



Annual SEN Report 2018-2019

Evaluating the Effectiveness of Broadwood Primary School's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

This report reflects how school has used SEN funding to meet pupils' needs.

At Broadwood Primary School we believe it is essential to provide a well-balanced and challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality and accessible curriculum. Children's all round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for the future.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

Our school is part of the West End Schools Trust, which is made up of eight schools across the West End of Newcastle. Working as part of a Trust has many advantages, with the main benefit being the dissemination of good and outstanding practice across the trust, in order to improve educational outcomes for children. As a result of working with seven other schools we are exposed to a range of approaches which can then benefit the children at Broadwood Primary School.

SEN profile of Broadwood Primary School:

Total number of learners on roll: 290 **children**

Number of learners with SEN: **children 57**

Number of learner at SEN support level: 46 **children**

Number of learners at High Needs level: 11 **children**

Number of learners with our ARC: **children 13**

Number of learners who are SEN and Pupil Premium: **children 31 children**

Number of learners who are SEN and EAL: **17 children**

Number of learners who are SEN, Pupil Premium and EAL: 5 children

Number of learners with SEN who are girls: **20 children**

Number of learners with SEN who are boys: **37 children**

Breakdown of needs

Social, Emotional and Mental Health	7
Cognition and Learning	15
Physical/ sensory	15
Speech and Language or Communication Need	20
Total	57

Additional Provision:

We are fortunate to have additional resources in school for up to 10 children with hearing impairment. Children within the provision are fully included in classes and access the same opportunities as their peers.

Data

	Reading		Writing		Maths	
	Progress	At Expected	Progress	At Expected	Progress	At Expected
Year 2 (5)	80%	20%	80%	20%	80%	20%
Year 6 (5)	80%	40%	80%	20%	100%	40%

Next steps:

The Year 2 cohort used EP service for 80% of the SEN children in that year group. Small group work and additional interventions has meant better than expected progress for the majority of the SEN cohort despite high level needs.

Use the Newcastle Tools assessment grid for tracking significantly lower attainment of SEN children

School is going to appoint two phase leaders, so the SENCO will liaise closely to make sure all staff aware of needs in the phase.

Attendance:

There were 24 pupils with SEND, out of 57, that fell below the national expectation of 96%. Of those 4 of those children attend the ARC. Out of the 26 pupils a number of children have either left or are not on the SEN register. Out of these pupils there were 11 children who were persistent absentees that failed to engage with school expectations despite support being offered by Ms Joanne Jameson the attendance officer and PSW. School also employed an attendance officer as well to support the PSW. All staff work very hard to support parents in improving attendance for all pupils. The percentage of children with an EHCP attending school was 95.4%.

Engagement in clubs and Extra-curricular activities:

All clubs and extra-curricular activities are fully inclusive and can be attended by any pupils in our school. Broadwood Primary School offers a range of clubs and extra-curricular. In addition we have an active Parent Support who host regular discos and Seasonal Fairs. In addition to this, SEN children have been invited to specific sporting events at Percy Hedley Foundation and within the WEST trust.

Staff training and Expertise

- SENCO completed the NASENCO course at Sunderland University
- Whole school sensational schools training
- ASD training for whole school
- 7 members of staff on physical handling training.
- SENCO on managing feelings and mental health and well – being training
- Safeguarding refresher
- PSW and SENCO on the BU well- being project
- The SENCO attended SENCO network meetings and the SEN conference. This has provided updated information and ways to improve SEN practice in the school as well as making an informed decision for the support Broadwood needed to buy into (SEN consultants, Educational Psychologist and SENTASS support).
- LSA attended PECs training course
- SENCO trust networks – working with

Next steps:

Continue to engage in relevant training to meet SEN needs -

Working with Outside Agencies

Last year part of the SEN budget was spent on buying traded services including:

Our Educational Psychologist has continued to provide valuable information to build up an accurate profile of specific individual children. School has bought into the service again for the next academic year.

Broadwood has continued to be supported by SENTASS both in assessing the needs of the children and offering support in suggested strategies.

The WEST trust has purchased silver level so Broadwood will continue to be supported by the SEN consultants

It has been agreed that another SEN review – with a focus on cognition and learning will happen in January 2020 as a follow up from the Communication and Interaction SEN review.

Broadwood has also been supported by the following agencies:

- Speech and Language
- CYPS
- Single Point of Contact
- Educational Psychologist
- School Health
- Kalmer Counselling
- HI Team
- VI Team
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Next steps:

Continue to work with external agencies

Supporting the Emotional Wellbeing of pupils

Our school has a Kalmer councillor, who works with three children 1:1. Throughout the year, the safeguarding team has strengthened by meeting regularly to discuss vulnerable children and decide which pupils need counselling.

The SENCO and parent support worker took part in the BU well-being course, delivered by Children's North East. Sessions helped children to recognise emotions and feelings and cope with outside pressures. This course will be used next year and the SENCO and parent support

worker will identify children to be part of this course. In addition, Year 6 attended the Health and Well-Being day, as part of the WEST trust to help children with the pressures of SATS and transition.

Additional meetings with secondary transfers were arranged for specific children, who it was felt needed extra transition.

Next steps:

SENCO to meet with PSW to identify children who are vulnerable or on the SEN register for SEMH to be part of the BU well-being project.

Pupils Views

From informal discussions pupils with SEND and through classroom observations, pupils appear to feel happy and safe to attend Broadwood. The majority of pupils enjoy learning and taking part in lessons. Several pupils commented on how they enjoyed learning and their class teachers. Most pupils felt well supported in their learning and know who they can ask if they are stuck.

A pupil survey was carried out the majority of children felt they were supported and knew what to do if they were stuck. The majority of children felt they knew the expectations of their teacher and that they were happy in school. The majority of children felt their teacher helped them understand things when they were stuck and that their teacher helped them to become independent learners.

Next Steps:

Use Ipad to record pupils during reviews

In Autumn carry out a pupil view – with a focus on cognition and learning, analyse responses and act upon accordingly.

Parents/Carers' Views

Broadwood has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carer time to prepare. In January 2019 a parent questionnaire was sent out and here was the information obtained:

Out of the 6 questionnaires that were handed back:

- 100% agreed that their child was happy and safe at school
- 100% agreed that their child is making good progress at school
- 100% agreed that they are invited to regular meetings to discuss their child's targets
- 100% agreed that they know how their child is supported at school and how they could at home
- One parent was unsure how to access the SEN information on the school website
- One parent was unsure of the services that work alongside the school

Next steps:

- Repeat the parent questionnaire in January to obtain more parent voice
- To set up a parents of SEN children group that can have regular meetings and if needed access to other agencies and support
- Set up parent leaflet detailing support and services

What OFSTED says:

- Attendance has improved and behaviour is good. Pupils of many different cultures and faiths work and play together successfully.
- Leadership of SEND is a strength. Pupils with a hearing impairment receive excellent support from staff in the enhanced mainstream provision (HIARC) and when integrating with their peers in some school classrooms.
- Teaching assistants are well led, receive effective training and are deployed sensibly across the school.
- Most pupils with SEND make good progress from their different starting points.
- Leaders know pupils well. They have developed a thorough understanding of pupil's pastoral needs and family circumstances. In this way, leaders ensure that pupils are given opportunities to broaden their spiritual, moral, social and cultural development.

March 2019

Link to Local Offer

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

Date: September 2019