

Sherwood Primary School
SEND Annual Report 2016-2017



School Profile	
Number of pupils on roll	420 pupils
% SEND Pupils	9.5%
% SEN Support	8.5%
% Statement/EHC Plan	1%

SEND Profile	FS	KS1	KS2
% SEN Support	8.3%	5.4%	10%
% Education, Health Care Plan or Statement	3.3%	<1%	<1%

Ethnicity	FS	KS1	KS2	Whole School
White British	71%	86%	72%	74%
Asian Indian	29%	-	24%	21%
Other	-	14%	4%	5%

Areas of Need	FS	KS1	KS2
Cognition and Learning		75%	88%
Speech, Language or Communication	72%	12.5%	
Sensory/Physical	14%		4%
Behaviour, Social and Emotional		12.5%	
Specific Learning difficulty			
Other	14%		8%

Attendance	FS/KS1/KS2
Average % Attendance of SEND pupils (SEN Support)	97.27%
Average % Attendance of SEND pupils (EHCP or Statement)	74.4%

SEND Pupil Progress and attainment	FS	Y1	Y2	Y3	Y4	Y5	Y6
Number of pupils achieving GLD at EYFS	0	N/A	N/A	N/A	N/A	N/A	N/A
Reading % Below ARE	N/A	100%	50%	87.5%	83%	75%	100%
Reading % At ARE		0	50%	12.5%	17%	12.5%	0
Reading % Above ARE		0	0	0	0	12.5%	0
% SEND Pupils making expected/expected + progress in Reading		100%	50%	100%	100%	100%	100%
Writing % Below ARE	N/A	100%	50%	87.5%	83%	75%	100%
Writing % At ARE		0	50%	12.5%	17%	12.5%	0
Writing % Above ARE		0	0	0	0	12.5%	0
% SEND Pupils making expected/expected + progress in Writing		100%	50%	100%	100%	100%	100%
Mathematics % Below ARE	N/A	100%	50%	87.5%	83%	75%	100%
Mathematics % At ARE		0	50%	12.5%	17%	12.5%	0
Mathematics % Above ARE		0	0	0	0	12.5%	0
% SEND Pupils making expected/expected + progress in Mathematics		100%	50%	100%	100%	100%	100%

Effectiveness and Impact of SEND Provision on Pupil's Outcomes

<p>Update on SEND Provision Arrangements</p>	<ul style="list-style-type: none"> • High Quality First Teaching- whole school has remained a priority this year. • A programme of intervention continues to be led by our SENCo alongside the Deputy Headteacher. IEP intervention planned into intervention timetable. • Personalised provision carefully planned for pupils with Education, Health Care Plans or Statements. • Additional external support by Specialist SEN Teacher; SALT teacher and TA's follow programmes of study.
<p>The effectiveness and impact of school intervention and support</p>	<ul style="list-style-type: none"> • Progress of SEND pupils is carefully tracked. From looking at the data from each year group, the majority children have made good or better progress. • Intervention programmes have been closely monitored by class teachers to evaluate the effectiveness. • The school is aware of the children who did not make expected progress in the Year 2016-2017 and have carefully planned appropriate provision for 2017-2018. • From recent Case Studies on individual children we are able to see children have made expected and some children with above expected progress. • A small number of pupils leaving Year 6 (2017) were identified as having special educational needs. 50% of these pupils attained the expected standard in all subjects. This is a similar position to previous year when pupils at Sherwood with SEND tend to out-perform pupils in this group in Lancashire, however the numbers involved make statistical analysis impossible.
<p>The effectiveness and impact of learning support services</p>	<p>Continued work with external agencies including SALT and An Independent Inclusion Advisor.</p> <ul style="list-style-type: none"> • Independent Inclusion Advisor comes in for 2 hours every other week. She does reading, writing and maths assessments with the children. Lynne writes up the assessment with strategies and next steps for the class teachers. This information is passed on to parents too. • This support has a positive impact on High Quality First teaching and teachers are advised on developing appropriate intervention in class.
<p>The effectiveness and impact of Educational Psychologist Support</p>	<ul style="list-style-type: none"> • Private EP has assisted and supported to get the EHCP for individual pupils • Strategies from the report assisted and helped class teachers and were useful and effective. • 2 pupils received EHCP 2016/17.
<p>Impact of partnerships with external agencies and other schools to improve quality of SEND provision in past 12 months</p>	<ul style="list-style-type: none"> • CPD session for all staff of local schools on raising the profile and meeting the needs of SEND children. • Positive Intervention training delivered by Team Theme for 10 members of staff. • Staff aware of how to keep themselves and pupils with ASD safe.

