

## Annual Report to Governors on the Implementation of the Special Educational Needs Policy and Disability Equality Scheme (SEND) July 2018

Waycroft Multi Academy Trust is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive MAT and believe that all children, including those identified as having special educational or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The special needs and disability (SEND) code of practice 2014 describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND.

SEN support is the category for additional support for children with special educational needs.

Currently, if further support is needed for a child the school, or parent, may request a statutory assessment of special needs.

The MAT process:

- ☒ Member of staff or parent have concerns about a child's progress and brought these concerns to the SENCO.
- ☒ Possible actions are to monitor closely, or to identify a child as requiring additional provision which can be seen on the school Provision map.
- ☒ If it was felt that the child required the involvement of an external agency or had significant learning needs then the child was registered at SEN support and given a pupil learning passport and an SEN plan.
- ☒ If a child had highly significant needs then the school would consider whether the child fulfilled the criteria to apply for an Education, Health and Care Plan

### Policies

The school SEN policy was ratified by Directors 02.11.17 the full policy can be viewed on the school website.

The SENCO in each academy are:-

- ☒ Waycroft – Amy Sage
- ☒ Woodlands – Mike Rylands
- ☒ Wicklea – Kay Harrison

SEN link Director is – Cathryn Atkin

### Number of pupils with SEN for the academic year 2017-18

Wicklea

- At the end of the academic year 2017-18 there are 34 children on the SEN register.
- The number of children on the Special needs register was 12% of the school roll.

Woodlands

- At the end of the academic year 2017-18 there are 30 children on the SEN register.
- The number of children on the Special needs register was 14% of the school roll.

Waycroft

- At the end of the academic year 2017-18 there are 39 children on the SEN register.
- The number of children on the Special needs register was 9% of the school roll.

The four areas of need are as follows:

- ☒ **Cognition and Learning**
- ☒ **Communication and Interaction**
- ☒ **Social, emotional and mental health**
- ☒ **Physical/ Sensory**

## Profile of pupils with SEN

### a) Number of pupils on school's SEN record

	Wa	Wo	WI	Wa	Wo	WI	Wa	Wo	WI	MAT
	Provision map (additional to those on SEN support and EHCP)			SEN support (on SEN register/record)			EHCP (on SEN register/record)			
2 Year olds	4			2						6
Nursery	21				2					23
Reception	17	1		2	1			1		22
Year 1	11	9		9	4		1			34
Year 2	16	5		4	6					31
Year 3	9	13	3	4	4	9	1			43
Year 4	12	4	7	9	4	10			1	47
Year 5	7	7	6	4	4	9	1			38
Year 6	8	2	2	2	4	5				23
Total	105	41	18	36	29	33	3	1	1	267

Waycroft have applied for 2 more EHCPs (YR and Y5)

### b) Areas of need (Wicklea SEN register)

Number of pupils	General learning difficulties	Specific learning difficulties	Speech and language difficulties	Autistic spectrum	Social and emotional and mental health	Hearing impairment	Visual Impairment	Physical / medical difficulties
Wicklea	8	3	3	5	10	0	2	3
Woodlands	16	1	3	5	2	3	0	0
Waycroft	4	8	11	7	4	0 (1 secondary need)	0	5

### d) Ethnicity of pupils on academy SEN register

Number of pupils	White	Mixed e.g. White and Asian	Bangladeshi	Black African	Black Caribbean	Indian	Gypsy Roma
Wicklea	0	4	1	3	0	0	0
Woodlands	23	6	0	0	0	0	1
Waycroft	37	1	0	0	0	1	0

## **Progress of pupils with SEN 2017-18**

### **Waycroft**

- Data analysis shows that in reading 50% pupils with SEN made accelerated progress
- In writing 50% pupils with SEN made accelerated progress
- In maths 50% pupils with SEN made accelerated progress
- 0% of pupils at SEN support achieved ARE at KS2 in reading, writing and maths
- One pupil is significantly OOS however progress is evident through his learning passport.

