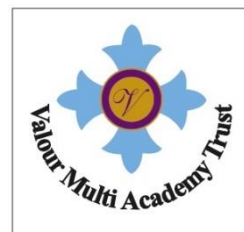




Annual SEN Report Sept 2019

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



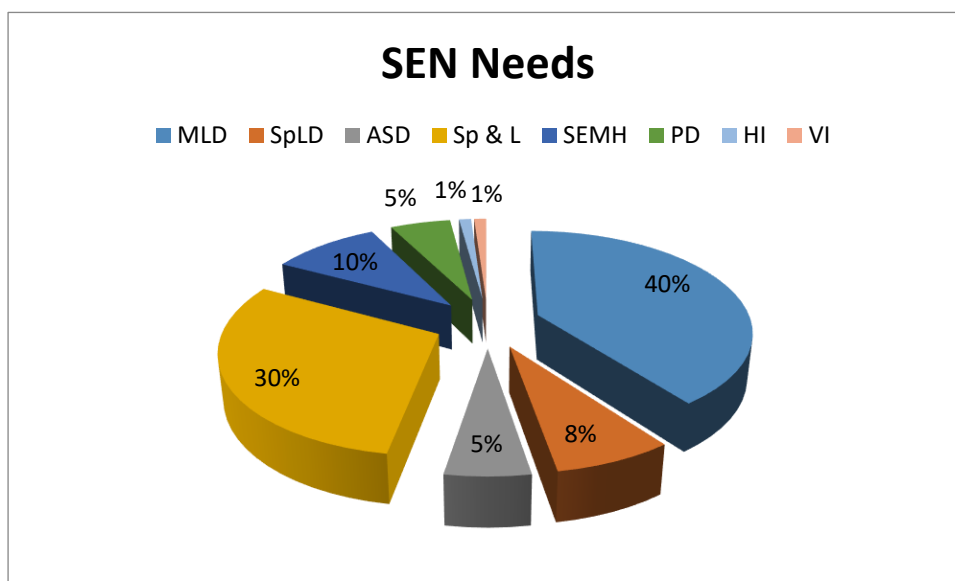
The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

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

Context:

	No of pupils	School %	Newcastle%	National %
School Population	408			
SEN total	71	17.4%	15.2%	13.8
SEN support	67	16.4%	14%	12.4%
EHCP	4	1.0%	1.2%	1.4%
SEN + PP	47/71 (66.1%)			

Within our SEN cohort:



Children with Cognition and Learning difficulties: 44

MLD = 37 or 50% (Nationally – 24%)

SpLD = 7 or 9.4% (Nationally – 15%)

Children with Communication and Interaction difficulties: 26

ASD = 5 or 6.7% (Nationally – 5.7%)

Sp and I = 28 or 37.8% (Nationally – 22.8%)

Children with Social, Emotional and Mental Health difficulties: 9 or 12.1% (Nationally – 17.5%)

Children with Sensory and Physical difficulties: 7

Physical = 5 or 6.7% (Nationally – 2.4%)

Hearing = 1 or 1.3% (Nationally – 1.7%)

Vision = 1 or 1.3% (Nationally – 1%)

Summary of our SEN population:

Our SEN numbers have continued to grow over the past year mostly due to several new admits with SEN and also added Nursery/Reception children who had been previous causes for concern. Our SEN numbers remain above average, but this has been consistent over time so perhaps reflects our school's general population. We will continue to review this further, especially the children identified as MLD as we have a much higher prevalence than the National. Most of the SEN needs within our school fall within Cognition and Learning and Communication and Interaction. We have a high prevalence of children with moderate learning difficulties and also speech and language difficulties.

SEN absence:

SEN- 5.1% compared to 4.3% for non-SEN pupils (Locally: SEN- 5.4% and non-SEN 3.8%). National average for absence is 4.2 %

There is a gap in absence rates between our SEN children and non-SEN children at both a school and local level. This partly reflects the persistent and significant absence of a small minority of children who are heavily involved with our Family and Attendance Officers although the SEN absence has improved significantly since last year where it was -6.8% for SEN pupils.

Data based on statutory assessments:**EYFS****Pupils reaching a good level of development**

	School	National	Newcastle
SEN	0%	28%	26%
EHCP/Statement	n/a	4%	0%
All pupils	72%	72%	70%

Year 1:**Year 1 phonics screen - pupils meeting the expected standard of phonics decoding**

	<i>School</i>	<i>National</i>	<i>Newcastle</i>
SEN support	40%	48%	48%
EHCP/Statement	n/a	20%	15%
All pupils	85%	82%	80%

Year 2:**Year 2 – pupils reaching the expected standard**

Reading	<i>School</i>	<i>National</i>	<i>Newcastle</i>
SEN support	40%	33%	37%
EHCP/Statement	100%	13%	13%

