



St Mary Magdalene C of E School

SEND ANNUAL REPORT 2018-2019

St Mary Magdalene's commitment to special educational needs and disabilities (SEND) is rooted in the Christian Gospel, which recognises the

uniqueness and value of individuals. We have high ambitions for all pupils, including our SEND children and expect them to participate and achieve in every aspect of school life. We believe every teacher is a teacher of every child and young person including those with SEND.

We aim to identify and remove barriers in every area of the life of the school. It is the school's responsibility to adapt to a child's learning needs rather than the child needing to adapt to the school. We endeavour to provide a caring and secure environment where children and parents / carers feel supported.

Key Staff:

Executive Co-Headteachers: Mrs Claire Harrison & Mrs Victoria Wainwright
 Head of Campus: Mrs Amanda Wilson
 Inclusion Leader: Miss Julia Hoon
 SEND Governor: Roger Medhurst

SEND School Profile:

This year, SEND pupils make up 7.2% of the whole school population at our Woolwich Campus. SEND pupils make up 7.9% of the whole school population at our Peninsula Campus. In line with the changes made to SEND in schools, according to the new SEN Code of Practice (2014), the identification of SEND has changed resulting in a lower percentage of children being classed as having special educational needs.

Woolwich Campus

EHC plans	10 (EY: 1)
SEN support	19 (EY: 1)
Additional Educational Needs (AEN)	58 (EY: 6)

Over the year the total number of pupils on the school's SEND record of need was 31 out of 431 (incl. EY) (7.2% of total school roll). In school 11 pupils have complex needs and have an EHCP and receive one-to-one support from Learning Support Assistants. This includes two children with EHCP applications accepted by Greenwich Borough this year. One of these EHCP applications was accepted after the parents made the request.

An AEN (Additional Educational Needs list) has been created as a result of the changes in the code of practice to reflect the children in our school with additional learning needs who no longer fit the criteria for a SEND label. The percentage of children on the AEN list is 14.8% of the total school population. The percentage of children on the SEND list and AEN list combined is 22% of the total school population.

Peninsula Campus

EHC plans	0 (EY: 0)
SEN support	17 (EY: 1)
Additional Educational Needs (AEN)	17 (EY:5)

The total number of pupils on the school's SEND record of need is 17 out of 213 (incl. EY) (7.9% of total school roll). The percentage of children on the AEN list is 22 out of 213 (incl. EY) (10.3% of the total number of pupils). The percentage of children on the SEND list and the AEN list combined is 18.3% of the total school population.

Identifying SEND:

The SEND Code of Practice (2014) describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs (p97)

In accordance with the Code of Practice (2014) pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.

Early identification:

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Have an introductory day for all Reception pupils and parents
2. Attend all transfer reviews for all pupils with SEND transferring to us or liaise with the previous setting (whichever is appropriate)
3. Provide the appropriate intervention, eg, small group support provided by a TA for all pupils as appropriate.
4. Use Pupil Progress meetings as an opportunity to review the progress of all children including those in our Reception cohorts. This means that we are able to identify gaps in learning or specific concerns as soon as progress is delayed.

Identification:

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are

- not meeting age related expectations
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
 3. Providing all adults with the opportunity to discuss concerns at any time
 4. Liaising with parents.

SEND Provision:

As the identification of SEND has changed with the new SEND code of practice, we now have two records of need, a SEND Record of Need and an AEN (Additional Educational Needs) Record of Need. The AEN Record of Need lists the children receiving additional in class interventions/support which is extra to whole class teaching.

Pupils of concern who are not supported adequately with whole class teaching and in class interventions are placed on the SEND record of need and as a school we undertake the following steps in applying the ASSESS-PLAN-DO-REVIEW cycle (SEND Code of Practice pg100-102)

ASSESS:

- Teachers who work day to day with children , work with parents/carers and the SENCO to identify that a child may have special educational needs.
- A 'SEN Concern Form' is completed and passed to the SENCO.
- Any barriers to learning are identified too.

