

# NEWBOTTLE & CHARLTON CEVA PRIMARY SCHOOL

Every person matters, every moment counts "I can do all this through him who gives me strength"

## Annual SEND Report 2023

<b>School:</b>	<b>Newbottle and Charlton CEVA Primary School</b>
<b>SENCO:</b>	<b>Hannah Lovesay-Bonham</b>
<b>Date of report:</b>	<b>July 2023</b>
<b>SEN Governor:</b>	<b>Rachel Clinch</b>

### SEND profile for last 12 months

We are a mainstream, village primary school with 106 pupils currently on roll. The school is made up of 4 classes: Receptions/Year1, Year 1/2, Year 3/4 and Year 5/6. We currently have 17 children (6 girls and 11 boys) on the SEND register who have been identified as requiring additional support beyond Quality First teaching of the Universal Curriculum. This is 16% of our school cohort, which is in line with the national average for primary schools in England.

Of these 17 children, 3 have an Education, Health and Care Plan (EHCP) and a further 2 are in the assessment process. This is 2.8% of our school, which is slightly above the national average (2.5%).

In the past 12 months, 3 additional pupils have been added to the register due to their needs, with a number of others currently being assessed and likely to be on the SEND register in September.

Below is a breakdown of pupils' needs, according to the areas of need specified in the [SEND Code of Practice](#). Some pupils have needs in more than one area, so some will be counted in more than one category.

	Cognition and Learning		Communication and Interaction (inc. ASD)	Social, Emotional and Mental Health (inc. ADHD)	Sensory and Physical
Primary	SpLD (dyslexia)	6	2	4	2
	MLD (moderate)	1			
	SLD (severe)	1			
Secondary	SpLD (dyslexia)	1	4	4	3
	MLD (moderate)	3			
	SLD (severe)	2			

### Statement regarding overall quality of provision for pupils with SEND

At Newbottle and Charlton CEVA School, our intention is that all children are provided with equal opportunities and access to the curriculum, with challenges and support that reflects their needs. All children are equally valued and are taught to value each other as individuals. All pupils, regardless of physical or learning needs or abilities, are included in all aspects of school life. High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is a special educational provision under Section 21 of the Children and Families Act 2014.

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At Newbottle and Charlton School we provide support for children with a range of Special Educational Needs including those with:

- Communication and Interaction; this includes those with speech and language difficulties and those on the Autistic spectrum
- Cognition and Learning needs; this include children with learning needs and specific needs such as dyslexia
- Social, Emotional and Mental Health (SEMH)
- Sensory and physical needs; this includes visual or hearing difficulties and physical disabilities that affects their learning

At Newbottle and Charlton CEVA we have high aspirations and ambitions for all our pupils and check progress regularly to ensure that all children meet their potential. Summative assessments are carried out three times a year using a range of assessment tools in addition to regular formative assessments to inform the assess-plan-do-review cycle. Class teachers meet with the SENCo and Headteacher at each assessment point to discuss pupil progress and create a class provision map identifying key focus children and appropriate provision to be put in place- these are then reviewed in the next meeting and new ones made. Pupils who are on the SEND register have their own Pupil Profile and an Individual Education Plan (IEP) which outline their individual needs, strengths, targets, provision and outcomes. These are also reviewed three times a year and shared with parents.

## Achievement of pupils with SEND

This year we have continued to track pupil attainment and progress on Balance. This system allows detailed and informative analysis and is able to track children according to different criteria. Below shows data for our SEND group in Year 1-6, percentage of children meeting curriculum expectations.

	Reading			Writing			Maths		
	Autumn (14 pupils)	Spring	Summer	Autumn (14 pupils)	Spring	Summer	Autumn (14 pupils)	Spring	Summer
SEND pupils (17)	50%	53%		43%	46%		43%	41%	

Many children on the SEND register are able to access their year group curriculum through adaptive teaching and reasonable adjustments; however, some (50%) are working within the previous year group (or below) for at least one subject, and a number of children working significantly below the age-related curriculum level.