All pupils	80%	75%	75%
Writing	School	National	Newcastle
SEN support	40%	25%	30%
EHCP/Statement	100%	9%	12%
All pupils	80%	69%	71%
Maths	School	National	Newcastle
SEN support	40%	36%	37%
EHCP/ statement	100%	14%	15%
All pupils	80%	76%	76%

Year 6:

Year 6 pupils reaching the expected standard

Reading	School	National	Newcastle
SEN support	53%	40.5%	43.5%
EHCP/Statement	n/a	16.6%	16.6%
All pupils	84%	73%	72%

Writing	School	National	Newcastle
SEN support	47%	38.4%	44.5%
EHCP/Statement	n/a	13.8%	11.5%
All pupils	80%	78%	78%

Maths	School	National	Newcastle
SEN support	53%	46%	50.5%
EHCP/Statement	n/a	17.2%	17.7%
All pupils	80%	79%	80%

This data capture shows that our SEN children begin school with very low starting points, both compared to their peers and also compared to other SEN children nationally. By year 2 this gap narrows so that our SEN children achieve roughly on par with other SEN children nationally. By year 6, they achieve better than SEN children nationally. This data shows a similar picture to that of the past 3 years which leads to the conclusion that SEN children in this school make very good progress over time.

Staff Training and Expertise:

- SENCO met with the Children's Commissioner to showcase why our school is a successful inclusive school.
- SENCO attended a viewing of the Dispatches Documentary – Britain's Invisible Children and participated in a discussion with the Children's Commissioner around off-rolling pupils.
- Sensational Schools Training for teachers offering support and advice for children with sensory processing disorders.
- Foetal Alcohol Syndrome training for teachers.
- SENCOS delivered assemblies on Autism Awareness and additional work was followed up in classes by class teachers.
- All staff trained on The Primary Writing Project.
- SENCOS worked with members of the LAB on SEN procedures.
- In house training for staff about the SEN resources available in school to support the various needs within our school.
- SEN consultants carried out SEN curriculum walks with SENCOS and delivered training regarding SMART targets and the Newcastle Assessment Tool.
- Teaching staff have been updated with SEN information on a regular basis in staff meeting times.

Working with Outside Agencies

Due the changes within how the local authority operates, schools now need to buy-in services which were previously available to us. We have a high number of special educational needs within our school and need to draw upon the support and advice from outside professionals and agencies. During 2018-2019 we bought into the following services:

- Jump Ahead: A motor coordination intervention for children in Reception/Year 1 whereby early intervention is crucial in dealing with difficulties with motor skills and self-esteem.
- Specific Learning Difficulties (Dyslexia) traded support: This team of highly qualified, experienced specialist teachers offer professional expertise and knowledge and provide assessments, support and advice to SENCOS, teaching/support staff and parents in relation to individual children with specific learning difficulties (dyslexia) and speech and language difficulties.
- Educational Psychology Service: The Educational Psychology Service offers input in relation to a wide range of issues that impact on children's learning and progress, including specific and general learning difficulties, language and communication skills, issues relating to social, emotional and mental health and physical / sensory difficulties.
- SEN Consultancy: Our school bought into the Gold level service which includes 3 consultancy days offering support and advice to SENCOS.

Pupils Views:

- We collect pupil's views termly on their individual provision maps. These are collected by the Assistant Sencos and are read by the teachers and shared during pupil reviews. Examples of pupil comments from the previous academic year include:

"My best thing in the world is Lexia, I love doing it!"

"Year four has been really good. I am so happy that I no longer just sit in maths. I now answer questions & can do more work without help from my teachers.."

"I'm so pleased I have achieved my goal to improve my sewing and cutting skills. My balancing skills have also improved as I don't fall as often as I did and I no longer need any support to get ready for school or PE!!! This final year in Beechhill has been exciting and fun because I'm more confident with my abilities because of the support from my year six teachers, who always believe in me."

Parents/Carers' Views:

- In November we held a SEN parent's coffee morning. This was well attended and we plan to make this an annual event. We also now hold weekly parent drop-ins on a Monday and SEN is sometimes a focus of these e.g. Angela Gemmel delivered a presentation about dyslexia.
- Parent's views are collected during parent's evenings and reviews and are recorded on children's individual provision maps.
- It is pleasing to hear during reviews that many parents are very appreciative of the work our SEN team do.

Next steps:

Carry out a parent's survey this academic year and publish a report on the school's website.

Hold a coffee morning in the Autumn term for parents of children with SEN.

Implement the Newcastle Assessment Tool.

Distribute "Help me learn" boxes to all year groups with a range of useful resources for pupils to use to support learning in the classroom.

SENCO to deliver an assembly on Dyslexia Awareness and Autism Awareness.

SENCO to provide further training to staff on effective differentiation.

Date: September 2019