

SEN Annual Report for Westgate Primary School

Report by	M.Colannino	Period	2019 - 20
-----------	--------------------	--------	------------------

1. Executive Summary

This year has been unprecedented in terms of the challenges faced across all schools. Ensuring the children with the highest level of need continued to have access to the necessary support during lockdown, preparing children for the partial reopening of school and preparing for the full reopening in September has created challenges that no one could have expected to face in their career. Day to day management of SEN became the focus for much of the year with more strategic plans such as a focus on ensuring a broad and balanced curriculum for all children as well as a planned review of interventions taking a necessary back seat. This will be reflected on in the action plan for the next year.

As SENCo I am incredibly grateful for the incredible work put in by all staff, who went above and beyond to ensure that the needs of all our children, both learning and pastoral, were prioritised.

2. School characteristics

- The national average in England is 15.9% as of January 2020 census data.
- The national average of children with an EHCP is 3.3%. For our school it is 2%. However the number of funded children within the school is 10 which is 4% and therefore above the national average. (The number of funded children has reduced by 1 due to a child in year 1 no longer being eligible)
- The number of children with SEN has remained stable compared with last year but there has been an increase in the number of children EHCP's within school.

	16/17	17/18	18/19	19/20
Total number of children on school roll	252	252	251	250
Number of children on SEN register for this period	25	33	32	29
% of children on school roll with SENs	10%	13%	13%	12
Number of children with EHCPs	3	2	4	5

As of September 2020 the number of children with EHCP's will reduce by 1 due to a child moving to specialist provision.

Breakdown of SEN register by primary category of need

The highest category of need remains Communication and Interaction at 59% followed by Cognition and Learning and SEMH needs at 17% and finally Physical development at 14%. In comparison with national data the highest level of need is the same however at Westgate this comprises a much larger percentage. 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 17 children with communication and interaction needs, 10 have pragmatics difficulties including 8 with a diagnosis of Autism. Within the last year we have focused a lot of time in training our teachers and TA's in how best to support children with pragmatics difficulties including whole school training by SENCo and Lead Professional for Autism. We were scheduled to have whole school Level 2 AET training in April, however due to Covid-19 lockdown this has been re-arranged for February 2021.

	16/17	17/18	18/19	19/20
Cognition and learning	7	7	7	4
Physical Development	0	1	1	4
Social, emotional and mental health	5	3	6	5
Communication and Interaction	13	22	17	17

Spread of needs across year groups

	16/17	17/18	18/19	19/20
Nursery 1 on SEN register	0	0	0	0
Nursery 2 on SEN register	3	5	1	1
Reception on SEN register	1	7	4	2
Year 1 on SEN register	3	3	6	3
Year 2 on SEN register	2	4	2	5
Year 3 on SEN register	2	3	4	4
Year 4 on SEN register	6	2	5	5
Year 5 on SEN register	3	6	4	5
Year 6 on SEN register	5	2	6	5

3. Funding arrangements

Total funding received by school (elements 1 and 2)	£93,698
Number of pupils for whom top up (element 3) funding is being claimed	12
Total funding received by school (top up funding, element 3)	£66,063
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£159,761

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.

	Staff	FTEs
Special Educational Needs Co-ordinator	1	0.8
Higher-level teaching assistants (HLTAs)	3	1.8
Teaching assistants	15	9.8
Learning mentors	1	0.8
Other – Specialist HLTAs	0	0

5. Staff training and Qualifications

Staff qualifications (SEN Specific)

	Qualifications
Special Educational Needs Co-ordinator	NASENCo Autism Level 3
Higher-level teaching assistants (HLTAs)	JC - 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

Training opportunities provided in this period

Staff	Training accessed
Whole Staff	Autism Training
Whole Staff	Mindfulness
Whole Staff	Zones of Regulation
Whole Staff	Attachment Difficulties
I. Jeffery	Team Teach
M.Colannino/S.Kelly/F.Simpson	BUSS Training
FS Staff/H.Carpenter	EY Approach to Emotional Well Being
M.Colannino	SEN Assessment
B.Pollhammer	Caring for Vulnerable Children
K.Dawrant	Understanding Autism, Aspergers and ADHD
M.Colannino	A good SENDIF Application
M.Colannino	Covid-19 Online training – Trauma training, Effective Use of the SENCo Deployment Guide, Leadership Development in Education, Team ADL SENCo Network x 3, Autism Webinar with Dr. Temple Grandin, SEND Leadership Webinar, Making the Most of SEN CPD,

6. Relevant data sets

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

YR 2020		
	SEN	Non SEN
Reading	66%	73%
Writing	33%	57%
Number	66%	83%
RWM	33%	57%

Y1 2020		
	SEN	Non SEN
Reading	75%	89%
Writing	75%	85%
Number	75%	85%
RWM	25%	85%

Y2 2020		
	SEN	Non SEN
Reading	16%	100%
Writing	16%	94%
Maths	16%	94%
All	16%	94%

Y3 2020		
	SEN	Non SEN
Reading	33%	83%
Writing	33%	75%
Maths	33%	86%
RWM	33%	75%

Y4 2020		
	SEN	Non SEN
Reading	75%	92%
Writing	25%	92%
Maths	50%	100%
RWM	25%	92%

Y5 2020		
	SEN	Non SEN
Reading	50%	86%
Writing	50%	83%
Maths	75%	93%
RWM	50%	83%

Y6 2020		
	SEN	Non SEN
Reading	100%	90%
Writing	25%	79%
Maths	25%	83%
RWM	25%	79%

B Squared Average Progress

	Reading	Writing	Maths
Autumn Term	22%	27%	33%
Spring Term	<i>Not completed due to Covid-19 Lockdown.</i>		
Summer Term			

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.

