



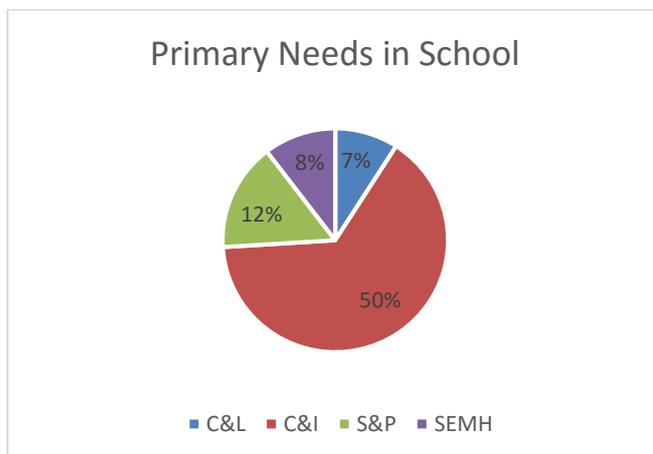
Annual SEN Report 2018-19 Evaluating the Effectiveness of Archibald First School's Provision for Pupils with SEND

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 2018-19.

Context:

- 24 pupils out of a role of 344 were on the SEN register
- Of that 24, 17 were SA+, one of whom received EEAST funding, and 7 children had an EHCP. One more EHCP was in process at the end of the academic year.
- Communication and Interaction is the most prevalent primary need with 12 children having either a diagnosis or significant characteristics of autism.
- 7% 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.
- In March 2019, a peer review of SEN provision in school was carried out by Jill Tough and trust SENCOs.

Staff Training and Expertise:

Beginners and Advanced Makaton training (SENCO)

Year 1 Makaton training (July 2019)

Reception staff and parent Autism S&L training – three sessions, one a term

EYs Moving and Handling training (September 2018) delivered by Woodlawn School

MLD screening observation (SENCO - Autumn 2018)

Specialist Nursery Nurse from EEAST upskilling EYs staff.

Gosforth Trust SENCO network meetings

City-wide SENCO and SENTA network meetings

HT and SENCO attended SEN annual conference

Next steps:

Continue to 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

Percy Hedley School – supporting a child with a split placement

Teacher for the Deaf

Hadrian

Educational Psychology Team

RCAS

Continence Nurse

Jigsaw – private OT and S&L

CYPS

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.

Children's views were also gathered at the SEN Peer review. Children expressed that they were supported well and knew who to ask if they needed help.

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
- SEN Peer Review

“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 above and beyond to help my child's learning and school experience.”

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 and to share information about local activities and organisations.

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 2019