

## Annual SEN Report 2016-2017.

### Key Staff:

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

Mrs L Cassidy	Special Educational Needs Teaching Assistants (SENDTAs)
Miss Blaylock	
Ms S Holden	
Mrs J Lyall	
Mrs Hussain	
Ms Curry	
Mrs Grabham	
Mr J Wintrip	

### Networks.

The SENDCOs attend all Trust network meetings. These are the main forum for updating SENDCOs on local and national developments in SEND. They are also an opportunity for good practice sharing.

### SEND Profile of the School.

The number of pupils on the SEND Register is slightly above the national figures. Since 2015 the % of our pupils on the SEND Register has remained stable at 17%.

### Number of Pupils with SEND.

	2015-2016	2016-2017
SEN Support	84	84
Education, Health and Care Plan (EHCP)	4	3
Total % of pupils	17%	17%
% nationally	13%	13%

### Breakdown by Year Group of SEND Population.

2015-2016										Totals
	Clever Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
EHCP	1	0	0	1	0	0	0	0	2	4
SEN Support	8	3	10	11	6	13	7	11	15	84

2016-2017										Totals
	Clever Tots	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
EHCP	1	0	0	0	1	0	0	1	0	3
SEN Support	4	10	9	11	10	11	12	6	11	84

### Primary needs of SEND 2016-2017.

Types of SEND	% of SEN population
Cognition and Learning Difficulty (including Dyslexia)	33%
Communication and Interaction	44%
Sensory/Physical Need (Hearing, Vision, Physical Need, Other)	12%
Social, Emotional and/or Mental Health Need	11%

We currently have one child attending a Speech and Language ARC full time.

### Attainment

Key Stage 2 2016-17						
Subject	Not Working at ARE		Working at ARE		Working at Greater Depth	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	82	32	18	68	9	16
GPS						
Writing	82	9	18	91	0	18
Maths	82	20	18	80	0	20

Key Stage 1 2016-17						
Subject	Not Working at ARE		Working at ARE		Working at Greater Depth	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	82	32	18	68	0	9
Writing	82	36	18	64	0	11
Maths	73	26	27	74	9	4

### Progress

	Prime Areas								
	Personal, Social & Emotional Development			Communication & Language			Physical Development		
	Progress	Expected or more	Accelerated	Progress	Expected or more	Accelerated	Progress	Expected or more	Accelerated
Clever Tots SEN Support	100%	100%	43%	100%	86%	43%	100%	86%	50%
Clever Tots EHCP (1)	100%	100%	100%	100%	100%	100%	100%	100%	0%

	Literacy						Maths					
	Reading			Writing			Numbers			Shape, Space and measures		
	Progress	Expected or more	Accelerated	Progress	Expected or more	Accelerated	Progress	Expected or more	Accelerated	Progress	Expected or more	Accelerated
Nursery SEN Support (9)	100%	78%	67%	100%	89%	67%	100%	89%	78%	100%	89%	78%
Rec SEN Support	100%	78%	78%	100%	67%	67%	100%	78%	78%	100%	78%	67%

		Reading			Writing			Maths		
		Progress	Expected or more	Accelerated	Progress	Expected or more	Accelerated	Progress	Expected or more	Accelerated
Y1	SEN Support (11)	100%	73%	36%	100%	82%	45%	100%	91%	82%
	EHCP (0)	-	-	-	-	-	-	-	-	-
Y2	SEN Support (9)	100%	67%	67%	100%	55%	44%	100%	56%	33%
	EHCP (1)	100%	0%	0%	100%	0%	0%	100%	0%	0%
Y3	SEN	100%	70%	70%	100%	80%	50%	100%	70%	50%

	Support (10)									
	EHCP (0)	-	-	-	-	-	-	-	-	-
Y4	SEN Support (11)	64%	27%	18%	73%	36%	27%	91%	64%	45%
	EHCP (0)	-	-	-	-	-	-	-	-	-
Y5	SEN Support (6)	100%	50%	33%	100%	50%	50%	100%	50%	50%
	EHCP (1)	100%	0%	0%	100%	0%	0%	100%	100%	100%
Y6	SEN Support	100%	91%	64%	100%	91%	73%	100%	73%	64%
	EHCP									

### **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.

<b>Group</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>SEND</b>	-4	+0.3	-2.8

The progress of SEND children in writing at Canning Street Primary School is significantly better than their progress in other areas of the curriculum.

The children who are currently receiving 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 SENDCOs are available to meet with parents throughout the year.

### **Attendance**

The attendance of SEND pupils is 94.2%.  
The whole school attendance is 95.1%.

Persistent absences for SEND pupils is 16.4%. This has fallen from 18.1% for the previous year.

Persistent absences of Non- SEND pupils is 11.4%.  
There have been no exclusions of any pupils.

### **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 to individual pupils from Speech and Language Therapy Service
- 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

- Supporting pupils during less structured times of the day for example in the Sensory Room
- 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

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
- Occupational Therapy Service
- Educational Psychology Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Special Educational Needs Teaching and Support Service (SENTASS)
- School Health
- Social Care
- Community Paediatrics
- Hearing Impairment Service

### **Staff Training and Expertise**

In 2016-17, staff training and expertise to support children with SEND was managed through our appraisal system and pupil progress meetings. Our 0-3 staff liaised closely with the EEAST Team to provide support for children with additional needs in the Early Years. Our staff worked closely with Educational Psychologists and SENTASS 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 Impairment Team as well as therapists from the team who were able to provide advice and practical strategies for the classroom. Some of our teaching assistants were trained in Lego Therapy to support children's communication needs and working memory. The whole staff received Shared Reading training and this impacted on supporting children with SEND to develop their reading 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.

### **Next steps**

- Staff training on identifying SEN needs.
- Liaise with Educational Psychologist to train staff on supporting children with Communication needs.
- Explore Speech and Language LEAPS package.
- Guided reading for SEN/New starters – 'Group 4' 1pm
- Phonics – 'Group 4' 9.10am for 20 mins.

- Autism training SENTA.
- Target SEN children for attendance.
- Views gathered from parents about SEN at Canning Street.
- Parent questionnaire about SEN at Canning Street.
- SENCOs to attend Trust SEN Meetings.
- Self-esteem groups to be organised.