PLAN:

- SENCO and teacher then identify needs, remove barriers to learning and plan what is needed to support the child.
- A time frame to deliver this is agreed, usually termly.
- Parents are consulted and information is shared at pupil progress meetings.
- The child is put on the SEND record of need as receiving SEN SUPPORT by the SENCO, who maintains this document.
- Interventions and strategies are recorded in Provision Mapping by SENCO.

DO:

- Interventions and support is then provided, which are additional to, or different from those made as part of the usual curriculum differentiation.

REVIEW:

- The pupil and parents/ carers are included in setting targets which are reviewed as part of their Personalised Learning Plan
- Class teachers and support staff will provide evidence of progress using a provision map
- Support staff, teacher and SENCO will monitor effectiveness of the intervention.

- If insufficient progress is made the SENCO will consult with outside specialist agencies.

Year group provision maps are written in conjunction with the class teacher and TA. These outline any support in addition to quality first teaching which is needed for pupils within the class.

Parents/Carers are invited to meet termly with the class teacher and where appropriate SENCO to review their child's learning.

For further information, please see the Local Offer on the SEND section of the school website.

Attainment and Progress of SEND Pupils 2017-2018:

Data taken from Key Stage 1 and Key Stage 2 Analysis Packs (October 2018 release)

Percentage of SEN pupils

	% of Pupils with SEN Support	% of Pupils with an EHC Plan
School	7%	1.7%
National	11.7%	1.4%

Phonics attainment at Year 2

Attainment in Phonics By End of Year 2	
No SEN	90%
SEN Support	50%
SEN with EHC Plan	100%

Attainment at KS1

Attainment at KS1						
% of pupils at the expected standard or above from the KS1 Analysis Pack						
	Reading		Writing		Maths	
	School	Borough	School	Borough	School	Borough
No SEN	77%	87%	74%	84%	81%	87%
SEN Support	25%	44%	25%	37%	25%	48%
SEN with Statement or EHC Plan	0%	10%	0%	9%	0%	15%

There were two children on SEN support in the Year 2 cohort at the Woolwich Campus. Since the Year 2 assessments, both of these children have been given a diagnosis of ASD. ASD Outreach are now involved in helping us to ensure that their in school provision meets their needs. One of the children now has 2:1 support for most of the school day to support his needs. There

was two children with EHC Plans at the Woolwich Campus. One of these children transferred to us from another Borough part way through the year. The other child had a difficult transition to year two due to his significant needs and the Borough agreed to increase his funding by 5 hours a week.

There were six children on SEN support in the Year 2 cohort at the Peninsula Campus. These children were well supported in interventions recommended by different external agencies and run by Mrs Edwards. All six children have shown progress in either external agency targets, in school targets or in school behaviour. One of these children transferred part way through year 2 and is currently waiting for a dyslexia assessment.

All of the SEN children continued to receive weekly, targeted interventions from experienced school staff. Progress has been recorded in Speech and Language targets, Toe by Toe interventions or STEPs individual Literacy programmes.

Attainment at KS2

Attainment at KS2										
% of pupils at the expected standard or above from the KS2 Analysis Pack										
	Maths, Reading & Writing (TA)		Reading		Writing		Maths		SPaG	
	School	Borough	School	Borough	School	Borough	School	Borough	School	Borough
No SEN	65%	79%	82%	87%	84%	91%	82%	88%	92%	91%
SEN Support	17%	35%	17%	54%	17%	47%	17%	53%	50%	55%
SEND with EHC plan	0%	7%	0%	17%	0%	14%	0%	11%	0%	17%

There were 7 children on SEN support at the Woolwich Campus. Three of these children have a diagnosis of dyslexia and so got a lot of additional support in lessons throughout the year as well as additional time and/or adult support for taking their SATs. Six of the children had weekly interventions with Mrs Hurren to support their learning as well as multiple weekly in class interventions from the teaching staff in Year 6. The children were all involved in setting their own Personalised Learning Plan targets and all 7 of them had met at least 66% of their targets by the end of the year.

