At Westrop we are committed to quality education for all of our pupils. Our aim is to enable pupils to become independent and successful learners. Support packages are designed with individual pupils in mind to encourage confidence in own abilities and resilience in all of our pupils, as a result, our pupils regardless of their needs and challenges all achieve well.

This year has brought many exciting changes for our children with SEND and others throughout the school. In September 2015 The Den was opened, the team managed to work with over 80% of the pupils throughout the school in a range of groups over the year. We are proud to say that The Team also received a Swindon Excellence Award to celebrate our commitment to inclusion throughout the school. We look forward to developing this practice in coming years.

This year our school also achieved the Attachment Friendly Schools Award which has only been awarded to a small handful of schools across the country. This is another award to recognise our commitment to supporting the diversity of need cross our ever expanding school. Westrop continues to be a Dyslexia Friendly School.

**SEND School profile:**

Our school continues to have a higher than average percentage of pupils with SEND, this has increased during the year 2015-2016 as our reputation has grown. The numbers of children on role for September 2016 with SEND has also massively increased.

<table>
<thead>
<tr>
<th></th>
<th>September 15</th>
<th>July 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEN Support</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>Statement/ EHCP</td>
<td>4</td>
<td>Statement/ EHCP: 4 (2 pending)</td>
</tr>
</tbody>
</table>

During this academic year our two year 5 pupils transferred from Statement to Education and Health Care Plan, one of these has been agreed and the other will be finalised shortly. The two remaining pupils one has an Education and Health Care plan already as this was finalised in July 15 before the changes. The final Statement is not due for transition as yet and we await a new agenda from the council for the ear 2016-2017.
Graduated approach

The Special Educational Needs code of practice 2014 states that all children regardless of need fall under the category of Special Educational Needs support.

At Westrop Primary School we have a graduated approach to Special Educational Needs provision. Children are identified by liaison with class teachers and the Inclusion Manager. Those children who are identified as requiring additional support are aided through short and focussed interventions with either class teachers or experienced teaching assistants.

Parents are consulted when their child is involved in interventions within school and are involved in regular discussion about their needs through parents meetings and reports three times a year.

All children throughout school are taught in a multisensory manner to suit a range of learning styles. Our learning environments are well resourced and clearly set up to allow pupils to get the best from their learning.

Children are identified to the school’s Inclusion Manager on a referral sheet which is sent to teachers three times a year. These are followed up with discussions to decide which interventions would be best suited to a child’s individual needs.

Decision Chart – How we identify pupils
**Targets:**

All children in school have individual targets on their tables which outline:

- Short term targets agreed by teacher and child
- A review date
- Desired Outcomes

Children also have a Pupil Passport with Targets on the reverse, these are usually social or emotional targets or linked with their Education and Health Care plan.

Targets are written and reviewed termly in consultation with the children. Interventions are agreed between teachers, parents and children and targets are sent home to work on each term.

If it is deemed that after a great deal of strategic in school intervention that it would be beneficial to involve external support School will do this at this stage. Westrop can access additional support from:

- Speech and language
- Mental health (TAMHs)
- ASD support
- Speech and language
- Hearing support
- Visual support
- Specific learning difficulties
- Occupational therapy
- Behaviour support
- Paediatrician
- Parent support
- Assistive technology (ICT)
- Educational Psychologist

Those children who show to have difficulties linked with SPLD (Dyslexia) can have further assessments and visual stress tests carried out to see how they can be best supported.

During the year 2015-2016 staff at Westrop have worked with all of the above agencies for different pupils throughout the school. The introduction of charges for many of these agencies have meant that we do not work with them as often as we may have done previously. The introduction of The Den has meant that this year, pupils who often may have needed external support have worked with Den staff to meet these needs. This has had a positive impact by allowing consistency and
regular intervention to happen within school without the need to join the often large waiting lists.

The Educational Psychology service continues to be a bought in service, this service is always the one which seems most stretched as priorities of pupils are usually decided upon in September, as a school we seem to gain a great number of pupils with SEND during the year, meaning we often do not have Educational Psychology time. This year we have bought in external Educational Psychology time to meet the extra need, this is something that has worked well.

**Timetables**

Children who are on the Red or Yellow SEND list have their own visual timetable which outlines support groups they attend during the week. Other interventions will be carried out in addition to this within classes, these are monitored and evaluated by the class teacher and teaching assistant.

Some children are in receipt of top up funding, this is used by the school in a number of different ways including for additional resources, support in class or for external support. Children will also access The Den for specialist intervention.
In addition to the above, intervention happen in classes each day linked to our marking criteria, those receiving a pink highlight in their work will have intervention during the following morning. The Den also take groups of children throughout the day based upon highlighted need, these can include Life Skills, Sensory Group and Social groups.
SEND progress 2015-2016

Children with Statements or EHCP - 50% of children overall made a good level of progress overall - the other 50% made 4 steps of progress over the year which is only one point lower than good level of progress.

SEN support - 69% made a good level of progress over the year in writing and a further 21% made 4 steps of progress which is only one point lower than good level of progress. In Maths 81% made a good level of progress and a further 16% achieved 4 points progress.

This year has seen the introduction of a lot of changes in the curriculum and vast changes to expectation and assessment. This good level of progress from our pupils has been achieved through the use of consistent marking and reviewing from all staff and the use of structured interventions. In Class interventions following lessons have also helped to close gaps in learning which may previously have been missed.

Parent feedback
**Staff Development**

A staff audit was completed in July 2015 which set the agenda for the year. Staff meetings have been used to inform feedback on specific children. This has been completed with all teaching staff, including TAs, MDSAs and office staff.

More formal training has been given dependent on the outcomes of the audit, training has been received on:

- Phonics
- Behaviour management strategies
- Speech and language
- ADHD
- ASD
- Attachment training
- Social stories
- Dyslexia training

In addition to the above, individuals have attended courses suited to specific children or CPD needs.

Our school’s Inclusion Manager continues to attend regular SEND updates from the Borough and has been selected by the SEND lead for Swindon to be one of the Swindon SEND Champions, this group are chosen to be at the forefront changes for SEND provision across the borough.

**SEN Funding**

SEN funding allocation is the responsibility of The Head Teacher and the Governors. Funding is allocated to cover TA support to children taking into consideration individual needs. Funding is also used to offer small group support, equipment and external support.

Any pupil premium money is allocated on a personal basis for individual needs plus the overview which is on the school website.

We are very proud of our achievements with our pupils with SEND over the past twelve months and look forward to another successful year in 2016-2017.