

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 2021

1. SCHOOL PROFILE

Special Educational Needs Coordinator (SENCo): Miss Hannah Smith

Special Educational Needs Assistant: Mrs Sally-Anne Hawes

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

We are a mainstream school with 103 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 13 children on the SEN register who have been identified as requiring additional support beyond Quality First teaching of the Universal Curriculum. This can be in the form of additional support to access the universal curriculum, or a personalised curriculum tailored to that child's specific need. These children are from across the school and are an equal mix of boys and girls. All of these children are on the register under the 'SEN Support' category; we currently do not have any children with an Education, Health and Care Plan (EHCP).

The proportion of our whole school population which has special educational needs or disabilities (SEND) = $13/103 = 13\%$ (6 girls and 7 boys). According to primary need, the majority of children are on the register for cognition and learning needs. Many of these children have a secondary need and some have medical and physical 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.

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
2		11		5		2	

2. IDENTIFYING SUPPORTING PUPILS WITH SEND

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Northamptonshire SEN descriptors, along with other assessment tools, may be used to identify specific areas of need and highlight areas of concern.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Pupils will be offered additional SEN support when it is clear that their needs require intervention, which is "additional to", or "different from" the well-differentiated curriculum offer for all pupils in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Once a child is put onto the SEN register they will have an Individual Education Plan (IEP) which outlines their needs, strengths, targets, provision, professional involvement, outcomes and views from parents and the pupil themselves.

Please see our inclusion policy for more information on this.

3. PROGRESS MADE BY PUPILS WITH SEND

We began the year using iTrack across the school as our main online assessment tool for measuring progress across the year. Due to COVID, our assessments were pushed back to allow for children to transition back into school and for gaps to be identified. During the lockdown this year, most of our SEN children were invited into school (unlike the previous lockdown) and therefore they benefited from smaller classes and increased adult support.

Alongside our whole school assessment system, children- including those on the SEN 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. Our most effective interventions work well because they are delivered consistently and skillfully. Progress of children on the SEN register is recorded on their Individual Education Plan (IEP) which is shared with parents through the IEP review process as well as written reports.

Recently, the school has moved from iTrack to Balance as a whole school planning and assessment system. Children have been tracked on this system since the Spring data capture. This system allows detailed and informative analysis and is able to track children according to different criteria- the SEN cohort will now be easily be identified, monitored and reviewed online as well as other groups of children.

3. PROGRESS MADE BY PUPILS WITH SEND

Most children on the SEN register are able to access their year group curriculum through differentiation approaches; however, some are working within the previous year group, and a number of children working significantly below the age related curriculum level.

Our most recent assessment tool is Lexplore which enables reading ability (both word reading and comprehension) to be assessed and analysed using an eye tracking system. This system has been used in the summer term to gather baseline reading ages and scores for all children from Year 2-6 and will be used as a key assessment and progress tracking children throughout the next academic at three points to coincide with assessment dates.

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. Precision teaching has been a valuable 1-1 intervention in which all pupils have made small steps of progress in specific areas (e.g times tables, sight words...). Other interventions have supported children's development of key skills and attitudes where observations are used as a measure of progress rather than quantitative data.

Statutory assessments were not carried out in 2021, therefore data is not available for these. We are beginning to use our new assessment system, Balance, to track children's learning and progress.

4. ATTENDANCE SUMMARY

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 children on the SEN register is generally good- average attendance (as of 21.6.21) = **92% ***

*An individual case has been a concern this year and has therefore not been included in the above average. This case is under constant review by the headteacher and SENCo on a daily basis and professional advice and support has been sought.

Without this individual, the average attendance for the cohort is very good (12 pupils) = **99%**

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

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 SEN 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.

6. SEND FUNDING

Earlier this year we successfully submitted a further three Higher Needs Funding (HNF) applications to support those with highest level of needs. We currently have 5 children who receive HNF which equates to £13,000. The majority of this is spent on TA support, both time in class and 1-1 and group interventions.

North and West Northamptonshire Schools Forum meetings in July will start to consider the review of SEN and actions required to ensure the current overspend is reduced whilst still ensuring children and young people are supported. Updates on arrangements for High Needs will be given as soon as they are available for academic year 21/22. In order to provide stability, funding allocations already agreed will be continued automatically until 31st March 2022 for those children remaining in their current provision.

A few of the children who are on the SEND register are also receive Pupil Premium. This is utilized in different ways, but has primarily supported professional school counselling sessions and individual resources to support physical needs.

7. STAFF DEVELOPMENT

Our SENCo has introduced several new initiatives and intervention programs and provided in-house CPD for TAs and teachers on:

- Zones of Regulation Approach
- Lego Therapy Social Programme
- Nessy Reading and Spelling Programme
- Clicker 8 Literacy software

This year, all staff have received a range of CPD opportunities both in-house and virtually in order to support knowledge, skills and practice. Some of these have included:

- Colourful Semantics
- Understanding Dyslexia training (all staff)
- Lexplore training- reading programme to identify and support skills (SENo and SEN Assistant)
- Selective Mutism Pathway workshops
- TaMHS- skills for life programmes (Zippy's Friends, Apple' Friends and Passport)
- TaMHS conference (headteacher and SENCo)
- Designated Safeguarding Lead training (SENCo)
- Balance Assessment training- new assessment system

Our SENCo has also attend SEN network meetings each term.

8. WORK WITH EXTERNAL AGENCIES

Despite the constraints of COVID, we have be able to work with external professionals to support individuals across the school, although this has been more challenging due to limited face-to-face support.

This year we have had input and support from:

8. WORK WITH EXTERNAL AGENCIES

- Educational Psychologist
- Occupational Therapist
- Occupational Therapist Technical Instructor
- Speech and Language
- School Counsellor
- CAMHS
- Target Autism
- GPs and other medical professionals

These specialists have provided valuable support for staff, parents and children across different areas of need. Further support and intervention is required for many of our children, however increasing waiting lists and further demands on professionals and services is having an impact on pupils' needs and progress. As a result, the threshold and criteria for children to be seen is becoming more difficult to reach. Several children are awaiting an assessment for ASD/ADHD where the current waiting time is around 2 years.