7. Range of interventions currently in place (until Easter 2020)

English

<i>Intervention</i>	Cost per child	Aut 1	Aut 2	Spr 1	Spr 2
YR Phase 2 sounds	£3.06	/	100%	/	/
YR Oral blending	£3.06	/	66%	100%	100%
YR Oral segmenting	£3.06	/	100%	100%	100%
YR HFW	£3.06	/	33%	66%	55%
YR Name Writing	£5.10	/	/	65%	65%
Y1 Phonics catch up	£1.63	/	100%	100%	100%
Y2 Handwriting	£0.68	89%	/	100%	100%
Y2 Handwriting	£1.53	/	25%	100%	100%
Y2 Phonics OF	£24.50	100%	0%	0%	0%
Y2 Phonics Catch up	£4.08	66%	0%	33%	33%
Y3 Pirate Writing	£9.18	100%	100%	100%	100%
Y3 Inference	£2.55	100%	100%	100%	100%
Y3 Inference	£2.04	100%	100%	100%	100%
Y3 Write from the Start CB/MM	£3.06	100%	100%	100%	100%
Y3 Handwriting 1	£1.25	100%	100%	100%	100%
Y3 Handwriting2	£1.25	100%	100%	100%	100%
Y3 Handwriting3	£1.25	100%	100%	100%	100%
Y3 Phonics CB	£30.60	100%	100%	100%	100%
Y3 Inference	£2.55	100%	100%	100%	100%
Y3 Phonics	£6.12	100%	100%	100%	100%
Y4 Inference	£4.08	100%	100%	100%	100%
Y4 Dragon Writing	£12.25	100%	100%	100%	100%
Y4 Write From The Start	£6.12	100%	100%	100%	100%
Y4 Handwriting	£6.12	100%	100%	100%	100%
Y4 Sentence Writing		100%	100%	100%	100%
Y5 Comprehension	£10.20	100%	100%	100%	100%
Y5 Handwriting	£0.68	100%	33%	100%	100%
Y6 Write Away together	£4.08	100%	100%	100%	100%
Y6 Write Away together	£4.08	/	0%	50%	50%

Maths

<i>Intervention</i>	Cost per child	Aut 1	Aut 2	Spr 1	Spr 2
Y1 Subitising	£ 5.10	/	/	/	60%
Y2 Subitising	£ 4.08	100%	50%	100%	100%
Y2 Plus One	£ 6.12	0%	0%	100%	100%
Y2 PV/No. Bonds	£ 30.62	0%	0%	0%	0%
Y3 Power of 2	£ 6.12	100%	100%	100%	100%
Y3 Plus One	£ 6.12	100%	100%	100%	100%
Y4 Dynamo	£ 12.25	100%	100%	100%	100%
Y4 Power of 2	£ 10.20	100%	100%	100%	100%
Y5 Times Tables	£ 0.58	100%	100%	100%	100%
Y5 Subitising	£ 4.08	100%	100%	100%	100%
Y5 Dynamo Maths	£ 12.25	100%	100%	100%	100%
Y6 Success@Arithmetic	£ 3.06	100%	75%	75%	75%
Y6 Power of 2	£ 6.12	66%	100%	0%	0%

Wave 3

<i>Intervention</i>	Cost per child	Aut 1	Aut 2	Spr 1	Spr 2
YR SaLT	£ 6.12	100%	100%	100%	100%
YR Word Level	£ 3.06	/	100%	100%	100%
Y1 Time to Talk	£ 4.08	100%		100%	100%
Y1 SaLT	£ 4.08	100%		100%	100%
Y1 FFT	£ 18.37	100%		100%	100%
Y2 FFT	£ 18.37	100%	0%	100%	100%
Y2 SaLT	£ 4.08	100%	0%	0%	0%
Y2 SaLT	£ 4.08	100%	100%	/	/
Y2 SaLT	£ 4.08	100%	0%	0%	0%
Y2 Fine Motor Skills	£ 6.12	100%	50%	100%	100%
Y2 Social Skills	£ 3.16	100%	0%	100%	100%
Y3 Social Stories	£ 6.12	100%	100%	100%	100%
Y3 Lego Therapy	£ 6.12	100%	100%	100%	100%
Y4 Precision Teach	£ 4.08	100%	100%	100%	100%
Y4 Sensory Circuits	£ 7.65	100%	100%	100%	100%
Y5 Foundation Stage Visit	£ 25.00	100%	100%	0%	0%
Y5 Sensory Circuits	£ 15.30	100%	100%	100%	100%
Y6 Toe by Toe	£ 4.08	100%	100%	100%	100%
Y6 Memory Fix	£ 6.12	100%	0%	0%	0%

