

Annual SEN and Disabilities Report 2018-19 Bridgewater School

Evaluating the effectiveness of Bridgewater School's provision for pupils with SEND

Key Staff/Governors:

Mrs Samantha Robson- Head Teacher and Designated Teacher for Looked After Children

Mrs Jennifer Stoker - SENDCo and Deputy Head

Mrs Liz Humby - ARC Teacher

Miss Karen McIver – SENDCo Assistant and SENTA

Mrs Lynn Stephenson- Chair of Governors and SEND governor

At Bridgewater School we pride ourselves on being a warm and welcoming school which is extremely inclusive and embraces each pupil's and family's individuality. We believe that every child can meet his or her potential with the right support and we aim to provide that support to get it right for every pupil.

The percentage of pupils on the SEND register including the Early Years Assessment ARC and 0-3 provision is 29.6% - this is above the National Average.

School EHCP/Statement: 4.27%

The percentage of children at the higher tier of School support plus is 18%

Number of pupils with SEN			
	2016-17	2017-2018	2018-2019
SEN Support	79	118	150
EHC Plan	5	6	19
Total percentage of pupils	24.2%	28.7%	29.6%
Total percentage of pupils nationally	14.4%	14.6%	Fig. Not yet released

Types of SEND	% of SEND population		
	2016-17	2017-2018	2018-2019
Cognition and Learning Difficulty including dyslexia	22%	16%	27%
Communication and Interaction	58%	61%	47%
Sensory/physical (Hearing/visual/physical need)	4%	7%	7%
Social, Emotional and/or Mental Health needs	16 %	16%	19% SEMH within more complex array across 4 broad areas – 54%

Attainment and Progress

Children with Special Educational Needs and Disabilities at Bridgewater School are supported to reach the highest standard they possibly can. This is made possible through careful and thoughtful provision for children with Special Educational Needs. Regular monitoring and pupil progress meetings support the assessment and next steps for pupils with Special Educational Needs and Disabilities.

<u>Year 6 results 2019</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained National Expected Standard</u>
<u>Reading</u>	100%	71%
<u>Grammar, Punctuation And Spelling</u>	100%	57%
<u>Writing</u>	100%	71%
<u>Maths</u>	100%	79%

<u>Year 5 results 2019</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age related Expectation</u>
<u>Reading</u>	100%	0
<u>Writing</u>	100%	0
<u>Maths</u>	100%	0

<u>Year 4 results 2019</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>
<u>Reading</u>	100%	7.7%
<u>Writing</u>	100%	15.4%
<u>Maths</u>	100%	7.7%

<u>Year 3 results 2019</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>
<u>Reading</u>	100%	0
<u>Writing</u>	92%	0
<u>Maths</u>	100%	0

<u>Year 2 results 2019</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>
<u>Reading</u>	83%	17%
<u>Writing</u>	100%	8.3%
<u>Maths</u>	83%	8.3%

<u>Year 1 results 2019</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>
<u>Reading</u>	87%	40%
<u>Writing</u>	92%	33%
<u>Maths</u>	87%	33%

<u>Reception results</u> <u>2019 Children with</u> <u>SEND</u>		
	<u>Expected</u> <u>Progress</u> <u>or above</u>	<u>Attained</u> <u>Age</u> <u>Related</u> <u>Expectation</u>
<u>Reading</u>	88%	0
<u>Writing</u>	94%	0
<u>Maths</u>	94%	0

Progress Measures

At Bridgewater we closely monitor the progress of groups of children, including those with Special Educational Needs and Disabilities. In 2018-2019, the overwhelming majority of pupils with SEN made expected or better progress. For those children who made slower than expected progress, we put increased support in place after planning intervention based on assessments by teachers and other professionals. We have also put measures in place to further investigate the child's needs such as Educational Psychology, Speech and Language assessment or statutory assessment.

At Bridgewater we regularly review the progress of children with SEN and involve their parents. These meetings are either with the child's teacher and parent/carer or are larger meetings which are also attended by the Parent/Carer, SENDCo, SENDCo Assistant and other professionals who are involved with the child. These meetings are an opportunity to review the child's progress and discuss emerging needs. Parents are regularly informed of interventions and support that their child is receiving. The SENDCo is also available to meet with parents throughout the year.

Attendance

Attendance overall at Bridgewater School for 2018-2019 was 96.9%.

For pupils with SEND in 2018-2019 was 96.8%.

Next steps:

- Ensure that attendance for pupils with SEND remains high and support parents in getting their children to school every day by initiatives such as using our minibuses to help to get children to school, encourage use of breakfast club, our Attendance Officers will go out and bring children in, our Family Support Worker- Miss Blacklock- will support families to get into effective morning routines to get to school on time.

After-School Clubs

We are an inclusive Wraparound school and we are usually open most days of the year apart from Bank Holidays. We run school holiday provision, after school clubs and breakfast clubs. All children are welcome in our clubs. Our clubs are well attended by pupils with SEND.

Staff Training and Expertise

In 2018-19, staff training and expertise to support children with SEND was managed through our appraisal system and pupil progress meetings. During the year, our Reception Staff had specialist Autism Training from the Speech and Language service- this was extremely valuable in setting targets and supporting progress for individual pupils with Autism.

