



# Annual SEN Report 2017-18

## Evaluating the Effectiveness of

### Archibald First 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 Archibald First School has used SEN funding to meet pupils' needs during the academic year 2017-18.

#### **Context:**

- 21 pupils out of a role of 348 were on the SEN register
- Of that 21, 7 were SA+, 14 were in receipt of top up funding (LA and EEAST) with 1 of these children also having an EHCP. Three more EHCPs were in process at the end of the academic year.
- Autism is the most prevalent primary need with 12 children having either a diagnosis or significant characteristics of autism.
- 9% of the school population has SEN.

#### **Data:**

- All SEN pupils have made at least three steps progress in all areas, either in terms of tracker steps or according to an individualised assessment grid, and many are at age-expected levels of attainment.
- Attendance for pupils with SEND is in line with the rest of the school population, averaging 97%.
- There have been no exclusions during this period for children with SEN.
- Engagement in clubs is well monitored. SEN pupils have been involved in Multi-Skills, Mini-Tennis, Taekwondo, Cross Country, Let's Get Building, PE Booster, Green Team. A register is compiled and kept on record to ensure SEN pupils have access to clubs. There are opportunities for SEN children to be part of the School Council but these are not always taken up.
- Interventions are closely tracked over a half-term. Entry and exit pieces of work are assessed for each intervention. Objectives are tight and closely monitored.

#### **How do we evaluate the effectiveness of SEN provision?**

- At the termly review meetings, the progress made by individual pupils with SEND is discussed and explained to their parents. The views of parents on how successful the provision has been in enabling their child to attain their set outcomes is sought. This information feeds into the targets set for the child on their next Individual Education Programme (IEP).

- The progress and attainment of those children with SEND is measured termly by the SENCO and discussed with the Senior Leadership Team during Planning and Progress meetings. This enables the provision for each child to be evaluated. We aim for all children, including those with SEND, to make at least expected progress throughout each school year and we expect them to meet the targets they have been set. If the termly data suggests that the progress made keeps them on track for meeting their targets, we know their provision is successful; if the progress made suggests they may not meet their targets, we know provision needs to be changed in order to ensure they do.
- The SENCO compiles an annual data report about the attainment of SEND children. This is shared with the SLT and the Governing Body. It is also available for any required external moderation, e.g. Ofsted.
- The data report and Planning and Progress information all feed in to planning and provision mapping for the following academic year.

#### **Staff Training and Expertise:**

- EYs Makaton training (July 2017) and subsequent up-skilling
- Reception staff and parent Autism S&L training – three sessions, one a term
- EYs Moving and Handling training (September 2017) delivered by Hadrian School.
- MLD screening training (Autumn 2017)
- Visit from staff at Thomas Bewick to observe autistic children in EYs.
- SNN from EEAST upskilling Nursery staff.
- OT Sensory Smart Classroom training in EYFS
- Gosforth Trust ASD/ADHD training day with Fintan O'Reagan
- Gosforth Trust SENCo network meetings
- City-wide SENCo and SENTA network meetings
- HT and SENCo attended SEN annual conference

#### **Next steps:**

Roll out Makaton and Moving and Handling training throughout the school, as need arises.  
More Autism training throughout the whole school.

#### **Working with Outside Agencies**

#### ***Include work with other professionals and the impact on attainment, progress, pupil involvement etc***

- S&L – implementation of programmes for specific children and up-skilling staff
- OT – implementation of programmes for specific children and up-skilling staff
- Physiotherapy
- Thomas Bewick support with Autistic children in EYFS
- Hadrian

- Educational Psychology Team
- RCAS
- Continence Nurse
- Jigsaw – private OT and S&L
- LA SEN Support

**Next Steps:**

Continue to develop these links and share expertise within staff.

**Pupils Views:**

Pupils' views are regularly gathered by support staff and class teachers, particularly in the review and setting of IEP targets and prior to termly reviews. When appropriate, pupils are invited to reviews to share their feelings and thoughts.

**Next Steps:**

Explore other ways of gathering pupils' views.

Discuss with GST trust SENCos how they gather these views and opinions.

**Parents/Carers' Views:**

Parent/carers' views are gathered in a range of different ways:

- Parents evenings
- Termly reviews
- Parent questionnaires
- Coffee mornings/afternoons with SENCo/FSA
- GST SEN Fair

***"The staff are creative and thoughtful in finding ways to include our daughter in school."***

***"If we have any concerns we know just to mention them and we can arrange a meeting."***

***"School always goes the extra mile trying to help my child's learning."***

**Next steps:**

Parents have said that they are keen to have more coffee afternoon/lunch sessions. This would provide an informal environment to gather feedback.

**What OFSTED says...**

*'All groups of pupils, including those who speak English as an additional language, those who are potentially vulnerable, are disabled or have special educational needs make excellent progress. This is because the school is committed to equality of opportunity. Pupils' progress is checked regularly and carefully. Where there is any chance of pupils slipping behind, they are offered effective support from the class teacher and the teaching assistants.'*

*'Disabled children and those with special educational needs are assessed quickly and have the support they need from an early stage, often provided directly by the school. As a result, they are nurtured very well and make similar progress to their school friends.'*

***OFSTED April 2015***

**Link to Local Offer**

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

**Angela Ward July 2018**