8. Attendance

Whole-school attendance rate	96.4%
Attendance rate for those on SEN register	96.2%

(Figures from September – Covid Close)

9. 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

10. Description of SENCO's current quality assurance arrangements

Quality assurance and performance management of teaching assistants
Data collection and analysis of interventions Peer observations Performance Management led by SLT CPD Scrutiny of Learning Passports
Quality assurance and performance management of other staff
Progress Review Meetings Learning Walks Peer observations Performance management led by SLT Analysis of performance data e.g. number of Learning Passport targets achieved, intervention data, end of year data, B Squared data. Book Looks Scrutiny of Learning Passports
Quality assurance of interventions
Drop ins of interventions Analysis of performance data and cost effectiveness. Books Looks against outcomes

11. Learning Passport Outcomes

Total Number of Learning Outcomes set	% achieved (all or 2 outcomes)
3 per child per term	Autumn – 52% Spring – 60% Summer – As children were not in school it was decided to carry on learning outcomes into the new academic year unless there was a clear reason to change them. They will be reviewed in Autumn term.

12. Compliance with statutory duties

	✓ / ✗
All provision is in place for students with statements of SEN / 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	✓

13. How have children with SEND been supported during COVID-19 School Closure?

Before Lockdown began children were sent tailored resource packs or interactive resources based on need and request for example:

- Differentiated learning sheets were compiled and sent.
- Children working through Dynamo Maths were sent their log-ins.
- Speech and Language resources were provided.
- Visual timetables and support packs were made for children with ASC.
- Social Stories were provided about what was happening and what school would look like now.

During lockdown the children were supported in a variety of ways including

- Continued differentiated work being sent home. SENCo liaised with various teachers in recommending differentiated resources including websites and on-line learning tools such as Maths factor and Letters and sounds by The English Hub.

- Zoom communication with Speech and language therapist was arranged for 3 children.
- STARS support was arranged for 3 children.
- Phone call with the EP centred on support for several vulnerable children.
- Zoom session with the EP was arranged to discuss transition support for a child with severe SEMH needs and an EHCP.
- Zoom EP session for a child to support transition.
- Continued Speech and language resources have been provided by liaising with TA's.

Communication.

During Lockdown parental contact was regular for children with SEND who are considered vulnerable. This was done on a weekly basis via phone and email by a member of the Inclusion team (Helen, Caroline, Jayne and Marie). Teachers were also in regular contact with these children via the vle. A weekly Inclusion Team online meeting was held to discuss weekly contact with vulnerable children and how they are being supported. Home visits were also made where necessary. Specific resources were provided by members of the inclusion team including on well-being, social stories, visual timetables, anxiety.

How were children with EHCPs been supported?

Risk assessments were carried out per government guidance to decide whether they would be safer at home. Initially all children were kept at home however by the end of the school year 3 were attending school on a part time basis. Differentiated work was provided via the Lead Professional for Autism and Key workers. Wellbeing drop ins from the Learning mentor were provided as well as weekly phone calls.

Funding/EHCP Reviews

All remaining reviews took place virtually via zoom.

Transition

Y6 -

Pupil Profiles of children with SEND have been compiled and sent to PHGS. PHGS provided online Ambassador Sessions. Transition booklets were provided to children as well as access to online videos from PHGS. Support has been given to one y6 child in particular who has received a diagnosis of ASC in the last few weeks. Jayne Chilton is working with the family on preparation for High School in light of the diagnosis. An online meeting with parents, EP and the SENCo of PHGS was arranged.

Rest of school -

Transition both back into school and preparation for September has involved

- Videos of the setting for children returning
- Parent questionnaires sent out
- Home visits
- Social Stories
- Socially distant visits to class to meet new teachers both in July and arranged for September

- Zoom meetings between staff (both Teachers and TAs)
- Zoom meetings between new teachers/current teachers and parents.

Staff Development

TA's were provided with a large range of CPD opportunities including through The Open University and Future Learn, with a significant focus on SEND development.

14. SENCo's summary

What has worked well this year

- All statutory duties have been completed well within the timeframes. This included moving many review meetings online.
- Inclusion Team provided support for the most vulnerable of children during Covid-19 lockdown and school closure.
- Outside agency support has been planned to meet the needs of the children. All advice has been successfully adhered to. This included referrals for support during lockdown.
- Successful transition for Y6 cohort within difficult circumstances.
- Speech and language therapist has provided very comprehensive reports even continuing during lockdown. She will continue with us next year.
- Lead professional for Autism, Jayne Chilton continues to be a massive asset to the school. Parents Group for children with pragmatics difficulties continues to be very well received.
- Environment Modification continues to be high on the agenda for all staff.

What could have worked better

- School closure means that many plans and aims for the year were not achieved. Day to day management especially during lockdown became the main priority and strategic implementation and planned work took a necessary back seat.

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

See Action Plan 2020-21