There was one child in the cohort with an EHC plan. Due to the complex nature of his degenerative condition, he was unable to take the SATs. He has had a successful transition to the Peninsula Campus for Year 7 and our priority is that he is safe and happy.

Updates: The Inclusion Leader continues to further her understanding of Special Educational Needs through her part time studying at UCL. This is to complete a Masters in Special and Inclusive Education. A child in Year 1 has

been given a EHCP and a parental request for an EHC plan for a child in Year 6 has also been accepted. A number of staff have been completed Approach Training, meaning that they are able to safely hold children. The Inclusion Manager has attended Safer Recruitment training which has enabled her to be involved in the employment of 5 new members of staff to the Learning Support Assistant team. Learning Support Assistants continue to receive high quality training from Greenwich Borough as well as in school training from ASD Outreach and the Speech and Language Therapist.

Additional activities this year:

A number of SEND children were able to attend a disability friendly cinema viewing as part of the Into film festival.

Many of our children were able to take part in visits to the Wide Horizons centres which gave them hands on learning experiences about nature and the outdoors.

One of our children has continued to access swimming lessons as part of his physiotherapy.

We have had a dance therapy student start who is working with different children with needs.

SEN Liaison, Additional Input from Outside Agencies:

This year we have enlisted the support of staff from many outside agencies: Educational Psychologist; Speech and Language Therapist; Visual Support Service; Occupational Therapists; ASD Outreach Service; Charlton Social Communication Project; STEPS; School Nursing; MOVE programme team; Granville Consultancy; Sensory Support Service; CENMAC; Waterside Outreach Service, CAMHS.

As a result of this many multi-agency meetings have occurred in school.

Pupil Interventions and Support:

We have a large number of experienced and well-trained teaching assistants who deliver interventions to pupils within school in the group rooms or classroom. Additionally, we have three highly trained learning support assistants who run some interventions with SEND children to meet the needs of those pupils who struggle to achieve expected levels.

Some of these interventions include:

- Wave 3 Maths
- Wave 2 and 3 Reading
- SALT groups (Speech and Language)- Vocabulary and Narrative interventions.
- Social Skills
- Phonics
- Toe By Toe programme

- Lego Therapy (SALT)
- Numicon
- Word up
- Personalised STEPs programmes.
- Attention Autism
- Sensory Circuits
- Lunchtime Nurture Groups

SEN Monitoring this year includes:

- ✓ Teachers speak to parents of pupils with SEN to discuss their termly reviews of Personalised Learning Plans and provisions.
- ✓ Termly review of SEND record of need and the new AEN record of need.
- ✓ Monitoring of planning for SEND children.
- ✓ Monitoring of assessment results for SEND pupils.

Support for Parents of SEN pupils:

The Inclusion Leader continues to be available to regularly meet with parents when they had any concerns and is often visible on the playground in the morning or after school. She is available at the Woolwich Campus on a Tuesday, Wednesday and Thursday. She is available at the Peninsula Campus on a Monday and a Friday. Parents have continued to be able to meet with both their child's class teacher and the Inclusion Leader if they have further concerns at open afternoons.

Parents have also been able to meet with the professionals from outside agencies who have been supporting their child/children. Multi-agency meetings have been planned and taken place for children with significant needs.

Miss Hoon has led a parents workshop at Woolwich and Peninsula on SEND provision in the Federation. ASD Outreach and the Speech and Language Team ran a coffee morning that gave information about the Local Offer at the Woolwich Campus. CAMHs have run two parents workshops at both the Woolwich and the Peninsula Campus.

Key Priorities for 2018-19

- To continue with SEND specific training for NQTs across the Federation
- New Learning Support Assistants to access relevant training for the children that they work with.
- Continuing to support teachers with their planning and provision for SEND pupils.
- To increase the number of workshops available for parents of children with SEND.
- To develop a transition plan for children with SEND moving to St Mary Magdalene Secondary Phase.

