



Annual SEND report Autumn Term 2017

Our current Inclusion register includes the following discrete groups: Special Educational Needs and Disability (SEND), English as an Additional Language (EAL), Speech and Language Therapy (SALT) and Pupil Premium (PP).

We currently have twenty-one children with SEND in the Academy. This is 11.5% of the Academy population. We have two children in school with Educational Health Care Plans (EHCP) (1%) and a further two who SENART are currently assessing for an EHCP. There are 19 children with SEN support in school. One child is due to join school in January 2018 for whom we will be seeking statutory assessment for SEN from SENART as a high level of individual support will be required.

16 pupils follow a personalised Speech and Language Therapy programme.

16 pupils across the school are registered as Pupil Premium: additional funding is invested in raising the attainment of these disadvantaged pupils and closing the gap between them and their peers.

19% of pupils have English as an Additional Language (EAL). Our pupils with EAL are Polish, Asian, Indian, Chinese, African and Filipino.

Contextual Information - 2017

		Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of Pupils		80	30	31	29	30	30	30
Gender %	Boys	40%	60%	65%	31%	47%	63%	57%
	Girls	60%	40%	35%	69%	53%	37%	43%
Disadvantaged %	Disadvantaged pupils	3%	3%	10%	10%	7%	10%	20%
Ethnic groups %	White - British	74%	83%	81%	76%	87%	77%	77%
	Other	26%	17%	19%	24%	13%	23%	23%
EAL %	English	69%	83%	87%	69%	100%	87%	97%
	Other	31%	17%	13%	31%	0%	13%	3%
SEN %	No SEN	89%	90%	81%	90%	87%	93%	90%
	All SEN	11%	10%	19%	10%	13%	7%	10%
	- School Action & Action Plus, SEN Support	10%	7%	19%	10%	13%	7%	7%
	- Statemented / EHCP	1%	3%	0%	0%	0%	0%	3%

Information from January 2017 School Census



The new Code of Practice 2014

The new Code of Practice came into force in September 2014 although many of the changes were phased in over a period of years by the Local Authority. The new Code puts a greater emphasis on parents and children being involved in deciding what support is best for the child and appropriate targets and resources.

The previous existing categories of School Action and School Action + have been replaced by one category of SEN Support. This is reviewed each term and the provisions are documented in the Inclusion Provision Map.

Class teachers have written Learner Profiles for children on the register – these replace the former Individualised Education Plans. Since 2015, parents have an opportunity to meet with teachers twice during the year, after school, for a dedicated meeting about their child with SEN. This is in addition to Parent Consultation Evenings. In the Summer Term, teachers meet with the next teacher in order to review and set new targets for the following year.

For children with complex needs who need a statutory assessment for an Education Health Care Plan, a 'My Support Plan' is created and reviewed three times each year to assess progress, review and set targets and to determine strategies/interventions /provisions to achieve these targets. These documents begin as a forty-two page document- as a minimum. Details are shared between parents, staff, external agencies and the pupil to complete the MSP prior to it being submitted. The document is amended and added to throughout the journey through primary school.

Statements of SEN have now been transferred to Education, Health and Care Plans (EHC Plans), though statements do not always transfer to an EHCP when the children move on to their High School.

The SEN policy was updated in the summer of 2016. We also publish our Local Offer outlining our SEND provision on our website. This provision is aligned with St provision at Wilfrid's as far as possible and is reviewed yearly.

Current Provision



We currently have 13 Teaching Assistants; 1 of whom works full-time and 7 of whom take the place of the teacher in role as Higher Level Teaching Assistants during teacher Planning, Preparation and Assessment (PPA) time. PPA for a teacher averages out at just under 30 minutes per work day.

Whilst three of our support staff left our school in the year 2016-17, our low level of support staff turnover is, in part, due to flexibility in part-time arrangements for them which has enabled us to retain and develop increasingly experienced, skilled and valued support staff.