### **Woodlands**

- Progress of SEND children is slower than non-SEND children in all year groups in all subjects except in Y1 (reading, writing and maths), Y2 (writing) and Year 5 (reading)
- In **reading** the biggest gap between SEND and non-SEND children is in Y6 (1.5) although this gap has reduced (0.2) from last term. These children are making just under expected progress. The gap is highlighted as non-SEND children are making accelerated progress. SEND children in Y4 who had improved to be making expected progress continue to do so.
- In **writing** the biggest gaps between SEND and non-SEND children are in Y5 (2.8 – this has gone up 1.9 since last term) and Y6 (2.3 – this gap has narrowed by .2 since last term). Y1 and Y2 SEND children are making better progress than non SEND children. SEND children in Y5 continue to make very slow progress Writing is the weakest subject for SEND children. SEND children in Y1 are making accelerated progress and in Y2 they are making expected progress
- In **maths** the biggest gap between SEN and non-SEN children is in Y4. The progress gap in Y6 has narrowed significantly from last term from 1.5 down to .2. Y6 SEND children are now making accelerated progress and SEND children in Y1, Y3 and Y5 are making expected progress,

### **Wicklea**

- Progress of SEND children is slower than non-SEND children in all year groups in all subjects except in Y4 (writing) and Year 4 (reading)
- In **reading** the biggest gap between SEND and non-SEND children is in Y3 (1.8).
- In **writing** the biggest gap between SEND and non-SEND children is in Y6 (3.4).
- In **maths** the biggest gap between SEN and non-SEN children is in Y6 (1.9).
- The SEND pupils in Year 3 and Year 6 have made the least progress in reading, writing and maths. Year 4 and year 5 SEND pupils are making expected progress (accelerated progress in Y4 reading and maths). The year 3 and year 6 SEN groups have a greater percentage of pupils with complex needs related to speech, language and communication.
- Individual pupils with SEND in all year groups have made expected progress or accelerated progress. A number of pupils are making very slow progress but are making small steps to progress as evidenced in learning logs.
- It is important to recognise that the term of SEND is broad and includes all pupils on the school SEND register. These pupils have a range of additional needs within the categories of Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Physical/Sensory .

### **SEND funding: notional funding =**

**Wicklea:** £154,053.50 and top-up of £24,000

**Woodlands:** £144.00 and top up of £1001

**Waycroft:** £ 241,406.83 and top up of £29,316

## **Staff, resources and training 2017-18**

**Wicklea:** For the academic year 2017-18 we employed 9 full time SEN teaching assistants. Their role continues to be varied and within their role, they support our pupils with special educational needs in the classroom, working with small groups or on a one to one basis. Sometimes their role incorporates support at break and at lunchtimes.

### **Woodlands:**

For the academic year 2017-18 we employed 1 full time SEN teaching assistant. Their role is to be a 'designated adult' to one child in our Reception class. She supports this child with differentiated activities stepping back to observe when appropriate. Her role also incorporates support at break and at lunchtimes.

**Waycroft:** For the academic year 2017-18 we employed 15 full time and 4 part time teaching assistants for R – Year 6 as well as 6 full time nursery assistants. These staff provide general classroom support , leading both specific and more reactive intervention groups including pre and post teaching opportunities and specific 1:1 support for those children that have funding.

## External Agencies

We sought advice from a number of outside agencies in order to support all children with needs to the best of our abilities. These included Sensory Support Service, School Age and Early Years Speech and Language, Bristol Autism Team, Primary Mental Health Specialist, Inclusion and Portage, Occupational Therapist and the Educational Psychologist

☑ SENCO forums 6 times each year where the latest government updates are delivered.

☑ The SENCOs attended the annual SENCO conference.

