**Moorside Annual SEN and Disabilities Report 2016-17**

Evaluating the effectiveness of Moorside Community Primary School’s provision for pupils with SEND

Key Staff/Governors:

Mrs Linda Hall - Head Teacher /SENDCO and Designated Teacher for Looked After Children

Mr Thomas Snell is the Governor for SEND

At Moorside Community Primary School we pride ourselves in belonging to a caring school community where everyone is welcome. We strive to deliver an outstanding education for all our children and encourage everyone to thrive and achieve their full potential.

We believe we are a caring community where everyone is welcome and we all value, respect and support each other within a safe and inclusive community.

The percentage of pupils on the SEND Register at Moorside from Nursery to Year 6 is **18.4%** with a further three pupils in pre-school.

It is above the national average of **14.4%** (Department for Education, July 2017).

The highest proportion of SEND needs at Moorside is Speech, Language or Communication

|  |  |
| --- | --- |
| Number of pupils with SEN 2016-17 |  **88**  |
| SEN Support |  **86** |
| Education Health Care Plan |  **2** |
| Total % of pupils  |  **18.4%** |
| Total % of pupils nationally  |  **14.4%** |
| **Types of SEN 2016-17** |
| Cognition and Learning Difficulty including dyslexia |  **35.2%** |
| Communication and Interaction |  **52.3%** |
| Sensory/physical (Hearing/visual/physical need) |  **3.4%** |
| Social, Emotional and/or Mental Health needs |  **8%** |
| Under assessment |  **1.1%** |

**Attainment**

**Phonics screen at end of Y1**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  All School |  SEN Support |  EHCP |
| 59 children in total.24 boys and 35 girls. |  **71%** **(42/59)** |  **60%** **(3/5)** |  **100%** **(1/1)** |

**Key stage 1 assessments at end of Y2**

**Meeting the expected standard and above**

|  |  |  |  |
| --- | --- | --- | --- |
| 57 children in total 30 boys and 27 girls  |  All School |  SEN Support |  EHCP |
| Reading |  **58%** **(33/57)** |  **20%** **(2/10)** |  **NA** |
| Writing |  **53%** **(30/57)** |  **20%** **(2/10)** |  **NA** |
| Maths |  **53%** **(30/57)** |  **20%** **(2/10)** |  **NA** |
| RWM |  **53%** **(30/57)** |  **20%** **(2/10)** |  **NA** |

**Key stage 2 assessments at end of Y6**

**Meeting the expected standard and above**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 56 children32 boys 24 girls  |  All National | All School |  SEN Support  |  EHCP |
| Reading |  **71%** |  **39%** **(22/56)** |  **0%** **(0/9)** |  **NA** |
| Writing |  **76%** |  **73%** **(41/56)** |  **33%** **(3/9)** |  **NA** |
| Maths |  **75%** |  **73%** **(41/56)** |  **44%** **(4/9)** |  **NA** |
| RWM |  **61%** |  **38%** **(21/56)** |  **0%** **(0/9)** |  **NA** |

**Progress – data last year shows for SEND**

Fischer Family Trust (FFT) aspire data identifies that pupils receiving SEN support in Year 6 are in the higher performance groups with regards to overall achievement, KS2 writing, KS2 mathematics and KS2 Grammar, punctuation and spelling. They are not represented in any lower performing groups. The nine pupils had a combined average scaled score of +5.1 for reading and mathematics with regards to progress across Key stage 2.

**Overview 2016 – 2017 for SEND**

A broad and balanced curriculum has been provided.

Staff have benefited from training with LEAPs professionals. This has enabled early identification of needs and specific programmes have been implemented to support language development in pupils.

Timely reviews have been held to ensure information is shared between staff, external professionals and parents

Staff have continued to make links and work collaboratively with other professionals. They have adapted their practise to match the needs of pupils.

Attachment training and CPD has been sought to ensure those pupils with Social and Emotional needs are being provided appropriately for.

Kalmer counselling sessions have been given to identified pupils.

A Year 4 Nurture group was set up to meet the needs of pupils who needed adaptions to their curriculum and resources.

**Staff Training and Expertise**

ATTACHMENT training

Mental Health First Aid training

Sensory training led by Occupational Therapist

Speech and Language therapist has supported staff in developing teaching strategies, the implementation of programmes and ideas for creating language rich environments.

**Next steps**

Co-ordinate time for LEAPs therapist to work with Early Years Professionals to set up Early Language Groups to be run across the week

Continue to work with outside agencies

Development of ARC and Sensory provision

Update parents on what is on offer for them through the Newcastle Local Offer.

Continue to attend Attachment Aware training and disseminate this training across 2017-2018 to develop staff awareness and skills in supporting children with SEMH.

Continue to effectively deploy staff and resources whilst measuring the impact these have.

Please refer to the SEN Information report which documents the SEN provision we have in school. The deployment of staff is reviewed continually to ensure the right provision and intervention is provided for pupils to make the greatest impact on progress. This will be changed when necessary to meet the needs of the pupils.

Use external agencies to support children with physical/gross motor difficulties.

Continue to identify pupils in need of Kalmer counselling.

OT training to continue with staff to support pupils with sensory and physical disabilities.