

# Wingrove Primary School

## Annual SEN Report 2018-19

### Evaluating the Effectiveness of Provision for Pupils with SEND



*This is a report to reflect upon how school has used SEN funding to meet pupils' needs. It should be read alongside our SEN Information Report, the SEND policy and the Accessibility plan.*

**Context:** Wingrove is a large primary school situated in the West End of Newcastle, catering for pupils aged 3-11. Included in our school is a 52 place Nursery provision and when there are spaces, we enrol children the term after their third birthday.

86% of our school population are EAL and we currently have 27 different languages on roll.

24% receive pupil premium support and the proportion of disadvantaged pupils is in line with the National Average (2018) and below the average within our local authority.

Wingrove is proud to be part of the WEST trust of schools and we work closely together within our eight schools to support our pupils with SEN.

Number of Pupils with SEN	
2018-19	
Number of SEN pupils in school	90
Number with an EHCP	6
Number in receipt of EYFS Inclusion funding	3
% of SEN pupils	20%
% of SEN pupils in Newcastle	15% (2018)
% of SEN pupils nationally	13.5% (2018)

Type of SEN	% of SEN population	No: in Nursery	No: in Reception	No: in Y1	No: in Y2	No: in Y3	No: in Y4	No: in Y5	No: in Y6
Cognition & Learning	44%	1	2	0	8	9	5	6	9
Communication & Interaction	48%	3	8	7	4	7	5	5	6
Social, Emotional and/or Mental Health (SEMH)	3%	0	0	1	1	1	0	0	0
Sensory/Physical Need	3%	0	0	0	1	1	0	2	0

**Data:**

- Total number of pupils identified with SEN in EYFS is 14
- Total number of pupils identified with SEN in KS1 is 22
- Total number of pupils identified with SEN in KS2 is 28
- % of pupils identified with SEN have made at least expected progress in Reading/Writing/Maths

<b>KS1 SEN</b>	Reading	Writing	Maths
Expected Progress or More	100%	96%	100%
Age Related Standards	53%	23%	23%
<b>KS2 SEN</b>	Reading	Writing	Maths
Expected Progress or More	75%	80%	87%
Age Related Standards	40%	40%	47%

- Attendance for pupils at SEN support is 94.4%
- Attendance for pupils with an Education, Health and Care Plan is 95.4%
- Overall attendance for pupils without SEN is 95.5%
- 20% of the school council have SEN and there has been regular attendance at after school clubs by pupils with SEN
- 2 Nursery pupils with SEN have less than 90% attendance
- 5 SEN pupils from EYFS –KS2 have less than 90% attendance
- There have been no exclusions or children on a reduced timetable.
- All SEN pupils have targets set on their individual provision maps. These are reviewed termly in a formal review meeting with the SENCO or at Parents' evening. The outcome of bespoke and recommended interventions are recorded on these maps.

**Next Steps:**

- Monitor provision maps 2 x yearly to ensure advice and recommendations are being used and targets are challenging yet achievable.
- The Newcastle Assessment Tool has been introduced this year so the use of it needs to be monitored and work scrutinies to take place to ensure work is matched to the child's ability.
- 1:1 meetings with staff to discuss the needs and provision for their pupils

### **Staff Training and Expertise (2018-19)**

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils.

- All staff have had Level 2 Autism training delivered by Thomas Bewick School
- 2 x senior leaders and 1 x support staff have attended an accredited course by Brighton University on 'The impact of Relational trauma and loss on children' to develop a deeper understanding of Attachment Difficulties.
- 2 x TAs have attended the Elklan Speech and Language accredited course
- 3 x staff have attended transition training delivered by the East Team
- 3 x Support staff have attended 3 sessions delivered by East Team on supporting SEN in EYFS
- 2 x Reception staff have accompanied parents for Autism training (3 sessions) delivered by Speech and language Therapy
- All staff have had training on the SEND Mainstream Guidance document
- All staff have attended 'Sensational Classrooms' training delivered by Occupational Therapy
- All TAs have attended a session with a SENTASS Dyslexia teacher to learn spelling strategies
- All staff have attended Lexia training

- A number of staff have worked alongside Speech and Language therapists, Occupational Therapists and Educational psychologists to develop strategies and learn new interventions such as Lego Therapy
- 1 x staff has attended a behaviour support strategies course
- The Inclusion Manager has the role of Lead Senco in the local authority and has attended related training such as 'Leading an SEN review in school', 'Differentiating between Learning disabilities/difficulties' and visiting a number of other schools to carry out work scrutinies/advice and delivering training
- The Inclusion Manager attends half termly network meetings with the local authority
- Some TAs attend termly SEN network meetings
- 2 x staff attended 'The Developing Child' training
- 4 x staff attended 'Mental and Emotional Health' training
- 2 x staff attended 'Loss and Grief' training
- 4 x staff attended training on the impact of Domestic Abuse
- All staff have had updated safeguarding training
- All staff have had Makaton training
- EYFS have had 'Word Wheel' speech and language training
- EYFS/KS1 staff attended a training session in school about Autism strategies and Box time delivered by SENTASS Communication and Interaction team.