Our 0-3 staff liaised closely with the EEAST Team to provide support for children with additional needs in the Early Years. Our whole staff had training on Autism from Thomas Bewick School –this has helped our staff to further understand how to best meet the needs of children with Autism. Our staff worked closely with Educational Psychologists who gave advice on pupils who were making slower progress or showed signs of learning difficulty. Our Educational Psychologist and Speech and Language Therapist supported with children and families going through Statutory Assessment for Education, Health and Care Plans too.

We took part in the Storywell Curious Beasts project which aimed to support children with emotional difficulties and resulted in supporting families through Early Help Plans. Year 5 children were supported by the 'BU Project' to support their emotional wellbeing.

We worked closely with SENTASS to provide advice on pupils with dyslexia and dyscalculia and to screen pupils for these specific difficulties.

We employed a Speech and Language Therapist two days a week through the LEAPS package. She provided one to one therapy, group therapy and whole staff training on Developmental Language Disorder. We also worked closely with Tracy Hawdon from the Developmental Language Disorder Team. Therapists from the DLD team provided support and programmes for individuals. We sought outreach support from Thomas Bewick for pupils with Autism and this was used to enhance daily timetables and routines. We received support from Derek Burgon, Specialist SALT to support children with Speech and Language difficulties as well as cognitive difficulties.

Our Wellbeing Officer received training on infant mental health and shared this training with our 0-3 staff.

We had whole staff training on sensory processing from Cheryl Gascoigne, Occupational Therapist. This was very useful in helping staff to develop sensory-friendly classrooms and to identify where children might need to be referred to Occupational Therapy.

Working with outside agencies

At Bridgewater we work very closely with outside agencies to get advice and support for children with SEND. Over the 2018-2019 year, our Educational Psychologists worked with 14 children in the mainstream school and five children in the ARC. This work included assessments, work with parents and advice for Education, Health and Care Plans. Our Educational Psychologists also provide recommendations for how to best meet children's learning needs and regularly talk to class teachers and attend reviews. Our Educational Psychologist also ran Solutions Circles to support staff to meet the needs of children with ASD and Social, Emotional and Mental Health needs. We work very closely with the SENTASS team for advice and support on making our classrooms dyslexia friendly and on advice/programs for individual pupils. We refer children to SENTASS for dyslexia and dyscalculia tests.

In our Early Years, we work very closely with the EEAST Team to support our youngest children with additional needs. We also work very closely with the Children and Young People's Service to support children with a range of additional needs including Autism, anxiety and ADHD. At Bridgewater we invest in a Language Enhancement Action Package for Schools (LEAPS) NHS Speech and Language Therapist 2 days per week. This support is extremely valuable and cuts down on waiting times for children. There are currently 49 children in Bridgewater officially on the LEAPS caseload. An additional 9 are accessing LEAPS input at a targeted level. 10 are accessing NHS pathways. Naomi Parker has also delivered staff training on Developmental Language Disorder to teaching staff and support staff.

All of the children who have worked with outside agencies have benefited from specialist advice and this has most definitely supported children to make academic and personal progress. It has also helped to increase staff knowledge and understanding of how to support children with SEND.

Supporting children with Social, Emotional and Mental Health (SEMH) needs

At Bridgewater we have a strong focus on the wellbeing of our pupils and our Wellbeing Team meet regularly to ensure that we are communicating and planning to meet the needs of our children with SEMH. Our Wellbeing Team comprises of Mrs Robson (Head Teacher), Mrs Stoker (Deputy Head and SENDCo), Mrs Gibson (Extended Services Manager), Miss Bell (Wellbeing Officer), Miss McIver- Assistant SENDCo and Miss Blacklock (Family Support Worker). We also employ a counsellor for two days per week- Christine Metcalfe. Christine worked with a number of children and families across 2018-2019. Miss Bell worked with 25 children per week on different one-to-one therapies and small groups focusing on social skills and emotional wellbeing. Miss Bell is also a trained bereavement counsellor. She delivers programmes in class to support social, emotional and mental health such as 'Be the Jellyfish' and 'Space Camp.' In 2018-2019 she also ran the Roots of Empathy programme with Year 3 children. Miss Bell also manages Misty, our Therapy Dog who helps groups of children and individuals. Miss Blacklock supports families and is there to offer support and advice for all our families. She also attends SEND reviews for children on her caseload and accompanies parents to appointments when they request this support. Our children benefit from having peer massage and our 0-5s benefit from the calming impact of baby yoga.

Links with families

We strongly believe that children benefit from family and school working closely together to get the best outcomes for children. In 2018-2019 our SEND reviews were very well attended by parents. In addition, a SEND coffee morning was very well attended and led to greater links with the visiting professionals (SENDIASS, Occupational Therapy and CYPS). Our Educational Psychologist and Local Authority Communication and Interaction teacher also ran Autism workshops for parents.

Next steps:

- Continue to host coffee afternoons with SENDCo and members of the Wellbeing team for parents of children with SEND. Create an opportunity for parents to network and to find out what is on offer for them through the Newcastle Local Offer.
- Re-run Autism workshops for parents/carers in 2019-2020.

Deployment of staff and resources

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 report was compiled by Mrs Jennifer Stoker. September 2019.

Link to the Local Offer:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>