



Woodlands Primary School

Special Education Needs & Disabilities Report

July 2024

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 | 71 | 1 | 3 | 5.6 |
| Year 1 | 85 | 13 | 1 | 16.4 |
| Year 2 | 85 | 6 | 2 | 9.4 |
| Year 3 | 79 | 11 | 0 | 13.9 |
| Year 4 | 92 | 8 | 2 | 10.9 |
| Year 5 | 83 | 10 | 2 | 14.5 |
| Year 6 | 95 | 20 | 3 | 13.7 |
| Totals | 590 | 59 | 13 | 12.2 |

| | SEN Support | EHCPs |
|------------------------------|--------------------|--------------|
| Tonbridge & Malling District | 12.5 % | 2.5 % |
| Kent | 13 % | 2.8 % |
| Woodlands Primary School | 10 % | 2.2 % |

The correlation between SEN and Disadvantaged pupils on roll is:

| Percentage SEN | Percentage Disadvantaged | Percentage both |
|----------------|--------------------------|-----------------|
| 12.2 % | 23.8 % | 7.2 % |

Funding

The school's 2023 / 2024 (financial year) SEN Top Up funding was £96,271.98.

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

Pupil outcomes Year 6

There were 3 pupils in the 2023 / 2024 cohort who had an EHC Plan – 3.15 %

Ten pupils were registered at SEN Support – 10.52 %

Key Stage 2 results

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

| | All pupils (94 pupils) | Boys (52 pupils) | Girls (42 pupils) | EAL (4 pupils) | SEND Support (13 pupils) |
|-----------------|-----------------------------------|-----------------------------|------------------------------|---------------------------|-------------------------------------|
| Reading | 80% [74%] | 77% [tbc] | 83% [tbc] | 100% [tbc] | 38% [tbc] |
| Writing | 85% [72%] | 81% [tbc] | 91% [tbc] | 100% [tbc] | 39% [tbc] |
| Maths | 75% [73%] | 75% [tbc] | 74% [tbc] | 100% [tbc] | 30% [tbc] |
| Combined | 68% [61%] | 67% [tbc] | 69% [tbc] | 100% [tbc] | 31% [tbc] |

Progress of current 2023 - 2024 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 | 80% | 82% | 86% |
| Non SEND pupils | 71% | 74% | 72% |

Woodlands Primary School uses 'Insight' for assessment and progress monitoring. Data is taken from Summer 2024. The progress of SEND children is monitored regularly to ensure that we optimise every learning opportunity to maximise their learning potential.

Progress of 2023 - 2024 SEN pupils in receipt of High Needs Funding

There are 14 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: 94.4%

SEND % attendance: 87.09%

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, Amy Adams Assistant Headteacher [behaviour, attendance & relationships], Jo Stone Pastoral Support Officer & Alice Harper Assistant to the Inclusion Team

September 2023 – July 2024

| Training | Uses in the school and impact |
|-----------------------|---|
| September 2023 | Alice Harper: Mainstream Core Standards – The Pathway to Inclusion. To enhance ability to support teachers and TAs in applying MCS to support learners through observations, advice and resource production/sharing |
| October 2023 | Rita Tarrant-Blick & Alice Harper: Countywide SENCO Forum – Primary. **Dissemination of updated practice and policies in Kent |
| October 2023 | Alice Harper: Using Infant and Junior Language Link - to enable a strategic overview of the use of Infant Language Link in EYFS |
| November 2023 | Alice Harper: STLS TA Day Conference - to be able to disseminated information to TAs in Speech Language & Communication Needs and Clicker 8 training |
| November 2023 | Rita Tarrant-Blick: From Trauma Informed to Healing Centred. Increased knowledge & understanding in meeting the needs of pupils who have experienced trauma and strategies to ameliorate this so as to have improved learning outcomes. |
| December 2023 | Rita Tarrant-Blick & Alice Harper: Countywide SENCO Forum – Primary ** |
| January 2024 | Alice Harper: Emotional Literacy Support Assistant [ELSA] Programme - North West Kent *Qualification as an ELSA – training component complete. AH can practise as an ELSA – full accreditation follows 4 x termly supervision sessions |
| February 2024 | Rita Tarrant-Blick & Alice Harper: Countywide SENCO Forum – Primary ** |
| February 2024 | Alice Harper: Emotional Literacy Support Assistant [ELSA] Programme - North West Kent * |
| March 2024 | Rita Tarrant-Blick & Alice Harper: Countywide SENCO Forum – Primary ** |
| March 2024 | Alice Harper: Emotional Literacy Support Assistant [ELSA] Programme - North West Kent * |
| April 2024 | Alice Harper: Emotional Literacy Support Assistant [ELSA] Programme - North West Kent * |
| April 2024 | Amy Adams: EBSA [emotionally based school avoidance] webinar – to support the needs of pupils and in so doing improve their attendance |
| May 2024 | Rita Tarrant-Blick & Alice Harper: Countywide SENCO Forum – Primary ** |
| May 2024 | Alice Harper: Emotional Literacy Support Assistant [ELSA] Programme - North West Kent * |

| | |
|------------------|--|
| May 2024 | Jo Stone: Communication and Interaction secondary school's transition training – to enable enhanced overview of transition arrangements and planning |
| June 2024 | Alice Harper: Emotional Literacy Support Assistant [ELSA] Programme - North West Kent * |
| June 2024 | Alice Harper: The Balanced System Tools Demo – to be introduced from September 2024 in order to deliver improved provision for learners with Speech Language and Communication needs. A link S & L Therapist will be allocated to Woodlands. |
| June 2024 | Alice Harper: Supporting Access to the EYFS Curriculum |
| July 2024 | Rita Tarrant-Blick & Alice Harper: Countywide SENCO Forum – Primary ** |
| | |
| | Amy Adams: NPQ – variety of national online webinar face to face seminar and online seminars – 28.2.24, 21.3.24, 30.4.24, 10.6.24, 20.6.24, 3.7.24 |
| | |

Actions that will be included in the School Improvement Plan 2024 – 2025 for pupils with SEND.

- The provision for pupils with social, emotional and mental health issues will continue to be priority.
- To develop and embed inclusive practice.
- 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.
- Improved provision for learners with speech, language and communication needs via The Balanced System and linked therapist.
- Improved attendance for pupils with emotionally based school avoidance and improved attendance for those pupils on part time timetables.