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Corpus Christi Catholic Primary SEND annual Report July 2021

SEND information

Report summary

At Corpus Christi Catholic Primary, we believe it is essential to provide a well – balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes 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. We ensure all children can access a broad balanced curriculum and have vast opportunities to develop their life skills. We aim to raise aspirations and expectations for all pupils, pupil voice and our partnership with parents/carers is extremely important.

SEND School Profile

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | April 2019 | | April 2020 | | April 2021 | |
| SEN Support | 66 | 23% | 74 | 26% | 74 | 26% |
| EHCP | 1 | 2% | 4 | 5% | 5 | 7% |

2019

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary need | Number of pupils on SEND register | % of SEND pupils at CCPS | National average Jan 2018 | Leeds average Jan 2018 |
| SEND pupils | 66 | 23 | 13.8 | 13.7 |
| SLCN | 32 | 48 | 29.8 | 12 |
| SEMH | 12 | 18 | 15.9 | 23.9 |
| Moderate learning difficulty | 11 | 17 | 22.2 | 28 |
| Other difficulties/ disability/ medical | 5 | 8 | 4 | 3.9 |
| ASD | 3 | 5 | 7.3 | 4.9 |
| Profound and multiple | 1 | 2 | 0.3 | 0.1 |
| Specific | 2 | 3 | 9.5 | 17.5 |
| EHCP | 1 | 2 | 1.4 | 1.9 |
| Funded pupils (FFI top up funding) | 8 | 12 | Data unavailable | Data unavailable |

2020

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary need | Number of pupils on SEND register | % of SEND pupils at CCPS | National average Jan 2018 | Leeds average Jan 2018 |
| SEND pupils | 74 | 26 | 13.8 | 13.7 |
| SLCN | 47 | 65 | 29.8 | 12 |
| SEMH | 9 | 12 | 15.9 | 23.9 |
| Moderate learning difficulty | 4 | 5 | 22.2 | 28 |
| Other difficulties/ disability/ medical | 7 | 9 | 4 | 3.9 |
| ASD | 4 | 5 | 7.3 | 4.9 |
| Profound and multiple | 0 | 0 | 0.3 | 0.1 |
| Specific | 3 | 4 | 9.5 | 17.5 |
| EHCP | 4 | 5 | 1.4 | 1.9 |
| Funded pupils (FFI top up funding) | 14 | 19 | Data unavailable | Data unavailable |

2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary need | Number of pupils on SEND register | % of SEND pupils at CCPS | National average Jan 2018 | Leeds average Jan 2018 |
| SEND pupils | 74 | 26 | 13.8 | 13.7 |
| Speech, language and communication (SLCN) | 45 | 61 | 29.8 | 12 |
| Social and emotional health (SEMH) | 6 | 8 | 15.9 | 23.9 |
| Moderate learning difficulty | 11 | 15 | 22.2 | 28 |
| Other difficulties/ disability/ medical | 5 | 7 | 4 | 3.9 |
| Autism spectrum disorder ( ASD) | 7 | 9 | 7.3 | 4.9 |
| Profound and multiple ( PMLD) | 0 | 0 | 0.3 | 0.1 |
| Specific Learning Difficulty ( SPLD) | 0 | 0 | 9.5 | 17.5 |
| EHCP | 5 | 7 | 1.4 | 1.9 |
| Funded pupils (FFI top up funding) | 14 | / | Data unavailable | Data unavailable |

**Attainment and Progress 2020 – 2021**

EYFS

|  |  |  |
| --- | --- | --- |
|  | Number of pupils | Expected level in all 7 prime areas |
| Any SEN | 17 | 58% |
| EHCP | 1 | 0% |
| SEN support | 16 | 62% |

KS1

Year 1 phonics

|  |  |  |
| --- | --- | --- |
|  | Number of pupils | Passed |
| Any SEN | 10 | 10% |
| EHCP | 0 | NA |
| SEN support | 10 | 10% |

Year 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Met National Expectation | | |
|  | Number of pupils | Reading | Writing | Maths |
| Any SEN | 10 | 60% | 50% | 60% |
| EHCP | 0 | NA | NA | NA |
| SEN support | 10 | 60% | 50% | 60% |

KS2

Year 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Met National Expectation | | | |
|  | Number of pupils | Reading | Writing | Maths | R, W and M |
| Any SEN | 11 | 36.3% | 36.3% | 54.54 | 27.3% |
| EHCP | 3 | 33.3% | 33.3% | 66.7% | 33.3% |
| SEN support | 8 | 37.5% | 37.5% | 50% | 25% |

Progress

* Pupils are tracked using O track, pupils working significantly below the expected level for their age or making slow progress are tracked using B squared.
* Case studies to show this for individuals
* Pupil progress meetings are used to highlight need and plan intervention

**Provisions through COVID19 Pandemic**

Provision for SEND children including those with and EHCP, during school closure during COVID 19 from January 5th  - March 8th school was closed, except for children of key workers and vulnerable children. Vulnerable children included those with Educational Health Care plans. The SENCO and class teachers established provisions to ensure support was appropriately given to meet the needs of all SEND pupils, particularly those with an EHCP. The following outlines the provisions that were put in place.

