

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 2022

School:	Newbottle and Charlton CEVA Primary School
SENCO:	Hannah Smith
Date of report:	July 2022
SEN Governor:	Father Matthew Robinson

SEND profile for last 12 months

We are a mainstream, village primary school with 107 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 15 children (5 girls and 10 boys) on the SEND register who have been identified as requiring additional support beyond Quality First teaching of the Universal Curriculum. This is 14% of our pupils which is slightly above the national average for primary schools in England (12.6%).

All of these children are on the register under the 'SEND Support' category. We currently do not have any children with an Education, Health and Care Plan (EHCP) however we are in the assessment process for two.

In the past 12 months, 4 additional pupils have been added to the register due to their needs.

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	Physical and Sensory	Social, Emotional and Mental Health
Number of children	SpLD	5	3	2	5
	MLD	3			
	SLD	1			
Percentage of SEND group	60%		20%	13%	33%

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.

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

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- 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 Individual Education Plans (IEPs) 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	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
SEND pupils (15)	33%	47%	53%	7%	13%	27%	27%	27%	33%

Many children on the SEND register are able to access their year group curriculum through differentiation approaches; however, some (40%) are working within the previous year group 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:

- Phonics
- Lexplore (reading)
- Times table challenges
- Confidence and self-esteem
- Nessy Reading and Spelling Programme
- Boxhall profiles
- Pastoral support/ interventions
- Social skills
- Engagement and focus
- Behaviour
- Hornet/Word Wasp

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Statutory assessments July 2022

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

Y1 Phonics Screening Check (17 pupils)

	National average	School (17)	Non-SEND (16)	SEND (1)	Pupil Premium (1)
Pupils who passed	75%	94%	100%	0%	100%

KS1 SATs (18 pupils)

	National average	School (18)	Non-SEND (18)	SEND (0)	Pupil Premium (0)
Reading	67%	89%	89%	n/a	n/a
Writing	58%	61%	61%	n/a	n/a
Maths	68%	72%	72%	n/a	n/a

KS2 SATs (10 pupils)

	National average	School (10)	Non-SEND (6)	SEND (4)	Pupil Premium (2)
Reading	74%	70%	67%	75%	100%
Writing	69%	70%	83%	50%	50%
Maths	71%	70%	67%	75%	100%

Access arrangements

In KS2 SATs, all children on the SEND register (4/10) 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 95.2%.

SEND policy

Our SEND policy was reviewed and published in June 2022. It was updated with our new ELSA role in school to support children's social and emotional wellbeing.

Accessibility plan

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

SEND budget and spending

Notional budget (April 2022-)	Higher Needs Funding (6 pupils)	Total
£32,000	£13,000	£45,000

Most of this money was spent on staffing to ensure each class has sufficient adults to support a range of needs. We have also employed an additional TA on a 1-1 part time basis to support one child.

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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 reviewing their funding so next year's funding is unknown. However, this term, continuation of funding applications have been made for all 6 children who currently receive this.

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 appointed and trained an Emotional Literacy Support Assistant (ELSA), and an additional 1-1 TA on a part time basis.

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"> - Lexplore Intensive Reading - Nessy Reading and Spelling Programme - Hornet Literacy Primer - Word Wasp - Maths focus groups- Rising Stars targeted interventions - Precision teaching - Clicker 8 - Phonics groups - Additional boosters (catch up fund- Year 6) 	<ul style="list-style-type: none"> - Speech and Language targeted support - Selective mutism programme - Visual timelines and communication 	<ul style="list-style-type: none"> - Pilates - Hand massage - Rhythmic movement programme - Sensory boxes/ calm down stations - Developing sensory/ pastoral room - Clicker 8 	<ul style="list-style-type: none"> - Sensory boxes/ calm down stations - Developing sensory/ pastoral room - Pastoral support- including mental health programmes - Social stories - Counselling sessions - Zones of Regulation - Lego Therapy (social skills)

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

CPD for SEND

SENDCo CPD

- The Inclusive classroom webinars x 3 (inclusive classroom, SEMH, Sensory needs)
- National Professional Qualification for Leading Behaviour and Culture (NPQLBC) (started Feb 2022)
- SEND Network meeting (x3)

Specific training for individual staff members:

- ELSA Programme- Emotional Literacy Support Assistant
- Selective mutism programme
- Emotional Regulation
- Speech and Language support
- New phonics scheme training

*Neurodiversity inset to be confirmed for Autumn term- led by Neurodiversity Network

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In-house CPD led by SENDCo/external professional

INSET- Inclusive practice

TA meetings led by HS

- General SEND overview and regular feedback
- Inclusive classroom / independent learning
- Clicker 8 training
- Lexplore Reading and intervention
- Educational Therapist- Rhythmic Movement Programme
- Emotional Regulation and Zones of Regulation approach
- Lego Therapy
- Maths
- Behaviour Management

*Also funded ADHD Wise parenting programme for two families.

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.

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
- Speech and Language
- Occupational Therapist
- Educational Therapist
- Dyslexia
- Paediatrician
- Counsellor
- CAMHS

Due to COVID and waiting lists, not all children have been able to access these services yet and are waiting to be seen.

Complaints relating to SEND

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

To consider/implement next year

- Pre-assess and pre-teach maths to support mastery approach- 'keep up' rather than 'catch up'
- Plus 1 and Power 2 maths intervention (1-1) to secure number facts

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- Whole class KS1 maths interventions- NCETM Mastering Mathematics
- Sandwell maths assessment to track maths age and small steps
- Further use of Clicker to support writing
- Ensure interventions are carried out regularly
- Individual timetables for specific individuals

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. 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.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

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