

SEN Annual Report for Westgate Primary School

Report by	M.Colannino	Period	2022-23
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1. Executive Summary

This year we have made fundamental changes to our SEN paperwork, in line with changes implemented by Leeds SENIT team – The Graduated Approach Toolkit. The resulting Individual Provision Maps have provided a one-page holistic profile that documents the range of adaptations that a child has in place from universal practice through to specialist provision. All stakeholders from the staff, parents to the children have reacted positively to these changes.

All relevant documentation is now linked to the IPM which makes accessing information much easier. Parent's SEN review meetings are now more evenly spread out across the year, alternating with parent's evening. Parent's Views are collected before the Review Meeting to ensure that the meeting is purposeful and focused. Next steps from the review meeting are incorporated into the IPM to ensure provision is following the Graduated approach of Plan, Do, Assess, Review.

We continue to have lovely feedback from outside agency professionals with one saying, "Westgate is a very special school – it is rare to see such holistic and inclusive practice. It really has been a pleasure to visit the school and the children there."

It is down to the care and expertise of all of the staff at Westgate that the most vulnerable children continue to receive the support that they need to flourish.

Parent's comments about new IPMs -

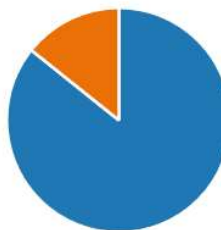
comprehensive buddy areas
 Prefer this layout clear picture **clear** information
 concise board ok simple format

Staff comments about new IPMs –

1. Thinking about the change from Learning & Pupil Passports to Individual Provision Maps this term, please choose the best fit statement below:

[More Details](#)

- IPMs are a lot more useful & pr... 6
- IPMS are a little more useful & ... 1
- No difference between the old a... 0
- IPMs are a little less useful & pr... 0
- IPMs are a lot less useful & prac... 0



2. School characteristics

- Currently 13% of our school population is on the SEN register. The national average percentage of children with SEN in England is 17.3% as of January 2023 census data (SEN Support and EHCP combined)
- The national average percentage of children on SEN support is 13% (13.5% in Primary) which is above our percentage at 11%.
- The national average percentage of children with an EHCP is 4.3% (2.5% in Primary). For our school it is 1.6% which is down from last year. However the number of funded children within the school is 15 which is 6% and therefore above the national average.
- The number of children with SEN has remained steady this year.

	17/18	18/19	19/20	20/21	21/22	22/23
Total number of children on school roll	252	251	250	237	246	248
Number of children on SEN register for this period	33	32	29	28	33	32
% of children on school roll with SEN	13%	13%	12%	12%	13%	13%
Number of children with EHCPs	2	4	5	4	6	4

Breakdown of SEN register by primary category of need

The highest category of need remains Communication and Interaction at 69% followed by Physical Development at 16%, Cognition and Learning at 13%, and SEMH at 3%. In comparison with national data the highest level of need is the same however at Westgate this comprises a larger percentage. Nationally the second highest category is SEMH whereas for us this is lowest. We continue to buy into traded time through the cluster with Away with Words and we will be keeping the

same Speech and Language therapist next year. Of the 22 children with communication and interaction needs, 16 have pragmatics difficulties including 10 with a diagnosis of Autism and 3 more going through assessment currently. All staff have been trained to AET Level 2 Autism training and Jane Chilton, the Lead Professional for Autism continues to play a pivotal role in delivering SEN provision within school

	17/18	18/19	19/20	20/21	21/22	22/23
Cognition and learning	7	7	4	4	5	4
Physical Development	1	1	4	4	4	5
Social, emotional and mental health	3	6	5	3	2	1
Communication and Interaction	22	17	17	17	22	22

Spread of needs across year groups

	17/18	18/19	19/20	20/21	21/22	22/23
Nursery 1 on SEN register	0	0	0	0	0	1
Nursery 2 on SEN register	5	1	1	1	5	0
Reception on SEN register	7	4	2	2	2	6
Year 1 on SEN register	3	6	3	3	3	4
Year 2 on SEN register	4	2	5	4	2	2
Year 3 on SEN register	3	4	4	5	5	2
Year 4 on SEN register	2	5	5	5	5	5
Year 5 on SEN register	6	4	5	5	5	7
Year 6 on SEN register	2	6	5	3	6	5

3. Funding arrangements

Total funding received by school (elements 1 and 2)	£58,342.11
Total funding received by school (top up funding, element 3)	£50,645.83
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£108,987.94

4. Current SEN staffing infrastructure

Classes where there are funded children present will have a higher number of support staff. This is not necessarily for 1:1 support as evidence shows that this approach is detrimental to the child's independence. However increased staffing does ensure that the child's needs are met whilst also promoting independence. All staff are deployed in a number of ways including in-class support, group support, 1:1 support when needed, delivering interventions. This is at the discretion of the class teacher.