Home Learning

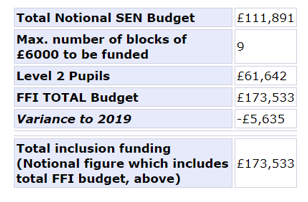
* Parents with children with EHCPs were provided with personalized activities that supported their academic learning and well – being
* Paper copies of home learning packs/ activities were provided for children who required it
* Resources such as whiteboards, pens, pencils and counters were delivered home as necessary
* Social stories were and other resources were shared and a ‘padlet’ set up with useful resources that parents and pupils could access
* Opportunities were provided for regular contact including zoom class sessions, 1:1 reading with a LSA and 1:1 conversations
* Resources and outside agencies shared on dojo for parents to access

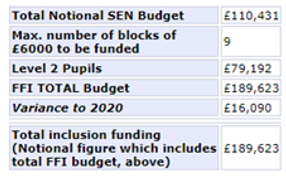
Learning in School for Vulnerable children with EHCP

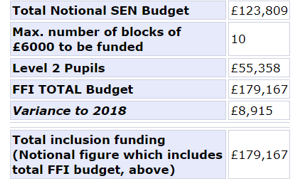
* Social stories were provided to support children with change
* A range of strategies, resources and learning styles were implemented to support need
* A flexible approach was applied to the curriculum, including personalized topics and projects of interest
* 1:1 support was provided for pupils with an EHCP

**School Funding**

**2019 – 2020 2020 -2021 2021 - 2022**







The SEND FFI budget is spent on supporting individual pupils through:

* 1:1 LSA support
* Specialist resources
* CPD for LSAs and teachers supporting pupils
* Professionals to support teaching and learning e.g. Speech and language therapist, Educational Psychologist and Catholci Care

Training

|  |  |  |
| --- | --- | --- |
| CPD | Who? | When? |
| Clicker training | All teachers | Autumn 20 |
| Medical training from professionals  Diabetes team  Epilepsy team  Nurse linked to pupil with PEG fitted | A range of teachers and support assistants across school | Autumn 20 |
| SlCN delivered by NHS speech and language therapist  Lego therapy  Use of visuals  Intensive interaction  Social stories | Relevant Support staff across school | Autumn term 2021 |
| SEND top 10 tips for remote learning | SENDCO | Jan 21 |
| Attachment - PIVOT AIP | SENDCO | Jan 21 |
| Autism – AIP pivot | SENDCO | Feb 21 |
| How to achieve and outstanding SENDCO - Helen Youngman | SENDCO | Mar 21 |
| Monitoring and evaluating SEND | SENDCO | Mar 21 |
| AET autism training from STARS tier 2 | Support assistant working in yr 2/3 | April 21 |
|  |  |  |
| Autism refresher – behaviours and strategies delivered by Educational Psychologist Anwar Hussain | All Teachers + 1 new support staff | May 21 |
| Intensive interaction - for working with pupils with SLCN difficulties particularly autism | All support staff | June 21 |
| AET STARS tier 1 training - virtual | All school staff | June 21 |
| NASEN can’t write, won’t write - reluctant writers | Teachers | March 21 |
| Asthma and Epi pen training | Support staff | May 21 |
| SENDSAP updates | SENDCO | July 21 |

* Training has been planned in response to need e.g. number of pupils with a diagnosis of autism has increased therefore more autism training has been accessed
* Training SENDCO has accessed has been cascaded down through staff meetings and individual staff discussions

Progress

* Pupils are tracked using O track, pupils working significantly below the expected level for their age or making very slow progress are tracked using B squared.
* Case studies to show this for individuals

**Attendance**

|  |  |
| --- | --- |
| SEND support attendance | 97.35 % |
| EHCP attendance | 95.97% |
| Non SEND | 97.73% |

Statutory duties

* Accessibility plan up to date
* Website compliant
* EHCP pupils are receiving their statutory right to provision
* Professional recommendations are being implemented

Actions

* Quality assurance cycle to be reimplemented next academic year – book scrutiny, observations, learning walks, SEND reviews
* Autism awareness and consistencies to be developed further throughout school
* Dyslexia screening to be continued to allow intervention plans to be put into place for specific pupils
* SLCN training model to be repeated, allowing support staff to build confidence – share good practice
* Staff and pupil views to be used to develop pupil and parent voice e.g. Would a SEND parent forum be useful? What other areas and information would be useful on the SEND padlet?