

## **Annual SEN Report 2017/18**

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.

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

### **Context:**

- 19 children on SEND register. 14.5% of school population.
- 1 child with Top Up Funding.
- 2 children with an EHCP (1.5% of school population).
- The primary need of children with SEND at Christ Church CE Primary School is Cognition and Learning.

### **Data:**

- In KS2, 67% achieved age related expectations for combined Reading, Writing and Maths. Neither child with special educational needs achieved age related expectations in Reading, Writing or Maths.
- In KS1, 50% of SEN Support children achieved the expected standard for Reading, Writing and Mathematics.
- In the Year 1 Phonics Screen, 66.6% of children with SEN achieved the expected standard.
- There were no children identified as SEN at the end of EYFS.
- Absence rates for children with SEN have fallen over the last 2 years although the absence rate % is just above the national average.
- 100% of children with the Primary need Cognition and Learning worked with staff on targeted interventions.

### **Next Steps**

- Continue to work on the range of interventions used with children with Cognition and Learning as their primary need.

### **Staff Training and Expertise:**

- Helen Allison received some support from Sheila Kingsland (Senior SEND Advisor, Newcastle LEA) and Jill Tough (SEN Consultant) over the course of the year in her new role as SENCO.
- Helen Allison attended a SENCO network meeting in Newcastle LEA and an Ouseburn Learning Trust SENCO meeting.

### **Working with Outside Agencies:**

- We have used Angela Gemmell from SENTASS to carry out assessments on children with whom we had concerns about Dyslexia.
- School have worked with SLIT to support teaching assistants working with a child in our school with an EHCP.
- School have worked with CYPs to support a child gain a diagnosis of Autism.

- School have worked with EEAST team (Early Education Additional Support Team) to support a child within our Early Years Setting.
- School have worked with SENTASS to support a child with a Hearing Impairment.

#### Next Steps

- To share "Newcastle Mainstream Guidance" document with Teaching staff and discuss areas of need within the school staff relating to training / resources.
- Helen Allison (SENCO) to continue to attend Newcastle SENCO network meetings and Ouseburn Learning Trust SENCO meetings to further develop her expertise.

#### **Pupils' Views**

- Most children on the SEN register who are able to, are asked to provide their views before any review meetings. These are often collated via generic templates.

#### Next Steps

- Helen Allison (SENCO) will aim to consider more creative ways to develop the pupil voice of our SEN children during the year 2018/19.

#### **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 IEPs.
- Informal feedback from parents following reviews is generally positive. If and when a family present a concern or issue around the support of their child, school respond thoughtfully and quickly to ensure improvements in provision are made e.g. involving a child in appropriate after school clubs to support their development.

#### Next Steps

- Helen Allison (SENCO) will aim to develop her expertise further in relation to the support available within Newcastle LA for families of children with SEND.

Link to Local Offer:

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

**Date:** October 2018 – H. Allison/S. Furno