



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

ONE BODY, MANY PARTS

Corpus Christi Catholic Primary SEND Annual Report 2022

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		April 2022	
SEN Support	66	23%	74	26%	74	26%	68	23%
EHCP	1	0.3%	4	1.4%	5	1.8%	4	1.4%

2020

Primary need	Number of pupils on SEND register	% of SEND pupils at CCPS	National average %	Leeds average %
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

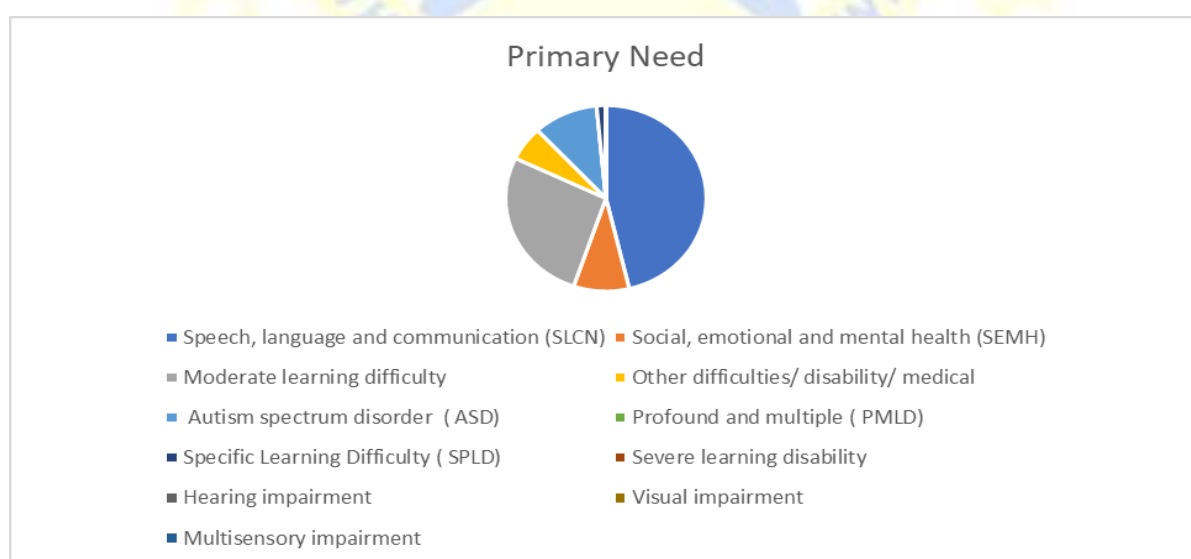
2021

Primary need	Number of pupils on SEND register	% of SEND pupils at CCPS	National average %	Leeds average %
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

2022

Primary need	Number of pupils on SEND register	% of SEND pupils at CCPS	National average %	Leeds average %

SEND pupils	68	23.3 (% of whole school)	12.2	13
Speech, language and communication (SLCN)	31	46	24.5	43.6%
Social, emotional and mental health (SEMH)	6	9	19.4	13.6%
Moderate learning difficulty	19	26.8	20	17.3%
Other difficulties/ disability/ medical	4	6	4.4 2.3 4.2 10.9	2.8%
Autism spectrum disorder (ASD)	7	10.4	7	7.6%
Profound and multiple (PMLD)	0	0	0.08	0.3%
Specific Learning Difficulty (SPLD)	1	1.5	14.4	7.6%
Severe learning disability	0	0	0.26	0.7%
Hearing impairment	0	0	1.7	1.6%
Visual impairment	0	0	1	0.9%
Multisensory impairment	0	0	0.2	0.2%
EHCP	4	1.4 (% of whole school)	3.7	2.4
Funded pupils (FFI top up funding)	12	19.4 (% of SEND pupils) 4.6 (% of whole school)	Data unavailable	Data unavailable



EYFS

	Number of pupils	Expected level in all 7 prime areas
Any SEN	9	0
EHCP	1	0
SEN support	8	0

Key Stage 1

Year 1 phonics

	Number of pupils	Passed
Any SEN	13	61%
EHCP	1	0%
SEN support	12	58%

Year 2

	Number of pupils	At National Expectation		
		Reading	Writing	Maths
Any SEN	8	13%	13%	25%
EHCP	0	NA	NA	NA
SEN support	8	13%	13%	25%