	Staff	FTEs
Special Educational Needs Co-ordinator	1	0.8
Higher-level teaching assistants (HLTAs)	3	1.9
Teaching assistants	18	10.5
Learning mentors	1	0.7
Other – Specialist HLTAs	0	0

5. Staff training and Qualifications

Staff qualifications (SEN Specific)

	Qualifications
Marie Colannino (Special Educational Needs Co-ordinator)	NASENCo Autism Level 3
Jayne Chilton (HLTA)	Autism Level 3 Child Behaviour level 3, Diploma in Educational Psychology, Special Educational Needs Level 4, Level 3 child psychology diploma, The complete SEND Diploma level 2,3,4
Becky Pollhammer (TA)	Specialist Support for Teaching and Learning in Schools Diploma

Training opportunities provided in this period

Staff	Training accessed
All Staff	IPM training
All Staff	PE Principals of PE and modified practice (STEP)
Teachers	Dyslexia Level 1
Teachers	Adaptive Teaching
TA's	Language of choice

TAs	Basic Autism Awareness
TAs	Masking and Anxiety
TAs	Demand Avoidant Behaviour
TA's	Alternative methods of Recording
TA's	Positive Playtime Practice x3
Early Years Staff	Well Being in the Early Years
Jayne Chilton	AET Level 3 Refresher
Jenny Norton	Selective Mutism
Alison Wardman	Level 2 Makaton

6. Relevant data sets

Children reaching Expected standard or higher (comparison of both SEN vs Non SEN)

YR 2023		
	SEN	Non SEN
Reading	57%	92%
Writing	57%	74%
Maths	57%	96%
RWM	42%	74%

Y1 2023		
	SEN	Non SEN
Reading	25%	66%
Writing	25%	66%
Maths	75%	92%
RWM	25%	66%

Y2 2023		
	SEN	Non SEN
Reading	100%	93%
Writing	66%	78%
Maths	100%	89%
RWM	66%	78%

Y3 2023		
	SEN	Non SEN
Reading	0%	89%
Writing	50%	86%
Maths	50%	93%

RWM	0%	78%
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Y4 2023		
	SEN	Non SEN
Reading	80%	92%
Writing	40%	84%
Maths	60%	88%
RWM	40%	80%

Y5 2023		
	SEN	Non SEN
Reading	50%	100%
Writing	16%	88%
Maths	16%	93%
RWM	16%	85%

Y6 2023		
	SEN	Non SEN
Reading	20%	88%
Writing	20%	72%
Maths	20%	80%
RWM	20%	72%

Phonics Year 1 – 50%

Phonics Year 2 – 83%

7. B Squared Average Progress

	Reading	Writing	Maths
Autumn Term	10%	17%	12%
Spring Term	13%	11%	18%
Summer Term	14.5%	11%	26%
Overall	35%	40%	56%

All staff use B-Squared for children with SEN and who are not expected to achieve end of year expectations. B-Squared allows teachers to track the small steps made by these children as well as providing next step targets and targeted planning for effective differentiation. Progression Guidance is used to track progress for children with Pragmatics difficulties.

8. Range of interventions currently in place

Intervention	Year Group	Average Progress
Talk Boost	Nur	20%
Phonics - Letter Sounds	Rec	41%
Phonics -Oral Blending	Rec	42%
Phonics - Blending	Rec	85%
Phonics	Year 1	33%
Phonics	Year 2	76%
Phonics	Year 3	33%
Alpha 2 Omega	Year 4	11 levels
Nessy	Mixed	1 year
Dynamo	Mixed	16 points or 6 percentile places
Plus 1	Mixed	48%
Power of 2	Mixed	17%
Times Tables	Year 5	3%
Number Facts	Mixed	16%
Subitising	Mixed	44%

9. Involvement in Wider curriculum opportunities

63% of children on the SEN register have attended a sport's after school club. This is only slightly lower than percentage of children who are not on the SEN register who have attended a sports club which is 69%

8 children on the SEN register have attended Gardening club and Science Club.

3 children have had the opportunity to attend DAHIT events at the Centre for the Deaf in Leeds.

