



SEND Annual Report 2019 - 2020

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 2019– 2020, there were 17 pupils identified as having a SEND. This was approximately 13% of the pupils on roll.

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

We had supported a further 19 pupils who have a need in a specific area through group interventions. These had been supported through specific, targeted, highly individualised intervention programmes. These interventions include: Phonics intervention, pre-teach maths intervention, Maths Mastery Booster, Speed-up Handwriting intervention, LEGO Therapy and Communication, Speech and Language targeted interventions.

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. This information was reviewed by the SLT and provision scrutinised for target children/borderline children.

EYFS: **No data due to Covid-19**

| | Number of pupils | Good level of development |
|--------------------|------------------|---------------------------|
| SEN support | 3 | - |
| EHCP | 0 | - |

KS1 – Year 1 Phonics Screening Test: **No data due to Covid-19**

| | Number of pupils | Passed |
|--------------------|------------------|--------|
| SEN support | 3 | - |
| EHCP | 1 | - |

KS1 – Year 2 Re-check Phonics Screening Test: **No data due to Covid-19**

| | Number of pupils | Passed |
|--------------------|------------------|--------|
| SEN support | 2 | - |
| EHCP | 0 | - |

End of KS1 – Attained the standard (AS) **No data due to Covid-19**

2 Pupils (1 boy/1 girl)

| | Reading | Writing | SPAG | Maths |
|--------------------|---------|---------|------|-------|
| SEN support | - | - | - | - |
| EHCP | - | - | - | - |

End of KS2 – Attained the standard (AS): **No data due to Covid-19**

6 Pupils (3 boys)

| | Reading | Writing | SPAG | Maths |
|--------------------|---------|---------|------|-------|
| SEN support | - | - | - | - |
| EHCP | - | - | - | - |

Parents were also informed of any intervention programmes their child was participating in and progress was reported regularly. During COVID-19 Lockdown, Arnside School remained open and children with SEND were invited into school if they required. SEND children who remained at home during lockdown were regularly checked upon by teachers to offer support if needed. A range of differentiated work was posted on a home learning timetable on our school website page on a weekly basis with support materials. 1 boy in Year 3 with an EHCP was regularly in school during lockdown with 1:1 TA support.

Impact 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 the extent of this can not be measured due to COVID-19 Lockdown March 2020 – July 2020.

Attendance

SEND Pupils n/a due to COVID-19

Non SEND Pupils n/a due to COVID-19

Training and development

- Mental health awareness
- Paediatric First Aid Training
- Phonics development
- EYFS monitoring and assessment
- Scholarpack training
- Quality First Teaching Training for all staff

Deployment of staff and resources

We had 7 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

- Maths Pre-Teach sessions
- Reading Comprehension Mastery group
- Lego Therapy
- Yoga Sessions
- 'Unpack my Week' emotional support sessions
- 'Speed Up' handwriting Intervention
- School Counsellor Sessions 1:1
- 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
- Individual reading support
- Social skills development

External agencies

We have worked with 10 different agencies, including the Educational Psychologist, Behavioural Team, Occupational Therapists, Speech and Language Service, Paediatrician, School Nurse, Child and Adult Mental Health Service (CAMHS), Barnardos, EHCP reviewing team. 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 Year 6 children attended school in two separate bubbles in the Summer Term and accessed the transition to secondary resources from their relevant secondary schools. Secondary tutors created online videos and introductory transition materials that we rolled out to the children alongside our general programme of work preparing children for secondary.

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 2020-2021

- ✓ Secure additional Top-up funding for full-time support for 1 EHCP pupil
- ✓ Continue to 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
- ✓ To develop positive mental health of pupils post COVID-19
- ✓ Develop a range of mathematical targeted interventions