### **Next Steps:**

- Regular SEN training sessions will be incorporated into the staff schedule during the academic year
- The staff attending the attachment training will deliver regular training sessions throughout the year to teach staff, theory and strategies that can be used such as Theraplay
- The Inclusion Manager will make sure that individual staff have appropriate CPD when needed
- There will be the development of a new pastoral role to work with the Inclusion Manager, meeting the needs of children who have emotional difficulties
- The impact of the SEND Mainstream Guidance Document will be monitored through classroom drop ins and discussions with staff

### **Working with Outside Agencies:**

We have bought in support from the following traded services in our school, to meet the needs of our pupils:

- LEAPS Speech and Language Therapy support 2 days per week
- Educational Psychology 1.5 days per week
- SENTASS Specific Learning Difficulties teacher support for 20 sessions per year
- SENTASS Motor Coordination support Jump Ahead programme for 2 x sessions per week
- Kalmer Counselling for 2 days per week

We also work with and refer to the following non- traded services on a regular basis:

- Speech and Language Therapy
- The Specific Language Impairment Team
- School Health
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- School Health
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Local Authority SEN School Improvement Service
- SENTASS Social Communication Teachers

We also work closely with our West Trust schools and have developed peer to peer support within our schools to help further develop our provision for pupils with SEN.

We access the Alan Shearer Centre each week as a resource for some of our pupils with SEN.

Our speech and language therapists have modelled effective use of language for a group of both morning and afternoon nursery parents for 3 one hour sessions.

### **Next Steps:**

- Continue to work closely as a TRUST within each other's schools
- To continue to work closely with all services to support pupils and improve quality first teaching through training and recommendations
- Monitor the effectiveness of the services we buy in and the impact on our pupils, ensuring that we are getting value for money
- To promote outdoor learning and forest school for our pupils with SEN

### **Pupils Views:**

Pupils are consulted throughout the target setting process and are aware of their individual targets. Annual pupils' views questionnaires are carried out and issues are addressed promptly.

Pupils are encouraged to have a voice in school and they know who the adults are that they can pass on worries or concerns to. Classrooms have 'Worry boxes' for children to privately ask for help when needed. There is an ethos where children feel comfortable and are encouraged to talk to their peers and staff.

### **Next Steps:**

- To develop accessible documentation for pupils to record their views in meetings or in class
- To encourage the attendance of pupils at their review meetings, in particular Annual reviews so they can be involved in discussions.
- To attend pupil participation events within Newcastle.

### **Parents/Carers Views:**

We collect the views of parents and carers in a variety of ways. These include the following:

- Parents' Evenings
- Coffee Mornings
- Questionnaires (School and Local Authority)
- Review forms
- Social Media (Twitter)

- PEP meetings

The views of our parents/carers are overwhelmingly positive and when necessary individuals are contacted to try and effectively resolve issues. Events have been arranged such as an SEN fair to engage our families with local community events and services

### **What OFSTED says:**

**(December 2016)**

"The school's work to promote pupils' personal development and welfare is outstanding. Pupils' physical and emotional well-being and care underpin all that staff do. An atmosphere of calm and respect for others envelops the school. Wingrove is an inclusive school where all are equally valued. As one pupil proudly said, 'There is a place for everyone here, no matter where they come from.'"

"The behaviour of pupils is outstanding. Pupils demonstrate an eagerness to learn and to please. This contributes to their excellent behaviour and attitudes. Behaviour is managed well by staff and incidents of concern are very rare. The small number of incidents and the lack of exclusions of any sort for a number of years pays testament to the relationships in school, the high expectations teachers have of pupils' conduct and the exemplary behaviour and attitudes of pupils."

"Pupils express an almost tangible sense of pride at belonging to the 'Wingrove family'. They report that they are valued as individuals and have a voice that is listened to."

### **Newcastle Local Offer**

*Please follow the link below to access the Newcastle Local Offer for further information on services linked to SEN and Disability in Newcastle.*

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>