10. Outside Agencies involvement

Service	Numbers accessed 2022-23
Education Psychologist	1
EP Drop In	2
SaLT	13
SENIT	3
TaMHS	2 completed 1 opt out 5 currently seeing therapists 4 on waiting lists (due next term)

Feeding Team	1
OT	1
CAMHS	Autism Assessment - 3
Community Paediatrician	4
DAHIT	3
STARS	/

11. Attendance

Whole-school attendance rate	96%
Attendance rate for those on SEN register	95.5%

12. Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	0
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	0
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEN cohort)	0

13. Description of SENCO's current quality assurance arrangements

Quality assurance and performance management of teaching assistants
Data collection and analysis of interventions Performance Management led by SLT CPD Scrutiny of IPMs

Quality assurance and performance management of other staff
Progress Review Meetings Learning Walks Performance management led by SLT Analysis of performance data e.g. number of FFI targets achieved, intervention data, end of year data, B Squared data. Book Looks Scrutiny of IPMs

Quality assurance of interventions
Analysis of performance data. Books Looks against outcomes.

14. FFI Outcomes Met (EHCP outcomes are not included in this figure as they are designed to be longer term.)

% achieved
All outcomes - 66% 2 Outcomes or more – 100%

15. Compliance with statutory duties

	✓ / x
All provision is in place for students with EHCPs	✓
Annual reviews have been conducted on time	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with disabilities have accessed all relevant school activities including trips	✓

16. Pupil and Parents Voice

Pupil voice interviews were conducted by the SENCo, were focused on support in class.

All children said that what helped them the most was adult support mainly from TAs. Children in years 2, 3, 4, 5 and 6 were also able to name some other strategies in class that supported their learning including

Learning Partners

3 Before me

5 B's

Working Walls

When questioned about interventions, all children who currently are having interventions were able to talk about the work they did in these sessions. All children were able to talk about how the interventions helped them with their work in class.

End of year Parent Voice questionnaire – results from 10 responses that indicated that their child has SEN,

	My child is happy at Westgate	My child feels safe at Westgate.	Westgate makes sure its pupils are well behaved.	My child has been bullied and Westgate dealt with the bullying	Westgate makes me aware of what my child will learn during the	When I have raised concerns with the school they have been	Does your child have special educational needs and/or disabilities (SEND)?	My child has SEND, and Westgate gives them the support they need to succeed.	Westgate has high expectations for my child.	My child does well at Westgate.	Westgate lets me know how my child is doing.	There is a good range of subjects available to my child at Westgate.	My child can take part in clubs and activities at Westgate.	Westgate supports my child's wider personal development.	I would recommend Westgate to another parent.
agree/ strongly agree	100%	100%	100%	14%	100%	71%	0%	86%	100%	100%	71%	100%	71%	100%	100%
disagree/ strongly disag	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	29%	0%	14%	0%	0
Don't know	0%	0%	0%	14%	0%	14%	0%	0%	0%	0%	0%	0%	14%	0%	0

17. SENCo's summary

What has worked well this year

- All statutory duties have been completed well within the timeframes. This included completing review meetings online.
- Review of SEN paperwork coincided with SENIT release of Graduated Approach Toolkit including SEN paperwork. This has been successfully rolled out and has been welcomed by staff and parents.
- Parents Review Meetings are well spaced out and parent voice is gathered before the meeting.
- A continuation of the same professionals (Link EP and Speech and Language Therapist) has meant a continuation of support.
- TA training has focused on best practice when supporting children with Autism due to the growing numbers of children either with or going through diagnosis.
- A successful transition for Y6 pupils
- Continued time saving practices adopted through the increased use of Excel.
- Role of the SEN support team. Caroline Eley and Jayne Chilton continue to offer invaluable support to the most vulnerable pupils.
- TA's across the school work so hard to support all the children in their classes and are always willing to go the extra mile in their provision. We have a growing number of high needs and complex children and they are all continued to be well supported with a mix of QFT, adaptive teaching and personalised provision.
- Children with EHCP's continue to flourish including 3 children who are transitioning to High School.
- This is the first year of running Alpha2Omega intervention after training all TA's last year. This intervention has worked particularly well in Year 4 where Mrs Simpson has shown exemplary practice in planning and assessing progress. On average the children have made 11 levels progress and this has been validated by standardised assessment using Dyslexia Portfolio.

What could have worked better

- There is a growing level of need especially in Early Years. This has been reported across the city and strategic planning has started at management level for this. In our school we continue to ensure that the staff are well-trained and therefore the children are well supported.
- Waiting times for NHS referrals continue to be very long.

18. SENCo's recommendations for actions to be included in the school's development plan

See Action Plan 2023-24