council. We endeavour to make adjustments wherever possible, while assessing risk to pupils, their peers and staff.

Professional development training in SEND completed by Rita Tarrant-Blick, Inclusion Manager & Jo Stone Pastoral Support Officer.

September 2022 – July 2023

Training	Uses in the school and impact
September 2022 Using a Trauma Informed Approach	Whole staff training delivered by Rita Tarrant-Blick To raise awareness of the impact of trauma and adverse childhood experiences on pupils' emotional development and mental health Using trauma informed language.
September 2022 Dyslexia and the use of Non Negotiables in the classroom	CPD delivered by Rita Tarrant-Blick To embed quality first teaching and in so doing creating an inclusive learning environment. To refresh practice to reduce the barriers for learners with a dyslexic profile.
September 2022 Theory and Practice of the Boxall Profile	Completed by Rita Tarrant-Blick and Jo Stone To train in the use of a diagnostic tool to identify gaps in emotional development Strategies are used as part of understanding and delivering interventions to meet social emotional & mental health needs.
September 2022	Attended by Rita Tarrant-Blick and Jo Stone National Nurturing Schools Programme – training regarding the Six Principles of Nurture with a view to gaining the accreditation.
October 2022	Attended by Rita Tarrant-Blick and Jo Stone National Nurturing Schools Programme – training in neuroscience and attachment theory with a view to gaining the accreditation.
October 2022	Rita Tarrant-Blick attended the Countywide Senco Forum. Dissemination of practice and policies in Kent.
November 2022	Rita Tarrant-Blick attended the Countywide Senco Forum. Dissemination of practice and policies in Kent.
November 2022	Rita Tarrant-Blick attended Making Kent and Medway Trauma Informed. Developing a Trauma informed approach.
November 2022	Jo Stone attended an Attendance Network meeting. Clarity of roles and responsibilities within the Attendance & Inclusion Team and meeting with School Liaison Officer
December 2022	Rita Tarrant-Blick attended a workshop Kent Introduction to Resilience and Trauma. Developing a Trauma informed approach.
December 2022	Rita Tarrant-Blick attended the Countywide Senco Forum. Dissemination of practice and policies in Kent.
January 2023	Jo Stone involved in Dog Mentor training to support pupils with emotional and well being needs.
January 2023	Jo Stone attended Young Carers training in order to support pupils with a young carer role within their family.
February 2023	Attended by Rita Tarrant-Blick and Jo Stone National Nurturing Schools Programme. A review of steps taken to date towards gaining evidence for the accreditation.
February 2023	Rita Tarrant-Blick attended training – Mental Health in Schools, leadership and Well-being in Primary Settings. To further develop our understanding of meeting the needs of supporting mental health & well-being.
February 2023	Rita Tarrant-Blick attended the Countywide Senco Forum. Dissemination of practice and policies in Kent.

March 2023	Jo Stone attended a network meeting for Pastoral Support Officer to share good practice.
March 2023	Jo Stone attended Bereavement Toolkit training. To meet the needs of pupils who have experienced bereavement.
May 2023	Rita Tarrant-Blick attended the Countywide Senco Forum. Dissemination of practice and policies in Kent.
May 2023	Jo Stone attended training led by the Specialist Teaching & Learning Service to support pupils with Autism Spectrum Condition and Anxiety.
Jo Stone	Jo Stone attended an Attendance Network meeting. Clarity of roles and responsibilities within the Attendance & Inclusion Team and meeting with School Liaison Officer.
June 2023	Attended by Rita Tarrant-Blick and Jo Stone National Nurturing Schools Programme. A further review of steps taken to date towards gaining evidence for the accreditation.
July 2023	Rita Tarrant-Blick attended the Countywide Senco Forum. Dissemination of practice and policies in Kent.

Actions that will be included in the School Improvement Plan 2023 – 2024 for pupils with SEND.

- The provision for pupils with social, emotional and mental health issues will continue to be priority
- To improve the attendance of pupils known by / allocated to Social Services and Early Help [Children with a Social Worker]
- To continue to embed the understanding of all stakeholders regarding the relationship between Social Emotional and Mental Health [SEMH], childhood trauma, behaviour and learning.
- To develop and embed inclusive practice
- To further develop and refine SEND practice and procedure to avoid unnecessary duplication of documentation
- To enable all pupils to develop language skills from their individual starting points, with a particular focus on emotional literacy and social use of language.