**General**

Wellesbourne Primary and Nursery School has on overall SEND percentage of 26.9 this is similar to last year’s cohort at 27.6. This is above the national average.

The in school breakdown is outlined below.

|  |  |  |  |
| --- | --- | --- | --- |
| Year group  | Number on roll | SEND by Number  | % SEND |
| Nursery | 45 | 12 | 26.7 |
| Reception | 45 | 15 | 33.3 |
| 1 | 49 | 13 | 26.5 |
| 2 | 49 | 7 | 14.2 |
| 3 | 50 | 15 | 30 |
| 4 | 49 | 9 | 18.3 |
| 5 | 49 | 20 | 40.8 |
| 6 | 50 | 13 | 26 |
| Total | 386 | 104 | 26.9 |

Currently the school has 3 pupils with an educational health care plan. 3 more applications are currently being processed.

We have 2 children who are on role but educated off site.

Children in the school present a range of SEND needs including ASD, ADHD, MLD, epilepsy, hearing impairment, dyslexia, and dyspraxia. ASD diagnosis particularly in lower years is rising notably.

The rising SEND percentage reflects the national trend of early identification and diagnosis.

Early indications from observation and transition visits to external nursery providers suggests that this year’s nursery will have significant numbers of SEND pupils. This includes an increased number of more complex ASD pupils this reflects a local trend collated at consortia. The school provides for these needs using the Assess, Plan Do and Review process highlighted in the 2015 SEND Code of practice.

Send provision in the school is firmly based upon a ‘Quality First Teaching’ approach.

SEND provision in the school is led by the School SENDCo; **Mr M Helme** (teacher 14 years SLT Post grad cert SEN).

**Administration.**

The school Send policy was reviewed in 2016 in line with the introduction of the new code of practice.

The school is fully compliant with the local offer and our own provision was reviewed in February 2018.

Class room support and intervention is monitored termly against success criteria and staff are supported in reviewing provision based upon its effectiveness. This is aligned with whole school tracking by use of the ‘Target Tracker’ system. Interventions are under the ‘Code of Practice’ the responsibility of class teachers and these are aligned against pupils Key Performance Indicators.

Similarly the school’s use of pupil premium money to support disadvantages pupils is also monitored and evaluated.

It is the schools belief that interventions should be academically proven, smartly delivered and tailored to the needs of the pupils. Accordingly each term teachers are encouraged and supported to evaluate intervention effectiveness and the rational for continued support for pupils with specific needs.

**In School Provision.**

The school ethos of providing quality first teaching is demonstrated in all key stages.

Staffing is structured to maximise the support for SEND pupils and allows class and group sizes to remain at a manageable size. This promotes learning and maximises the potential to provide accurately differentiated work at all times.

**Staffing Structure**

The school has provided a third teacher in year 6 this has allowed the class/group sizes to be reduced which has enabled the teachers to provide stronger and more focused support to the most vulnerable pupils.

**External support.**

Wellesbourne Primary and Nursery accesses a range of provision from outside agencies: the school is part of the Alt Valley 2 consortium and much support is coordinated and administered through this group.

The following agencies are involved.

|  |  |  |
| --- | --- | --- |
| **Provider** | **Service** | **Effectiveness**  |
|  Psychology Direct  | Private service accessed in a multi school deal | First class support and advice High quality report compared to lacal provision  |
| Merseyside Specialist Teaching Schools Alliance MSTSA  | Specialist Staff Trng | Not yet evaluated new provision |
| Liverpool sensory services  | Termly assessment and review of hearing impaired pupilsBev Henry  | Termly support excellent although limited need in current cohort. |
| Senniss | Dyslexia assessment and support Ann Bootman via SLA £360 per child Early years provision Louise Ambrose Finch. | 6 assessment P/A by SLA. From Year 3 onwards, includes CPD for staff. |
| Fauzia Moynihan YPAS seedlings project | 1 to 1 play therapy 2 children per week in a one morning session. | Support has been very useful for vulnerable childrenCounselling is effective. Now a traded service funded by consortia. |
| Beanstalk reading support | 2 afternoons per week Reading support for 3 looked after children | Very effective intervention.  |

**Best Practice Benchmarking**

Currently best practice is assured through a number of avenues of inter schools networking.

1. Regular attendance of both the Headteacher and Senco and at SEND consortium meetings.
2. Regular attendance at CPD training and SEND briefings and updates.
3. Inter school training and liaison through local network.
4. Mr Helme Senco sits on the Local Authority SEND forum, which acts as a best practice steering group for the city.

**Parental Support**

Parents have a daily opportunity to access the SENCO this usually takes place between 11.15 and 12.30. This allows parents to arrive at school when the yard is quiet and has proved a popular arrangement. This is of course flexible.

Additionally since the start of the autumn term a Parent Support Group has been formed to support parents of children with ASD diagnosis or concerns. This has been supported by the ED Psych, local outreach services but mainly by experienced parents and carers. It has proved to be both popular and effective.

 **Initiatives**

In addition to the formation of a parent ASD support group the use of the Well centre at lunch time has been revised. Children who are vulnerable or isolated are now involved in short term projects to build self-esteem and friendship bonds. These projects will be monitored and assessed against non-academic needs.

A whole school every child vulnerability assessment has been developed to check pupil’s susceptibility to risk.

A behaviour monitoring system linked to early risk assessment has been developed to ensure pupil safety.

A walking PHSE group has been developed to encourage friendship and socialisation for vulnerable pupils. This provides opportunities for outdoor learning in small groups. Children are selected from criteria highlighted on the above vulnerability grid.

This has impacted very positively upon behaviour, confidence and attendance. It was recently praised by CAHMS as an excellent strategy to improve children’s mental health.

A running group also support children each Monday, Wednesday and Friday lunchtime. This has increased pupil confidence and dramatically reduced playground incidents.

A whole school approach to wellbeing is being launched.

**Long term Aims**

It is the aim of the school to build internal resilience to financial cuts within the City. It is hoped to provide in house support for our pupils and parents wherever possible.

Working locally within the consortia and using the skill base of people around us we hope to minimalise the effect of austerity measures that are being felt so harshly by schools across the City.

**EHATS**

At present the school leads 5 open Early Help Assessment Tools (EHATS). The use of an EHAT to support a child or family can be effective however the multi-agency approach whilst having the potential to be effective can be both costly and difficult to manage logistically, often with as many as 10 agencies involved.

In many cases I feel the school is pressured into leading EHAT cases as an alternative to social services child care support or a an enforced precursor to an application for additional outside agency support.

I will continue to monitor the effectiveness of the EHATs and robustly challenge the need for them to be school led on all occasions.

The EHAT provision is currently reviewed weekly by the senco and Mentor and figures are discussed at consortia to benchmark against other schools. Timetabling diaries remains a barrier to effective provision

**Persistent Absences 2017/18**

The change of the PA benchmark to 90% has impacted upon schools significantly. At Wellesbourne we currently have a figure of 19.1 % Pa and any overall attendance of 94.37%.

* Variance between Sen and Non Sen , and between FSN and Non FSM is minimal at less than 1%
* Variance across year groups again is not huge less 2%
* Variance between white and BEM pupils is 2% lower for white families
* In short there are no significant target groups thus EWO and school focus is on individual pupils.
* Families have been contacted in accordance with Lea guidelines, with some success,
* The school continues to work hard using positive assemblies and rewards to improve attendance
* We have 1 school refuser.