



SEND Annual Report 2018 - 2019

At Arnside National CE Primary School, we believe it is essential to provide a broad and well-balanced curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities, receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcome in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents / carers and listening to pupils.

The SEND coordinator is Miss Karen Morris and the named governor for SEND is Mrs Judith Bratt.

SEND School Profile

In the academic year 2018 – 2019, there were 17 pupils identified as having a SEND. This was approximately 14% of the pupils on roll.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN support	0	1	2	0	2	1	3	5
EHCP	0	1	0	1	0	0	0	1
Total	0	2	2	1	2	1	3	6

We had supported a further 21 pupils who have a need in a specific area. These had been supported through specific, highly individualised intervention programmes. Some pupils had taken part in two or three different interventions such as a social skills programme and a literacy programme.

Progress and attainment of pupils with SEND

All pupils who received SEND support made progress and were meeting individual targets set out in the support plans. We know this as each term the progress of pupils with SEND was reviewed and new targets were set for the next term.

Data and results from teacher assessments were also analysed alongside the more formal, standardised tests we use i.e. Collins maths, Rising Stars and Schonell Reading and spelling Age Tests.

EYFS:

	Number of pupils	Good level of development
SEN support	0	0
EHCP	0	0

KS1 – Year 1 Phonics Screening Test:

	Number of pupils	Passed
SEN support	2	0
EHCP	0	0

KS1 – Year 2 Re-check Phonics Screening Test:

	Number of pupils	Passed
SEN support	0	0
EHCP	1	1

End of KS1 – Attained the standard (AS)

1 Pupils (1 boy)

	Reading	Writing	SPAG	Maths
SEN support	-	-	-	-
EHCP	100%	100%	0%	0%

End of KS2 – Attained the standard (AS)

6 Pupils (3 boys / 3 girls)

	Reading	Writing	SPAG	Maths
SEN support	33%	50%	17%	0%
EHCP	0%	0%	0%	0%

Parents were also informed of any intervention programmes their child was participating in and progress was reported regularly. The SEND meetings were held each term for parents / carers to discuss progress with the SEND coordinator.

All parents / carers had access to their child's individual Education Plan (IEP) and inputted into the review process and setting of new targets.

Impacts of interventions

The results from the recent spelling, reading and grammar tests have shown that interventions have had a positive impact in the school. All pupils who have participated in an intervention programme have made progress although some may still be below national expectations.

Attendance

SEND Pupils 97.74%

Non SEND Pupils 96.65%

Training and development

- Mental health awareness
- First Aid
- Phonics development
- EYFS monitoring and assessment
- Scholarpack training
- iMatter training
- Boxall Profile Training for Children with Emotional Difficulties

Deployment of staff and resources

We had 6 teaching assistants employed at Arnside National CE Primary School. All teaching assistants worked with individual pupils or small groups of pupils, following a variety of intervention programmes.

The SEND coordinator was responsible for timetabling interventions. Some pupils were supported in class and some pupils were withdrawn during assembly or class time.

The SEND coordinator's main tasks were to:

- Oversee and coordinate SEND provision
- Meet with parents / carers
- Liaise with outside agencies
- Assess pupils and complete paperwork
- Attend meetings and training to keep up to date with Government requirements
- Report to the Leadership team and Governing Body
- Give pupils a clear voice regarding their learning
- Assess whole school data to monitor the impact of intervention programmes

Intervention programmes completed this academic year

This year, we organised many different intervention programmes. These included:

- Reading intervention
- Phonics support for KS1
- Speaking and Listening Intervention
- Time to Talk Support Group
- Reading Comprehension Mastery group
- Lego Therapy
- Yoga Sessions
- 'Unpack my Week' emotional support sessions
- 'Speed Up' handwriting Intervention

- Clicker 6 ICT writing support programme
- Spellzone – Spelling intervention
- Maths Mastery Extension Group
- ‘Stareway to Spelling’ Spelling Intervention
- Mind Mapping Support to enhance memory skills
- Toe-By-Toe Spelling Programme
- 1:1 support for targets in EHCPs
- Booster support and revision for KS2 – SPAG, Reading, Maths
- Individual reading support
- Social skills development

External agencies

We have worked with 10 different agencies, including the Educational Psychologist, Speech and Language Service, Paediatrician, School Nurse, Child and Adult Mental Health Service (CAMHS), Barnardos, The Virtual School, Children’s Services and Physiotherapists.

We also accessed support, professional development and advice through the South Lakes Rural Partnership. Meetings with cluster SEND coordinators were held on a termly basis.

Links to Secondary School

The SEND coordinator and Year 6 teacher attended a transition meeting with the local secondary schools. We had arranged additional transition visits for individual pupils. The SEND coordinator met with the secondary school coordinator to discuss relevant issues and IEP support information.

Disability duty, accessibility and future plans

We currently have 1 pupil with a registered disability.

Our Accessibility Policy can be viewed on our school website.

Key priorities in moving forward for 2019 – 2020

- ✓ Secure additional funding for 1 EHCP pupil
- ✓ Refine methods of tracking and measuring progress of SEND pupils
- ✓ To support and facilitate smooth transition for all pupils with SEND into Secondary School
- ✓ Support Teaching Assistants’ training needs more effectively
- ✓ Target interventions more effectively
- ✓ Develop a range of mathematical targeted interventions
- ✓ All staff to complete manual handling training