



SEND Annual Report 2022 - 2023

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 2022– 2023, 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	0	1	2	3	2	1	5
EHCP	SENIF Funding	0	0	1	0	1	1	0
Total	1	0	1	3	3	3	2	5

We had supported a further 18 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
SEN support	0	-
EHCP	0	-

KS1 – Year 1 Phonics Screening Test:

	Number of pupils	Passed
SEN support	3	0%
EHCP	-	-

KS1 – Year 2 Re-check Phonics Screening Test:

	Number of pupils	Passed
SEN support	-	-
EHCP	-	-

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

	Reading	Writing	SPAG	Maths
SEN support	0%	0%	0%	67%
EHCP	-	-	-	-

End of KS2 – Attained the standard (AS):

5 Pupils (3 boys and 2 girls)

	Reading	Writing	SPAG	Maths
SEN support	100%	80%	100%	80%
EHCP	-	-	-	-

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 SMART Targets, Targeted Interventions and QFT elements.
- Intervention Programmes to be timetabled and pre-assessment checks
- Intervention files to be kept as evidence for group targeted interventions.
- SENIF application training
- Precision Teaching through Area SEND Network
- Early Help Surgeries with LA to support
- Mental Health Lead Training – SENDCo Training
- Educational Psychology Intervention – Termly meetings and Action Plan guidance
- Continuation of Tutoring Programme for target pupils - 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
- PE Well-being groups
- Gifted and Talented PE Intervention
- Phonics support for KS1 – streaming for phases and taught in targeted groups
- Speaking and Listening Intervention
- Maths Pre-Teach sessions
- Reading Comprehension Mastery group
- 'Speed Up' handwriting Intervention
- 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

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.

The SENCDco is part of the area SEND Network who meet half termly and receive dedicated SEND training and group liaising sessions to discuss pathways for pupils.

SEND Review completed in liaison with Milnthorpe School and Storth School.

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 2022-2023

- ✓ Complete EHCP Paperwork for 1 child in Year 2 (Completed)
- ✓ Attend termly planning meeting with Educational Psychologist (Completed)
- ✓ SENCo to begin Mental Health Lead training (Completed)
- ✓ Continue to work with close network of SENCo's from local schools (Completed)
- ✓ Ensure IEP's are closely following recommendations from professional reports (Completed)
- ✓ Support Teaching Assistant's Training Needs (Completed)
- ✓ Develop a range of Mathematical Interventions
- ✓ Oversee tutoring programme and analyse Impact of Intervention (Completed)

Key priorities in moving forward for 2023-2024

- ✓ Complete SENIF paperwork for 1 child in Nursery
- ✓ Complete EHCP Paperwork for 1 child in Reception
- ✓ Complete EHCP Paperwork for 1 child in Year 6
- ✓ Timetable Interventions and create a file for each with details of assessments pre-intervention, evidence of intervention and then assessments post intervention so that we can track progress and impact of interventions.

- ✓ Continue to closely liaise with SENDCo Network Group
- ✓ Provide and receive support from two local schools and share resources and training