Key Stage 2

Year 6

	Number of pupils	At National Expectation				
		Reading	Writing	Maths	SPAG	R, W and M
Any SEN	8	100%	62.5%	75%	100%	62.5%
EHCP	0	NA	NA	NA	NA	NA
SEN support	8	100%	62.5%	75%	100%	62.5%

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 or Developmental Journal in EYFS
- Case studies to show this for individuals
- Pupil progress meetings and SEND review meetings are used to highlight need and plan intervention

School Funding

2019 – 2020

Total Notional SEN Budget	£123,809
Max. number of blocks of £6000 to be funded	10
Level 2 Pupils	£55,358
FFI TOTAL Budget	£179,167
Variance to 2018	£8,915
Total inclusion funding (Notional figure which includes total FFI budget, above)	
	£179,167

2020 -2021

Total Notional SEN Budget	£111,891
Max. number of blocks of £6000 to be funded	9
Level 2 Pupils	£61,642
FFI TOTAL Budget	£173,533
Variance to 2019	-£5,635
Total inclusion funding (Notional figure which includes total FFI budget, above)	
	£173,533

2021 - 2022

Total Notional SEN Budget	£110,431
Max. number of blocks of £6000 to be funded	9
Level 2 Pupils	£79,192
FFI TOTAL Budget	£189,623
Variance to 2020	£16,090
Total inclusion funding (Notional figure which includes total FFI budget, above)	
	£189,623

2022/2023

Notional Budget	Max Number Blocks of £6000 to be funded	Total FFI	Variance to Previous Fin Year	Total Inclusion Funding
£113,159.80	9	£94,580.82	£9,100.56	£207,740.62

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 Catholic Care Social workers to deliver individual sessions for emotional wellbeing

Training

CPD	Who	When
Clicker training	All teachers	Autumn 2020 and ongoing
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 2020 and ongoing as required
SICN delivered by NHS speech and language therapist Lego therapy	Relevant Support staff across school	Autumn term 2021

Use of visuals Intensive interaction Social stories		
SEND top 10 tips for remote learning	SENDCO	January 2021
Attachment - PIVOT AIP	SENDCO	January 20 21
Autism – AIP pivot	SENDCO	February 2021
How to achieve and outstanding SENDCO - Helen Youngman	SENDCO	March 20 21
Monitoring and evaluating SEND	SENDCO	March 20 21
AET autism training from STARS tier 2	Support assistant working in Year 2/3	April 2021
Autism refresher – behaviours and strategies delivered by Educational Psychologist Anwar Hussain	All Teachers + 1 new support staff	May 2021
Intensive interaction - for working with pupils with SLCN difficulties particularly autism	All support staff	June 2021
AET STARS tier 1 training - virtual	All school staff	June 2021
NASEN can't write, won't write - reluctant writers	Teachers	March 2021
Asthma and Epi pen training	Support staff	May 2021
Epilepsy emergency medication	Relevant staff	July 2021
SENDSAP updates	SENDCO	July 2021
Diabetes training	Relevant staff	July and September 2022
Graduated approach Toolkit training	SENDCO	June 2022
AET STARS refresher - Tier 1	All staff school-based staff	July 2022
AET stars Tier 1 refresher for EYFS	All EYFS based staff	July 2022
Team Teach Training	All EYFS based staff All other school-based staff	Sept 2022 Booked for February 2023
Level 5 Diploma in Specialist Teaching for Literacy – Related Difficulties (DIST)	SENDCo	Ongoing Completion - Spring 2023

- 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

Attendance

	2021	2022
SEND support attendance	97.35 %	94.97%
EHCP attendance	95.97%	96.06%
Non-SEND	97.73%	96.62%

Statutory duties

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

Actions 2022-2023

- Quality assurance cycle to be developed next academic year – book scrutiny, observations, learning walks, SEND reviews and FFI monitoring checklists including planned visits with SEND governor
- Autism awareness and appropriate provision to be developed further throughout school especially in EYFS and KS1
- Dyslexia screening to be continued to allow intervention plans to be put into place for specific pupils – SENDCO to deliver specific intervention
- 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. Develop parent SLCN work shops further.
- Continue to monitor attendance especially of SEND pupils without EHCP and action with cluster referrals and support where appropriate