

SEN Report to Parents 2013-14

This report aims to provide parents with an update about SEN practice at West End First School. Our school is an inclusive school which aims to involve all pupils in the wider life of the school.

Special Educational Needs Co-ordinator (SENCo):- Miss K Porter

Assistant SENCo: Mrs. A Dodd

Special Educational Needs Policy

The policy will be reviewed in Spring 2015 and submitted for approval by the Governing Body. It will then be made available on the school website at www.westend.northumberland.sch.uk. If you are unable to access our website and would prefer a hard copy, please contact the School Office.

Pupils with Special Educational Needs

In 2013-14:

- There were thirty children on the Special Educational Needs register.
- Two children received top-up funding i.e. had a Statement of Special Educational Needs from Northumberland County Council which ensured access to additional funding to support their specific learning requirements; e.g. additional adult support or individualised learning programmes.
- Nineteen children were at School Action Plus i.e. they received support from outside agencies such as School Health, Speech and Language Therapy, Occupational Health, LIST or CYPPs, although this may be indirect support such as training for staff to deliver intervention programmes, resources or support at home.
- Nine children were at the School Action stage i.e. they were receiving support in school for specific learning needs but did not require referral to outside agencies or those agencies had now withdrawn e.g. a child may have access to equipment to support fine motor control or may access the Sensory Room at Cleasewell Hill Special School during our weekly visits.
- Of all pupils accessing support through interventions or at School Action, School Action plus or Statement of SEN 29% were eligible for Pupil Premium funding.

Additional support

In addition to pupils on the SEN register 123 pupils accessed support through intervention programmes either in small groups or one to one. These programmes support pupils to develop a range of skills and are targeted at need. A child may access a support programme at any time in their school career to support a specific area of difficulty.

Currently there are support programmes in place for phonics in all year groups, these include:

- Small group work on Jolly Phonics and Letters and Sounds in Reception and Year 1
- Read, Write Inc in Years 2, 3 and 4
- Toe by Toe (dyslexia resource) in Years 3 and 4

- There are also small groups focusing on particular literacy skills such as punctuation, grammar and spelling, at point of need.
- Some pupils receive additional one to one daily reading practice.
- Intervention work in Maths takes the form of small group number work and the Numicon programme.
- There are also intervention groups supporting handwriting and motor skills.
- Nurture groups and individual sessions with the Inclusion Mentor support pupils with social, emotional and behavioural needs.

External Agencies

Throughout the year, the following agencies have supported special educational needs pupils in the school

- Locality Inclusion Support Team (LIST)
- Educational Psychology
- Children and Young People's Psychiatric Service (CYPPS)
- Speech & Language Therapy
- School Health
- Parent Support Partner
- Education Welfare Officer

Staff training

During the course of the year, training has been provided to support staff in meeting the needs of pupils with Special Educational Needs

- Provision Mapping
- Talkboost (Early Years Communication Programme)
- Positive handling
- Dyslexia
- Nurture

Assessment

In Early years Foundation Stage pupils are assessed using the Early Years Profile. Pupils are observed within the setting and teachers also assess their ability with basic skills.

In Key Stages 1 and 2 all pupils are assessed in Reading, Writing and Number. Teacher assessment is on-going throughout the year and is measured using Assessing Pupil Progress (APP) statements. Pupils achieving below the level of APP are assessed on P-scales, a system which measures small steps of progress.

Progress for all pupils is tracked by staff and informs next steps for pupils. Staff meet with the SENCo termly to discuss any concerns about pupils who may have special educational needs and actions are put in place to best meet the learning needs of each individual child. These may include:

- accessing an intervention or support group, as detailed above
- the implementation of an Individual Education Plan,
- referral to outside agencies for support or assessment

Parental Involvement

The support of parents is greatly valued. At termly Parent Consultation meetings teachers share pupils' targets and discuss any concerns they, or parents, may have about a child's progress. Parents are informed if their child is accessing an intervention or support group and invited to contact their child's teacher to discuss this if they wish. Parents of pupils accessing support from outside agencies are always asked for consent and the school's concerns are discussed with them.

Governor Involvement

The Governing Body reviews the SEN Policy and monitors provision in SEN through reports from the SENCO and Headteacher. Governors receive information on pupil progress for all pupils termly. They are provided with and discuss an annual report on SEN from the Headteacher and SENCo. During visits to school governors monitor provision for all pupils, including those with SEN.

Accessibility Plan

The school has in place an accessibility plan which is up-dated every three years. By having this plan we hope to:-

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the environment of the school to increase the extent to which disabled staff, parents and visitors to the school are able to be accommodated
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
- Improve the delivery to disabled staff, parents and visitors to the school of information which is provided in writing for people who are not disabled

SEN targets 2013-14

- To develop the High Intensity Language Group(HILG) to provide nurture for pupils with social and emotional needs.
- To improve achievement in Reading, Writing and Maths for pupils with SEN in Key Stages 1 and 2.
- To provide targeted support for pupils with SEN to support their individual needs.
- To deliver the Talkboost Programme in Early Years Foundation Stage to develop early communication and language.
- To accelerate achievement rates for pupils in Early Years Foundation stage with SEN.
- To train staff in the Teamteach Positive Handling techniques.

Impact of SEN targets 2013-14

- 20 pupils accessed the HILG during the Autumn Term. They made good progress with social and emotional skills measured against the Boxall profile. Pupils also made good progress from their starting points in Reading, Writing and Maths.
- All pupils on the SEN register were supported to develop skills in a number of areas based on an assessment of their particular learning needs.

- Talkboost was delivered to targeted children in EYFS. The percentage of pupils achieving a 'good level of development' in communication and Language was
- Pupils with SEN made good progress from their starting points measured on the Early Years Profile.
- Two staff were trained in Teamteach Positive handling techniques and the positive handling policy was subsequently up-dated.
- In Key Stages 1 and 2 progress in Reading, Writing and Maths is measured in Average Point Scores (APS) i.e. 2 points per sub-level of progress. The expected progress over a Key stage is 6 APS, any score above that is considered better than expected progress. In 2013-14 Key Stage 1 pupils with SEN made 8 APS in Reading, 7.4 APS in Writing and 8.7 APS in Maths. In Key Stage 2 pupils with SEN made 8 APS in Reading, 8 APS in Writing and 7 APS in Maths.