## Wicklea

Intervention	Impact data	Qualitative impact <i>e.g. attendance, behaviour, attitude to learning, participation</i>
Speech and Language Programmes Y3 x1 Y4 x2 Y6 x2	5 pupils met targets set by Speech and Language Therapist on SALT programmes	Children grew in self-confidence and this had an impact on their attitude to their learning generally and to their participation.
One to one support for pupils with a diagnosis requiring personalised programmes.  1.Auditory processing difficulties. Y6 2.Learning difficulties Y6 3.ADHD Y5 4.Cerebral Palsy Y4 5.Complex speech disorder/learning difficulties Y3 6.Dyspraxia/learning difficulties Y3	Evidence from target tracker shows that all children were making small steps to progress but covering targets in greater depth ( over 12 months) Pupil 1 now 3 b from 2b Pupil 2 now 3b from 2b Pupil 3 R 2s- 2s+ (1), W 1w+ - 1s+ (2) M 2b – 2w (2) Pupil 4 R 1w to 2w (6), W 3w – 4 w (6), M 1w+- 2w (5) Pupil 5 R P7 – 1w(3), W P7 – 1s (5), M P7 – 1w+ (4) Pupil 6 R 1b+ - 1s+( 4), W p8 – 1s (5) M P8 – 1w+ (4)	The development and use of Learning Logs over the last three years at Wicklea Academy has had a definite impact on the attitude to learning of these pupils. Metacognition has been highlighted as a proven method to engage pupils with SEND and that it has impact. The teaching assistants plan small steps to learning using target tracker statements. They involve the pupils in target-setting and self-reflection, collecting positive outcomes or products of their learning in their logs and this inspires the pupils to be more engaged, participate well and interact with their learning. The pupils are proud of their learning logs. The Target Tracker statements are turned into 'I can' statements so that pupils can take ownership of their learning. Another benefit is that teaching assistants are using the target tracker system on a daily basis and recording outcomes as and when they happen.
Autism strategy programmes Y4,Y5,Y5	Pupil1 : R 3w- 4b (4) W 3w – 4w (6) M 3b+ 4b (5) Pupil 2 : L R 3s- 4w+ (5), W 3b+ - 4b (5) M 3b- 4b (6) Pupil 3 : R 4w+ - 5w (5) W 4w+ - 5 w (5) M 4w- 5b+ (5)	Pupils are supported by teachers and TAs in understanding the daily routine and in helping them to cope with any changes. Parents have been pleased with the support. For one pupil the support has improved/developed following a meeting with key staff.
Better Reading Partners	2 pupils in Y4 made progress of 4 reading levels over 10 weeks. 13- 17 and 24- 28.	Improved attitude to reading and improved engagement with books.
Social skills group 3 Y5 pupils.(SENCo)		Pupils have improved turn-taking skills, developed the skills and confidence to reflect on their feelings and to empathise with others. Pupils have enjoyed being members of the group and feedback from two parents has been very positive in terms of improved attitude and decreased anxiety.

Woodlands

<b>Intervention</b>	<b>Impact data</b>	<b>Qualitative impact e.g. attendance, behaviour, attitude to learning, participation</b>
First Class @ Number	100% accelerated progress. 0% at age related	Increased motivation and attitude to maths.
Success @ Arithmetic	50% expected progress 50% accelerated progress 0% at age related	Increased motivation and attitude to maths.
Speech and Language Groups	Children met targets set by Speech and Language Therapist.	Children are more effective communicators and have grown in self-confidence.
Social Skills Group (You are a Social Detective!)	No quantifiable entry or exit data	Children feel less anxious and are more aware of others feelings and emotions. They wanted to carry on the sessions when the program had finished.

Waycroft

<b>Intervention</b>	<b>Impact data</b>	<b>Qualitative impact e.g. attendance, behaviour, attitude to learning, participation</b>
Speech and Language 1x2yr old 3xnursery 1xreception 2xY2	Progress made against personalised targets set by school/NHS speech and language therapists	Improved confidence in the setting and when taking part in activities
Language group 9xnursery		Pre teaching tool that gave the children confidence and the language needed for topic learning.
BLAST S&L programme 10xnursery		Allowed the children to use language more confidently in the class environment. Developed listening skills which has enabled the children to engage with the learning.
School led Speech and Language support programme 2xY1 2xY2 1xY3 2xY4	Progress made against personalised targets in consultation with the school speech and language therapists	Improved confidence in the setting and when taking part in activities
One-to-one support 2xreception SEMH/ASC 1xY1 ASC 2xY1 ASC/SEMH 1xY2 EAL/learning (5hrs) 1xY3 2xY5	Y5 - 1 pupil has been reassessed this year to ensure accurate data for transition into Y6. He is a significantly OOS pupil. 1 pupil has made R6.0 W7.0 M7.0 Y3 - R4.0 W2.0 M4.0 Y2 – child is new to the school therefore unable to give progress data Y1 – 1 pupil is R17.0 W8.0 M16.0 (V low EYFS score) 1 pupil is R6.0 W6.0 M5.0 1 pupil is R5.0 W6.0 M5.0	Reception – one child’s level of need has increased over the year while the other no longer needs 1-1 support Year 1 – one child has received an EHCP and is moving on to specialist provision The other two shared support at the start of the year but this has been withdrawn over time so 1-1 is no longer required other than physio for 1 child
Small group PSED/language programmes 3x2yr olds	Progress evident through PLODs	Improved confidence in the setting and when taking part in activities
Small group PSED interacting and turn taking group 8xnursery	Progress evident through PLODs	Improved confidence in the setting and when taking part in activities

