



Simonside Primary School
Annual SEND Report 2017-2018

Key Staff:

Mrs J West – Special Educational Needs Co-ordinator (SENCO)

Mrs L Davidson – Special Educational Needs Teaching Assistant (SENTA)

Mrs Brennan – Special Educational Needs Governor

The number of pupils on the SEND register is higher than national (13.5%).

% of pupils with SEN: 16.1%	
SEN Support	15.1%
EHC Plan	1%
Total % of pupils	16.1%
% Nationally	13.5%

Types of SEN 2017-2018	% of SEN Population
Cognition and Learning Difficulty (incl Dyslexia)	41%
Communication and Interaction	35%
Sensory/Physical Need (Hearing, Vision, Physical)	3%
Social, Emotional and/or Mental Health Need	21%

Attainment

SEND pupils may not always reach the required standard but the majority make good progress from their prior attainment.

Year 1 Phonics test

% of SEN at Expected Standard (Wa)	% of Non-SEN at Expected Standard
100%	77%

KS1 Data

Year 2 – pupils reaching the expected standard (Age Related Expectation)

	At Standard		Greater Depth	
	SEN	Non-SEN	SEN	Non-SEN
Reading	50%	76%	0%	0%
Writing	33%	76%	0%	0%
Maths	50%	80%	0%	0%
R,W &M	33%	76%	0%	0%

KS2 Data

Year 6 pupils reaching the expected standard (Are Related Expectation)

	At Standard		Greater Depth	
	SEN	Non-SEN	SEN	Non-SEN
Reading	0% (4)	95%	0%	23%
Writing	0% (4)	91%	0%	23%
Maths	50% (4)	95%	0%	27%
R,W &M	0% (4)	86%	0%	14%

Performance

Most children who received SEND support have made progress against their individual targets. We know this because three times a year the progress of children with SEND is reviewed and new targets set for the next term. Data and results from classroom assessments are also analysed in progress meetings. Any child who does not appear to be making the expected progress required is discussed and outside agencies may become involved or other interventions may be put in place.

The SENCO is available to meet with parents throughout the year.

Deployment of Staff and Resources

At Simonside, the deployment of staff is continuously reviewed to ensure that the right provision and intervention is provided for pupils in order to ensure their progress. During the year, staff have been employed to support children with SEND in the following ways:

- Providing 1:1 speech and language programmes recommended by Speech and Language Therapy Service
- In EYFS, working with small groups of children to develop speaking skills
- Creating calm environments for support staff to work with key children
- Providing motor co-ordination programmes to key children
- Providing social, emotional and mental health support to individual pupils and groups of pupils through nurture group time/Kalmer counselling/time with our Parent Support Advisor
- Supporting key pupils during less structured times of the day
- Carrying out phonic and reading interventions in EYFS and KS1
- Delivering a range of intervention programmes eg, NESSY, Toe by Toe, Direct Phonics, Talk Boost/Memory Magic/Memory Fix
- Providing bespoke support to small groups of pupils and individual pupils to enhance their learning in reading, writing and maths
- Following recommendations made by professionals eg, Educational Psychology support, Speech and Language, Specific Learning Difficulty specialists, Behaviour Support Specialist, CYPS and EEAST workers

Working with External Agencies

During the course of the year we have sought advice from a range of outside agencies in order to support the children at Simonside, with Special Educational Needs and Disabilities, including:

- Speech and Language Therapy
- Educational Psychology Service
- Occupational Therapy Service
- Special Educational Needs Teaching and Support Services (SENTASS)
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- School Health
- Behaviour Support Service
- Social Care
- Community paediatrics
- EEAST
- Kalmer Counselling