



# SEND Annual Report 2021 - 2022

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 2021– 2022, there were 18 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	0	1	3	3	2	2	5	1
EHCP	0	0	0	0	1	0	0	0
Total	0	1	3	3	3	2	5	1

We had supported a further 15 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 and Play Therapy.

## 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. WhiteRose maths, Rising Stars and Schonell Reading and spelling Age

Tests and Strengths and Difficulties Questionnaire (SDQ). This information was reviewed by the SLT and provision scrutinised for target children/borderline children.

EYFS:

	Number of pupils	Good level of development
<b>SEN support</b>	0	-
<b>EHCP</b>	0	-

KS1 – Year 1 Phonics Screening Test:

	Number of pupils	Passed
<b>SEN support</b>	3	0%
<b>EHCP</b>	-	-

KS1 – Year 2 Re-check Phonics Screening Test:

	Number of pupils	Passed
<b>SEN support</b>	-	-
<b>EHCP</b>	-	-

End of KS1 – Attained the standard (AS) 3 Pupils (2 boys and 1 girl)

	Reading	Writing	SPAG	Maths
<b>SEN support</b>	0%	0%	0%	67%
<b>EHCP</b>	-	-	-	-

End of KS2 – Attained the standard (AS):

2 Pupils (2 boys)

	Reading	Writing	SPAG	Maths
<b>SEN support</b>	100%	0%	100%	50%
<b>EHCP</b>	-	-	-	-

### Impact of interventions

The results from the recent maths, spelling, reading and grammar tests have shown that interventions have had a positive impact on children's learning. All pupils who have participated in an intervention programme have made progress when analysed from the pre-intervention testing system.

### Attendance

SEND Pupils 99.1%

Non-SEND Pupils

### Training and development

- IEP Writing – Using Specialist Reports to inform IEP Writing
- EYFS monitoring and assessment
- Understanding Children’s Mental Health
- Educational Psychology Intervention – Termly meetings and Action Plan guidance
- Roll out of Tutoring Programme - RP
- Play Therapy and group Play Therapy guidance

### Deployment of staff and resources

We had 5 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:

- Play Therapy
- Phonics support for KS1
- Speaking and Listening Intervention
- Time to Talk Support Group
- Maths Pre-Teach sessions
- Reading Comprehension Mastery group
- ‘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
- 1:1 support for targets in EHCPs
- Individual reading support

- Social skills development
- Play Therapy and the roll of group Play Therapy

### 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.

We took part in the LIS SEND Review's in which the SENCo worked closely with the SENCo in Milnthorpe and Storth School to conduct 'in house' SEND Review's on each school policy and practice.

### 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 2021-2022

- ✓ Complete application for Statutory Assessment for 1 child in Year 4 (Completed)
- ✓ Complete Early Help Paperwork for 3 children in KS1 (Completed)
- ✓ Attend termly planning meetings with the Educational Psychologist (All attended)
- ✓ Develop links with local SENCo's in area (Completed with Area SEND Reviews)
- ✓ Continue to refine methods of tracking and measuring progress of SEND pupils (Completed)
- ✓ Support Teaching Assistants' training needs (Ongoing)
- ✓ To develop positive mental health of pupils post COVID-19 (Application for Mental Health Lead)
- ✓ Develop a range of mathematical targeted interventions (Ongoing)

### Key priorities in moving forward for 2022-2023

- ✓ Complete EHCP Paperwork for 1 child in Year 2
- ✓ Attend termly planning meeting with Educational Psychologist
- ✓ SENCo to begin Mental Health Lead training
- ✓ Continue to work with close network of SENCo's from local schools
- ✓ Ensure IEP's are closely following recommendations from professional reports
- ✓ Support Teaching Assistant's Training Needs

- ✓ Develop a range of Mathematical Interventions
- ✓ Oversee tutoring programme and analyse Impact of Intervention