

## Annual SEN Report 2018-19

### **Key Staff:**

Mrs S Holmes	SENDCO
Mrs A Makepeace	Governor for SEND
Mrs J Lyall	Governor for SEND

All of our Learning Support Assistants work with children with SEND during the week.

### **Networks**

The SENDCO attended Trust network meetings. These are one of the main forums for updating SENDCOs on local and national developments in SEND. They are also an opportunity for good practice sharing. The SENDCO also attended Local Authority Network meetings.

### **SEND Profile of the School**

The number of pupils on the SEND Register is slightly above the national figures.

### **Number of Pupils with SEND**

	2017-18	2018-19
SEN Support	78	75
Education, Health and Care Plan (EHCP)	2	4
Total % of pupils	16%	16%
% nationally	14.6%	12.6%

### **Breakdown by Year Group of SEND Population 2018-19**

	2018-19									Totals
	Clever Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
EHCP	0	1	0	0	1	0	1	0	1	4
SEN Support	1	10	7	10	7	8	5	11	16	75

### **Primary needs of SEND 2018-19**

Types of SEND	% of SEN population	
	2017-18	2018-19
Cognition and Learning Difficulty (including Dyslexia)	39%	27%
Communication and Interaction	60%	56%
Sensory/Physical Need (Hearing, Vision, Physical Need, Other)	14%	9%
Social, Emotional and/or Mental Health Need	15%	8%

We have two children attending a Speech and Language ARC full time.

## Attainment

<b>Key Stage 1 2018-19</b>						
Subject	Not Working at ARE		Working at ARE		Working at Greater Depth	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	75%	28%	25%	72%	0%	0%
Writing	75%	29%	25%	71%	0%	0%
Maths	75%	29%	25%	71%	0%	0%

<b>Key Stage 2 2018-19</b>						
Subject	Not Working at ARE		Working at ARE		Working at Greater Depth	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	76%	48%	24%	52%	0%	0%
Writing	82%	23%	18%	77%	0%	0%
Maths	71%	20%	29%	80%	0%	0%

## Progress Measures

The progress measures compare pupils' KS2 results to those of other pupils nationally with similar prior attainment at KS1. Progress scores are centred around 0, most schools are within the range of -5 to +5.

At Key Stage 2, the reading progress measure is 1.  
For writing, the progress measure is 2.7.  
For maths, the progress measure is 3.3.

The children who received SEN support have made progress against their individual targets. We know this as the progress of children with SEND is reviewed and new targets are set every term. Data and results from classroom assessments are also analysed. Parents are also informed of any intervention their child is receiving. The children's progress is regularly reported to their parents. The SENDCO was available to meet with parents throughout the year.

## Attendance 2018-19

Whole school attendance: 95%

Attendance of SEND pupils: 92.6%

Attendance of Non SEND pupils: 95.5%

Persistent absences for SEND pupils: 22.67%

Persistent absences for Non SEND pupils: 16.31%

There was 1 exclusion of a SEND pupil.

## Engagement in clubs and Extra-curricular activities:

All clubs and extra-curricular activities are fully inclusive and can be attended by any pupils in our school. Canning Street Primary School offers a range of clubs and extra-curricular activities. In addition, the school hosts Seasonal Fairs.

During the Summer Term 2018-19, 28 SEN children attended an after school club.

All SEN children participated in trips during school time in 2018-19.

### **Deployment of Staff and Resources**

The deployment of staff is reviewed continually to ensure the right provision and intervention is provided for pupils to make the greatest impact on progress. During the year, staff have been employed to support SEND children in the following ways:

- One-to-one provision for learning and behaviour needs
- Additional small group support for English and Maths
- Delivering Speech and Language programmes provided by Speech and Language Therapy Service to individual pupils
- Providing social and emotional support to individual pupils and groups of pupils using for example, Draw and Talk Therapy and Lego Therapy
- Carrying out phonic and reading interventions in KS1 and KS2
- Supporting pupils during less structured times of the day, for example in the Sensory Room and lunch/break times
- Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths
- Providing Box Time for individual pupils
- Providing Physiotherapy and Occupational Health programmes
- Supporting children with programmes from Hearing Impairment Teachers
- Supporting children with dyslexia using the programme Beat Dyslexia
- Delivered the TAC PAC sensory programme

Teaching assistants do not solely support SEND children. The SENDCO and SENDTA have supported/assessed many other children during the year that are not categorised as SEN but have additional needs.