Alongside our whole school assessment system, children- including those on the SEND register- are tracked using class provision maps to document progress linked to the specific interventions and to assess impact so that we can continually improve. Progress of children on the SEND register is recorded on their Individual Education Plan (IEP) which is shared with parents through the IEP review process as well as written reports. Progress for children on the SEN register is tracked in a variety of ways (recorded on their IEPs), which are specific to their targets and interventions.

Other assessments are used to track and monitor small steps of progress made by children with SEND. This may be quantitative or qualitative data. All children are working towards and meeting specific targets on their IEPs and are showing progress within other assessments and areas (some of which cannot be measured) including:

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- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| - ELS phonics                         | - Pastoral support/ interventions |
| - Lexplore (reading)                  | - Social skills                   |
| - Sandwell Maths                      | - Engagement and focus            |
| - Precision teaching                  | - Behaviour                       |
| - Nesy Reading and Spelling Programme | - Hornet/Word Wasp                |
| - Boxhall profiles                    | - Confidence and self-esteem      |

## Statutory assessments July 2023

Statutory assessments were carried out across the school this summer. Below are the overall outcomes:

### Y1 Phonics Screening Check (15 pupils)

	National average	School (15)	Non-SEND (15)	SEND (0)	Pupil Premium (0)
Pupils who passed		87%	87%	-	-

### KS1 SATs (15 pupils)

	National average	School (15)	Non-SEND (12)	SEND (3)	Pupil Premium (1)
Reading		80%	83%	67%	100%
Writing		67%	67%	67%	100%
Maths		67%	67%	67%	0%

### KS2 SATs (16 pupils)

	National average	School (16)	Non-SEND (12)	SEND (4)	Pupil Premium (2)
Reading					
Writing					
Maths					

### Access arrangements

In KS2 SATs, all children on the SEND register (4/16) were provided with at least one of the following: additional time, breaks and adults to help them access these tests with their additional needs considered.

### Attendance

Regular school attendance is of paramount importance. As a school we ensure that correct procedures are followed when a child's attendance becomes a concern (see attendance policy). The attendance of pupils with SEND is mostly good. The average attendance for this group is 95.72%.

We have made reasonable adjustments and an attendance agreement with 2 families who have children with high level of needs to allow them to make a positive transition into school each morning.

### SEND policy

Our SEND policy was reviewed and published in June 2023.

### Accessibility plan

The accessibility plan was reviewed by Mr P Smith (Headteacher) in October 2021.

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## SEND budget and spending (financial year April 22-March 23)

Notional budget (April 2022-23)	EHC plan funding	Higher Needs/ top up funding	Total
	£6,805	£10,068	

Most of this money was spent on staffing to ensure each class has sufficient adults to support a range of needs, with 2 children requiring 1-1 support for most of the day. It is also used for professional assessments, staff CPD and resources.

Some children on the SEND register are also in receipt of Pupil Premium grant, including PLAC funding which has been used towards staffing, external professional services and resources to support their SEND.

The LA are still reviewing their funding so next year's funding is unknown. However, this term, top up funding applications have been made for all three children with an EHCP and higher needs funding applications have been made for 4 other children who require a higher level of support.

## Staffing for SEND

We have a number of TAs who support pupils with SEND as part of their role; this may be in the classroom or with additional interventions. This year we have 2 children who have required TA support most of the day.

## Interventions

This table shows some of the interventions have been able to provide our pupils:

Cognition and learning	Communication and Interaction	Physical and Sensory	Social, Emotional and Mental Health
<ul style="list-style-type: none"> <li>- Lexplore Intensive Reading</li> <li>- Nessy Reading and Spelling Programme</li> <li>- Hornet Literacy Primer</li> <li>- Word Wasp</li> <li>- Maths- number stacks</li> <li>- Plus 1/ Power 2 maths</li> <li>- Precision teaching</li> <li>- Clicker 8</li> <li>- Phonics groups</li> <li>- Additional boosters (catch up fund- Year 6)</li> <li>- Phonological awareness training (PAT)</li> <li>- ELS phonics</li> <li>- Colourful semantics</li> </ul>	<ul style="list-style-type: none"> <li>- Speech and Language targeted support</li> <li>- Visual timelines and communication</li> <li>- Individual timetables</li> <li>- Now and next boards</li> <li>- Lego Therapy</li> <li>- Colourful semantics</li> </ul>	<ul style="list-style-type: none"> <li>- Hand massage</li> <li>- Rhythmic movement programme</li> <li>- Sensory boxes/ calm down stations</li> <li>- Developing sensory/ pastoral room</li> <li>- Clicker 8</li> <li>- Ear defenders and other sensory objects/ tools</li> <li>- Physio</li> </ul>	<ul style="list-style-type: none"> <li>- Sensory boxes/ calm down stations</li> <li>- ELSA programme</li> <li>- Pastoral support</li> <li>- Friendship groups</li> <li>- Social stories</li> <li>- Counselling sessions</li> <li>- Zones of Regulation</li> <li>- Lego Therapy (social skills)</li> </ul>

Interventions are most effective when they are carried out regularly and by trained staff.

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## CPD for SEND

### SENDCo CPD

- The SEND Ranges launch
- DSL refresher training
- Pupil Premium
- Team Teach
- Looked After Children
- Thresholds and pathways
- Early Help Assessment
- National Professional Qualification for Leading Behaviour and Culture (NPQLBC) (completed June 2023)
- SEND Network meetings (x4)

### Specific training for individual staff members:

- ELSA Programme- Emotional Literacy Support Assistant network meetings
- New phonics scheme training
- PDA- Pathological demand avoidance
- Precision teaching
- Supporting Literacy
- Autism and emotional regulation
- Autism in girls

### In-house CPD led by SENDCo/external professional

#### INSET

- Behaviour and Culture
- The SEND ranges/ inclusion
- Team Teach

#### TA meetings led by HLB

- General SEND overview and regular feedback
- Inclusive classroom / independent learning
- Clicker 8 training
- Sandwell assessment
- Attachment and trauma (ACEs)
- Lego Therapy
- Oracy
- Zones of regulation

## Pupil voice

Pupil voice involves listening to the views, wishes and experiences of all children and young people. This is particularly important for those with SEND to ensure they are being supported and included in school life. Pupils have regular opportunities to share their views and experiences with staff and are formally documented on their IEP three times a year as part of their review process.

## Parent/carer voice

Parental engagement is incredibly important to us. Parents/carers are consulted about their child's needs at least three times a year when IEPs are reviewed with the SENDCo, this is in addition to regular parental consultations with class teachers. Parents are able to share their views and any concerns. These are recorded on their IEP review record. Our SENDCo has regular communication with families, and they are able to contact her directly to discuss anything.

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## External agencies

This year we have worked with a number of external agencies and professionals to seek support and assessments for pupils with SEND. These have included:

- Educational Psychologist
- ASD/ADHD Pathway
- Jogo Behaviour Support
- Speech and Language
- Occupational Therapist
- Dyslexia assessors
- Paediatrician
- Counsellor
- CAMHS
- GPs

## Complaints relating to SEND

There have not been any complaints relating to SEND this academic year.

## To consider/implement next year

- IDL intervention for maths and literacy (including dyslexia and dyspraxia screener)
- Further use of Clicker to support writing
- Ensure interventions are carried out regularly
- Individual timetables for specific individuals
- Educational Psychology service

## Are there any concerns regarding provision for pupils with SEND?

Currently, we do have concerns about the uncertainty of Higher Needs Funding and whether or not we will be able to afford support staff required long term. We are also still concerned about the waiting time for children to be seen, particularly for ASD; some of our children have been waiting over 2 years which is resulting in parents paying for private assessments and diagnoses.

## Further information

For further information on SEND, please see our school website <https://www.newbottleandcharlton.co.uk/send> where you will also find these helpful links:

Northamptonshire Local Offer

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Oxfordshire Local Offer

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=bdxhCHYptsE>

SEND Code of Practice 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

SEND- A Guide for Parents and Carers

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