Learning Support Assistants support pupils with SEND as follows:

Year Group	Number of TAs	Roles
LF	1 (part-time)	1 Learning support (afternoons only)
UF	3 (part-time) + 2 (to administer a medical intervention)	3 Learning support- part-time (1 Mon, Tues, Thurs & Fri; 1 Mon-Wed, 1 Wed-Fri) 2 additional adults for medical interventions for up to 2 hours, daily- (30 mins, four times per day).
1	2 (part-time)	1 Learning Support and PPA cover (Mon-Wed am, Thurs and Fri) 1 Learning Support (Wed pm)
2	2 (part-time)	2 Learning support (1 mornings plus Mon and Fri afternoons; 1 mornings, Tues, Wed and Thurs afternoons)
3	1 (part-time)	1 Learning support and PPA (mornings only, one afternoon)
4	1 (part-time)	1 Learning Support and PPA (mornings only, one afternoon)
5	1 (part-time)	1 Learning support and PPA. (mornings only, one afternoon)
6	2 (part-time)	2 Learning support (part-time)



A Learning Support Assistant (otherwise known as teaching assistant) may be within class or pupils may be withdrawn for pre-post teaching either 1:1 or as part of a group. Provisions and additional support are highlighted on our school provision-map.

Provision-mapping is useful for maintaining adult support and monitoring interventions for their impact. We currently have one part-time member of our teaching staff supporting intervention groups from Y6. This member of staff monitors progress and impact of the interventions.

Data analysis showed that Speech and Language, Communication and Interaction and Physical Needs are the predominant areas of need in school. Since the Spring Term of 2015, we have invested in Speech and Language Therapy (SALT) and a dedicated therapist working across the school on a twice-monthly basis. During the year 2015-16, we reduced this to a monthly basis. Our therapist generates programmes and resources for interventions and our SALT TA works on the programmes with children. The SALT service tells us that our model is being rolled out to other schools across Wakefield as an example of best practice. Over the last two years we have identified a significant correlation between SALT and SEND at St Joseph's - every pupil who is working on a SALT programme is also on our SEND register.

Training to support the development of Staff-

In the last academic year, budget cuts reduced our overall development and training opportunities for staff:

SENCo – Local Authority SENCo training by the Educational Psychology Service with updates on the Code of Practice, application and recent changes.

BKCAT networking meetings to update and share good practice across the Multi-Academy Trust.

Teachers –

Writing Learner Profiles – training on the drafting, revising and sharing of Learner Profiles;

Read, Write, Inc. initial 2-day training for two of our new teachers in FS and Development Day training for FS and KS1 Staff.



TALSAAs -

Communication and Interaction Training – for our LSA in LF;

Speech and Language Therapy – language development and monthly training of our SALT ESA.

EAL training on Assessment and Tracking for our Learning Mentor- to avoid the SENCo being out of class and thus needing supply cover.

Musical Interaction.

BKCAT training on the marking of work

The Summer Term included preparations for medical interventions for a child whose personal care requires individual support for more than two and a half hours per day. The training to deliver medical interventions and transition meetings as the child transferred to full-time schooling continues to be a major focus. The MAT were approached by the SENCo to ensure that insurance is in place for employee and MAT indemnity. Paperwork was completed by all parties and submitted to request funding for meeting the complex needs of this pupil.

Achievement of SEND Pupils:

Overview

Attainment against National Achievements

Early Years % of level of Good Development *children achieving the early learning goal 2016 DATA. 2016-17 National Data unavailable.*

67% GLD

	National Data 2016 %	School data 2017%
ELG 1 Listening and attention	86	83
ELG 2 Understanding	86	83
ELG 3 Speaking	85	83
ELG 4 Moving and handling	90	87
ELG 5 Health and self	92	90



ELG 6 Self-confidence and self-awareness	89	100
ELG 7 Managing feelings and behaviour	88	93
ELG 8 Making relationships	90	90
ELG 9 Reading	77	80
ELG 10 Writing	73	70
ELG 11 Numbers	79	77
ELG 12 Shape, space and measure	82	83
ELG 13 People and communities	86	90
ELG 14 The world	86	77
ELG 15 Technology	92	90
ELG 16 Exploring and using materials	89	100
ELG 17 Being imaginative	88	100

Y1 Phonics Screening Check 2017 DATA – National data is from 2016.