### **Work with External Agencies**

During the course of the year we have sought advice from a number of outside agencies in order to support the children at Canning Street Primary School with Special Educational Needs and Disabilities, including:

- Speech and Language Therapy (SALT)
- Occupational Therapy Service
- Educational Psychology Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- School Health
- Social Care
- Community Paediatrics
- Hearing Impairment Service
- Vision Impairment Service
- EEAST
- SENTASS
- Thomas Bewick School
- Hadrian School

## **Staff Training and Expertise**

In 2018-19, the SENDCO undertook the National Award for Special Educational Needs Co-ordinators (NASC) and completed this successfully. The SENDCO also worked with the Local Authority who offered suggestions for school developments. Training on the topic of EHCP annual reviews was also attended by the SENDCO and this gave a thorough insight into how this should be completed.

During the year, staff training and expertise to support children with SEND was managed through pupil progress meetings and monitoring. Our 0-3 staff liaised closely with the EEAST Team to provide support for children with additional needs in the Early Years. A member of EEAST, worked in our Nursery setting on a weekly basis to provide support and ideas for staff to help the children. Early Years staff also attended training run by SALT around ASD.

Other staff worked closely with Educational Psychologists and SALT who gave advice on pupils who were making slower progress or showed signs of learning difficulty. We also worked closely with the Speech and Language Team who were able to provide advice and practical strategies for the classroom as well as individual programmes, which were modelled to members of staff in order that it could be delivered effectively when they were not on site.

The whole staff received training around Shared Reading and fluency as well as Maths. This impacted on supporting children with SEND to develop their reading and writing skills and confidence. All of the above training helped to develop staff confidence and expertise and to deliver very focused intervention and support to groups and individuals who have SEND.

All teaching staff attended a day training session about Autism and strategies to use to help these children. This was very useful and staff are now more aware of the needs of those with Autism and have strategies and are more knowledgeable with supporting them. All classrooms now have a visual timetable as this can support not only those with Autism but all children within a class.

Occupational Therapy delivered Sensational Classroom training for all staff, looking at the sensory needs of some children. Staff are now aware of strategies that can be used to support children with these needs. We have trialled the use of 'Thera bands' on chairs and this has been effective for some children.

Teaching staff had training from one of the Local Authorities Lead SENCOs on the new Newcastle document 'Mainstream Guidance.' Staff are now aware of this document and know to use it when thinking about provision for children. This will need refreshing next year.

Staff in Early Years had 'Moving and Handling' training provided by Hadrian School. They also had training about physical disabilities from Physiotherapy and Occupational Therapy. This ensured they were knowledgeable confident when supporting pupils with physical disabilities.

Lastly, all staff received positive handling training.

### **Next steps**

- Training from SENTASS around the area of speech, language and communication
- Training for SENCO about Local Authority updates.
- Dyslexia awareness training for teaching staff
- SENDCO to work with SENTASS around identification of children with dyslexic tendencies

- Ofsted training for SENCO and support for SENCO from Local Authority
- More staff to be trained in Lego Therapy
- Educational Therapist to support with key staff on effectively supporting specific pupils
- Smart targets on individual provision maps
- Change of individual provision maps to include pupil voice and strategies to support child
- Ensure staff are fully aware of steps to follow if concerned about a pupil
- ASD training for two TAs Nov 19
- Make use of the new Local Authority Single point of Contact
- Ensure new staff are aware of the Mainstream Guidance and how it can help.

**Link to Local Offer**

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>