	<ul style="list-style-type: none"> • Special school staff from Astley Park, observing and giving strategies for ASD pupil. • Staff from Sherwood attending Astley Park and looking at the strategies and facilities available for ASD pupils to implement into our mainstream setting, this had a positive impact. • Link with Acorns School to support personalised provision for one pupil.
Impact of SEN developments, projects or initiatives:	<ul style="list-style-type: none"> • Personalised provision for all SEND learners. • Staff CPD and impact of quality first teaching closely monitored.
Impact of partnerships with Parent Partnership in past 12 months	<ul style="list-style-type: none"> • Parent Partnership involved with some SEN pupils and their meetings • We listen to the views of parents and then are able to self- evaluate progress. • Support for parents provided • Parents feel supported and involved in their child's learning. • Where parents do not feel supported, they are aware of the next steps to follow up a concern.

Additional Information and Priorities

Update on Equalities & Accessibility arrangements	<p>We continue to work hard to provide the highest possible education for all children at Sherwood Primary School.</p> <p>Our accessibility plans reflects our commitment to:</p> <ul style="list-style-type: none"> • Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; • Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; • Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. <p>In the Academic Year 2016-2017:</p> <ul style="list-style-type: none"> • Senior Leaders alongside governors led a review of the learning environment from an inclusive perspective. • We developed a new school website and reviewed formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. • We delivered training specific for ASD to ensure pupils' needs are met.
--	--

	<p>In the Academic Year 2017-2018 we aim to:</p> <ul style="list-style-type: none"> • Continue to monitor current interventions and their success/impact on pupil progress. • Deliver training to ensure all pupils' needs are met. Identify gaps in knowledge and seek external advice if necessary. • Further develop Leadership of SEND and inclusion at all levels.
SEND Budget allocation for past 12 months	<p>In the academic year 2016-2017, SEND funding was allocated to the following areas:</p> <ul style="list-style-type: none"> • 1:1 TA Support • TA Intervention/in class support • 1:1 Midday Supervision • Team Teach Training • Staff Continuing Professional Development • Specific Learning resources
SEND Staffing Resources	<p>A newly appointed Headteacher with SEND experience from January 2017. SENDco supported by two additional members of staff (KS1/KS2). Deputy Headteacher to lead the Inclusion Team. Inclusion Teacher appointed to support development of learning plans.</p>
Complaints relating to SEND in past 12 months	<p>Sherwood School received one formal complaint with regards to SEND provision in the 2016-2017 academic year. The matter was dealt with as per the school's complaint procedure.</p>
Impact of Staff/TA/SENCO training or INSET on improving SEN pupil's outcomes	<p>Whole staff meeting with SEND consultant, to further develop staff understanding of ASD in the mainstream classroom.</p> <ul style="list-style-type: none"> • Sensory profiling, which lead to advice regarding classroom and unstructured time management strategies. • Sensory integration, how to manage sensory overload. • Social and communication issues for ASD children and advice how to integrate them into normal play and group situations. <p>Speech and language training for Foundation and year 1 TAs. Speech and language knowledge is transferred to help other children in other year groups.</p> <p>Physical Intervention training delivered by Team Teach to 10 members of staff to ensure the safeguarding of pupils and staff.</p> <p>Outreach visits from Astley Park to support the development of provision for ASD pupils. This provided valuable opportunities for evaluation and implementation of next steps.</p>
Key priorities for improvement for the next 12 months?	<ul style="list-style-type: none"> • Deliver questionnaire with children about themselves and how they feel- Organize Passports

	<ul style="list-style-type: none">• Track children's progress through provision mapping and IEPs• Introduce tracking through Pivots 5• Learning Plans – to be followed through as whole school system
--	---

This SEND Annual Report was reviewed by the Curriculum Committee on Wednesday 11th October 2017. It was agreed at the Full Governing Body Meeting on Wednesday 22nd November 2017.