	SEN Support 2/30 children		EHCP 0/30 children		Pupil Premium 1/30		SALT 3/30
	SJ	Nat	SJ	Nat	SJ	Nat	SJ
SEN	100%	46%	N/A		100%		100%
Chn w/out SEN 27 chn	97%	86%	N/A		100%		-
All chn 30 chn	97%	81%	N/A		N/A		N/A
<p>Strengths: Performance of SEN, SALT and PP was strong and exceeded national expectations. Children's performance overall exceeded national expectations.</p> <p>Areas of Development:</p> <p>The introduction of Read, Write, Inc. in September 2014 has impacted this Y1 cohort both during their year in UF and in Y1. The child with SEN in Y2 who had not passed in Y1 in June 2016 responded to RWI intervention positively. We achieved our second 100% Y2 pass rate this year when the child was re-tested in the Summer Term.</p>							



KS1 SATS 2016 DATA

At expected or above	SEN Support 3 children		EHCP 0 children		Pupil Premium 4 children	
	SJ	Wakefield LA	SJ	Wfd LA	SJ	Wfd LA
No. of pupils with SEN	3	-	0	-	2	-
Reading	17%	32%	-	-	50%	60%
Writing	17%	22%	-	-	50%	50%
Mathematics	33%	33%	-	-	50%	58%
<p>Strengths: Pupil Premium group children are working above children on SEN Support register. They are in line with national expectations in all but Mathematics. Children with SEN are below national expectations in Reading and Writing and in line in Mathematics.</p> <p>Areas for Development: The three children on the SEN register are below the LA for the end of KS1 in Reading and Writing. Interventions will be introduced as appropriate by class teachers and TAs to pre- and post-teach concepts to move these children on. We will monitor their progress as they move through KS2. Our current SEN Learning Support Advisor will work with class teachers to support and offer interventions; she will look at work and make recommendations to move the children on.</p>						

KS2 SATS 2016 DATA

At expected or above	SEN Support		EHCP		Pupil Premium	
	Academy	National	Academy	National	Academy	National
No. of pupils with SEN	1	-	1	-	5	-
Reading	50%	32%	100%	14%	83%	53%
Writing	0%	32%	0%	13%	83%	64%
Mathematics	100%	36%	100%	15%	100%	58%
English, Grammar, Punctuation and spelling	50%	31%	100%	15%	83%	61%
<p>Strengths: Pupils without SEN exceed National expectations; SEN pupils with an EHCP performed in line with National expectations in R and M. Pupil Premium performed above National expectations.</p>						



Areas of Development: To continue to set aspirational targets for SEN pupils and support these children through targeted intervention throughout the year.

Interventions and provisions in place to support children in the Academy

- Early identification of pupils with SEND enables us to ensure that provision and support can be put in place. This is done through liaison with Class teachers, parents and the SENCo who then liaises with the Headteacher and external agencies.
- The RWI phonics scheme is now in its fifth year to support all children in school learning phonics. The scheme has had a significant impact on all pupil groups: EAL, Able and those with SEN.
- Catholic Care worker supports children weekly in school.
- The SALT team identify, assess and support children in school.
- Time to Talk intervention, Social Skills, Fit to Learn and Musical Interaction used in KS1 to support children's social and listening skills.
- Good transition between Year Groups for children with SEND to ensure a smooth transition and facilitate effective progress being made.
- Pupil Progress each term monitors children and the impact of provision and support. This is followed up with a meeting to discuss the children with SEND.
- Children with SEND are fully integrated within the class and able to engage in activities alongside their peers including physical and extra curricula activities where possible.

Report completed by Mari-Ann Kaushiva SENCo - October 2017