

Annual SEN Report 2022/23

Evaluating the Effectiveness of Christ Church CE Primary School's provision for SEND.

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEN Policy and the Accessibility Plan.

At Christ Church our Christian vision and values guide us in our provision for children with SEND. All children are unique and special and are treated with dignity and respect.

Vision – Reach for the Stars – Living Life in all its fullness John 10-10

Values

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building on a solid foundation to encourage and inspire us to reach for our own star.

Mission

- ❖ We put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be.
- ❖ We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- ❖ We develop social growth and an understanding of compassion for others.
- ❖ We create a school environment that embraces difference where all children are equal. We cherish each other and ourselves and form healthy relationships offering respect, kindness and dignity.
- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them.

This report reflects how school has used SEND funding to meet pupils' needs.

Context :

- 29 children on SEND register (21% of school population).
- 5 children with an EHCP (3% of school population).
- 2 additional children also received additional funding from SENDOS for higher needs.
- The primary needs of children with SEND at Christ Church CE Primary School are : Communication and Interaction – 45%, Cognition and Learning – 42%, SEMH – 10%, Sensory and Physical – 3%.

Data :

- At the end of KS2, 8 children were identified with SEN. 3/8 children were working at end of year expectations in English and Maths. 7/8 children made good progress over the year in English and Maths.
- At the end of KS1, 4 children were identified with SEN. 2 children were working at age related expectations in English and Maths. 3/4 children made good progress in English and Maths.

Next Steps

- SENCO to continue to monitor school data 2023/24 at 3 assessment points throughout the year to identify children not making progress, monitor provision and consider referrals to external agencies.
- SENCO to continue to respond to staff concerns regarding pupil progress throughout the year and seek external support if needed.

Staff Training and Expertise :

- SENCO led INSET September 2022 – Priorities for provision for SEND children.
- SENCO carried out performance management for most TAS in school and identified future training needs.
- SENCO monitored support plans at 3 intervals over the year and provided informal support where needed to ensure targets were SMART and related to primary area of need.
- Specialist teacher from Specific Learning Difficulties team (SpLD) led staff training January 2023 for all teachers on Dyslexia awareness as well as coming to school to provide drop in sessions for teachers to discuss concerns.
- Positive Behaviour Strategies / Positive Handling training for all staff as part of INSET July 2023.
- SENCO attended LA training re. Descriptors of Need. SENCO began to highlight Descriptors of Need to identify needs of current Year 2 children (1 cohort) across the 4 areas of need.
- Staff in year 1 were supported by a specialist nursery nurse from SENDOS.
- Staff in EYFS were supported by a specialist nursery nurse and specialist communication and interaction teacher from SENDOS.
- New EYFS lead is SENCO trained – appointed July 2023.

Next Steps

- SENCO to continue to provide support for identified teachers, to ensure all targets on support plans are SMART and related to children's primary area of need
- SENCO to lead staff meeting re. Descriptors of Need 2023/24 – support from LA consultant.
- SENCO to arrange training for all staff re. ADHD.
- SENCO to audit training needs of TAs new to school during 2022/23.
- New EYFS lead to take on paperwork for children with SEND in EYFS and support SENCO across school where identified.

Working with Outside Agencies :

- During the year 2022/23 we worked with a range of Outside Agencies.
- SENCO has begun to use new online SEN ASAP form to send in new requests for SENDOS support.
- 1 higher needs child in KS1/2 and 1 child in EYFS was given additional funding from SEN ASAP and teachers were given support and advice from SENDOS EEAST and specialist communication and interaction teachers
- School used SENDOS Specific Learning Difficulties team (SpLD) to carry out assessments with 4 children with whom we had concerns about Dyslexia and Dyscalculia
- 2 children were diagnosed with mild / moderate concerns for dyslexia.
- 1 child received a place at a Communication and Interaction ARP for year 7.
- 1 child was referred to CYPS and is awaiting a full neurodevelopmental assessment.
- 7 other children are also still awaiting a full neurodevelopmental assessment through CYPS who were referred historically.

- 4 children received a diagnosis of autism.
- 2 children received a diagnosis of ADHD.
- School have worked with SALT to support children with Speech and Language needs.
- SENCO has begun to use new EHCP portal to send in new EHC needs assessment requests and submit advice.
- 7 requests for an EHC needs assessment were sent in – 3 children were successful in getting an EHCP. 3 children in year 6 were not successful.
- 1 request was still pending at the end of July 2023 but has been successful now.

Next Steps

- SENCO to continue to identify children where further support / advice should be sought from Outside agencies
- SENCO to prioritise referrals for younger children to ensure early intervention and funding is available
- SENCO to consider involvement of new SEMH team to provide further support / training re. Zones of regulation and audit of current provision

Pupils Views

- The views of children on our SEN register are sought termly. These are recorded on Support plans
- The views of children are sought as part of EHC needs assessment requests.
- SENCO monitored pupil voice within new support plans 2022/23 informally.

Next Steps

- SENCO to share good practice, with teachers where pupil voice has been incorporated effectively within new support plans 2023/24 - Staff meeting time.

Parents/Carers' Views

- The views of parents of children on our SEN register are sought termly in our discussions with parents about their child's individual targets. These are recorded on Support plans.
- SENCO monitored parent voice within new support plans 2022/23 informally.
- SENCO has continued to signpost new parents, where relevant, to other services via the Local Offer for families of children with SEND.

Next Steps

- SENCO to share good practice with teachers, where parent voice has been incorporated effectively within new support plans 2023/24 – Staff meeting time.
- SENCO to work with LA consultant to investigate where to signpost further support for families of children with SEND.

Link to Local Offer :

<https://www.newcastlesupportdirectory.org.uk/>

Date : January 2024 – H. Allison / S. Furno