Social Emotional Mental Health 8xY4		Improved behaviour and participation with activities at break time and lunchtimes. Greater confidence which has improved their willingness to access learning in class.
Daily 1-1 interaction programme 1xnursery		Child now able to interact with someone on a purposeful task
Fine motor skill support 2x2yr olds 14xY1 3xY2 10xY3 11xY4 11xY5 6xY6	Progress towards physio/portage team targets	Improved fine motor skills
Every Child Counts 15xY2	Progress in months for each child – 13, 30, 30, 31, 33, 12, 19, 17, 23, 32. 5 chn to complete exit test on 17.7.18	
Number programme 7xnursery 15xnursery		Can now carry out basic counting activities and recognise simple numerals
Additional time to work on targets in Maths 16xreception		Gaps in learning have been filled on a weekly basis to keep the children in line with ARE or to try to close the gap.
Reading Recovery 4XY1	Y1 – R6.9 (all pupils 5.2) W5.8 (all pupils 5.8)	
Nessy 9xY4 4xY5 6xY6	Y2 – R4.7 (all pupils 6.2) W5.3 (all pupils 6.2) Y3 – R5.2 (all pupils 6.7) W4.4 (all pupils 6.4)	
BRP 5xY1 13xY2 13xY3 9xY4	Y4 – R5.6 (all pupils 6.5) W5.3 (all pupils 6.5) Y5 – R4.0 (all pupils 6.6) W2.8 (all pupils 6.5) Y6 – R5.0 (all pupils 6.9) W5.0 (all pupils 6.8)	
Additional time to work on targets in English 7xreception		Gaps in learning have been filled on a weekly basis to keep the children in line with ARE or to try to close the gap.

### **Liaison with Secondary School Partners**

- ☒ To ensure smooth transition for current Y6 children with SEN, additional transfer arrangements are implemented during the summer terms, when required.
- ☒ Children on the SEN register or who may have an identified need in transition have the opportunity for extra visits to their secondary school.
- ☒ Strong links exist with all our partner secondary schools.
- ☒ Close liaison between teachers and SENCOs takes place to ensure accurate and efficient transfer of records and information to minimise the disruption of support levels for pupils transferring to the secondary sector.
- ☒ Separate transition arrangements and induction visits were set up for SEN pupils where required.
- ☒ For pupils moving into our school who had an identified Special Educational Need similar liaison meetings were held prior to starting to ensure appropriate levels of support were put in place.

### **Numbers of children/young people with disabilities and medical needs within the school**

**Wicklea** currently has **7** children with a Medical Care Plan.

The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with these needs and key staff who come into regular contact with the child are listed on the Care Plan.

**Waycroft** currently has **69** health care plans of which 35 are for asthma

The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with specific needs beyond what would be expected in schools and covered through first aid or administration of medicines training and key staff who come into regular contact with the child are listed on the Care Plan.

### **Woodlands**

We currently have **2** children with a Medical Care Plan.

1 child has diabetes and 1 child has hypoplastic left heart syndrome. Staff have received relevant training to support these children.

### **Inclusion for Disabled Pupils:**

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential trips.

### **Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.**

- Parents/Carers are invited to attend and contribute to all review meetings.
- Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- The SEN policy is available to parents on the school website.

### **Pupil and parental involvement in annual review meetings**

Academy	Percentage of pupils attending/involved in their annual review meeting	Percentage of parents/carers attending/involved in their child's annual review meeting
Wicklea	100%	100% (where applicable)
Woodlands	N/A (next Annual review – November 2018)	N/A (next Annual review – November 2018)
Waycroft	60% (3/5 children - one non-verbal and one too young to participate usefully)	100%

### **Actions for 2018-19**

- To update the SEN Information report (September 2018)
- To update the accessibility plan (September 2018)
- New SENCO to begin training
- Continue to monitor correct use of Learning Logs
- SENCo to attend cluster forum

