



Annual SEN Report 2019-2020

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Evaluating the Effectiveness of Broadwood Primary School's Provision for Pupils with SEND

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

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

At Broadwood Primary School, we believe it is essential to provide a well-balanced and challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality and accessible curriculum. Children's all round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for the future.

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, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

Our school is part of the West End Schools Trust, which is made up of eight schools across the West End of Newcastle. Working as part of a Trust has many advantages, with the main benefit being the dissemination of good and outstanding practice across the trust, in order to improve educational outcomes for children. As a result of working with eight other schools, we are exposed to a range of approaches which can then benefit the children at Broadwood Primary School.

SEN profile of Broadwood Primary School:

Total number of learners on roll: 265 **children**

Number of learners with SEN: **children 48**

Number of learner at SEN support level: 42 **children**

Number of learners at High Needs level: 18 **children**

Number of learners with our ARC: **children 11**

Number of learners who are SEN and Pupil Premium: children **32 children**

Number of learners who are SEN and EAL: **18 children**

Number of learners who are SEN, Pupil Premium and EAL: **6 children**

Number of learners with SEN who are girls: **20 children**

Number of learners with SEN who are boys: **28 children**

Breakdown of needs

Social, Emotional and Mental Health	7
Cognition and Learning	5
Physical/ sensory	12
Speech and Language or Communication Need	24
Total	48

Additional Provision:

We are fortunate to have additional resources in school for up to 10 children with hearing impairment. Children within the provision are fully included in classes and access the same opportunities as their peers.

Data

	Reading		Writing		Maths	
	Progress	At Expected	Progress	At Expected	Progress	At Expected
Year 2 (6)	83%	67%	100%	50%	100%	33%
Year 6 (6)	100%	83%	83%	50%	83%	83%

Next steps:

The lowest 20% of children in the school will continue to be a high priority in book looks, phonics assessments and reading with children. Additional interventions for these children such as lexia are also going to be given to the bottom 20% of children. Additional training and reading sessions will be set up in autumn term.

Attendance:

There were 15 pupils with SEND, out of 57, that fell below the national expectation of 96%. Of those 2 of those children attend the ARC. Out of these pupils there were 8 children who were persistent absentees that failed to engage with school expectations despite support being offered by Ms Joanne Jameson the attendance officer and PSW. School also employed an attendance officer as well to support the PSW. All staff work very hard to support parents in improving attendance for all pupils. The percentage of children with an EHCP attending school was 95.4%.

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. Broadwood Primary School offers a range of clubs and extra-curricular. In addition we have an active Parent Support who host regular discos and Seasonal Fairs. In addition to this, SEN children have been invited to specific sporting events at Percy Hedley Foundation and within the WEST trust.

Staff training and Expertise

- Safeguarding refresher
- The SENCO attended SENCO network meetings and the SEN conference. This has provided updated information and ways to improve SEN practice in the school as

well as making an informed decision for the support Broadwood needed to buy into (SEN consultants, Educational Psychologist and SENTASS support).

- SENCO trust networks – working with schools within the trust
- Foundation staff were meant to attend training run by EEAST staff but this was cancelled
- Dyslexia staff meeting run by SENTASS was due to happen in Summer Term but was cancelled
- All staff attended training ran by Maths First with a focus on support and challenge
- Two members of staff went on GNM Hub – mastery readiness training
- School part of English hub with a phonics focus on the bottom 20%

Next steps:

Continue to engage in relevant training to meet SEN needs. Newcastle is becoming an AET and dates for a programme is about to be issued. Staff will be identified through out school to access this training.

Working with Outside Agencies

Last year part of the SEN budget was spent on buying traded services including:

Our Educational Psychologist has continued to provide valuable information to build up an accurate profile of specific individual children. School has bought into the service again for the next academic year.

Broadwood has continued to be supported by SENTASS both in assessing the needs of the children and offering support in suggested strategies.

The WEST trust has purchased silver level so Broadwood will continue to be supported by the SEN consultants

A Cognition and Learning Review was meant to happen in March 2020; however this had to be cancelled. It is hope when schools are allowed visitors this can happen. The SLT continued to monitor books with a SEN focus which reflected the work that would have happened.

Broadwood has also been supported by the following agencies:

- Speech and Language
- CYPS
- Single Point of Contact
- Educational Psychologist
- School Health
- Kalmer Counselling
- Play therapist
- HI Team
- VI Team

Next steps:

The SENCO WEST team will meet in Autumn 2020 and will decide on a focus for the next years meetings. High on the agenda will be remote learning and how children on the SEN register are accessing this.

Supporting the Emotional Wellbeing of pupils

Our school has a Kalmer counsellor, who works with three children 1:1. Throughout the year, the safeguarding team has strengthened by meeting regularly to discuss vulnerable children and decide which pupils need counselling. However, Kalmer counselling came to an end in January 2020 and was replaced with a play therapist. It is hoped this will continue into the 20/21 academic year

The annual Health and Well-being event at St James' Park had to be cancelled.

Additional meetings with secondary transfers were arranged for specific children, who it was felt needed extra transition. This year these were virtual.

Children from Broadwood were selected to go to Wingrove Primary School as part of a well-being group and hearing the voice of children with special needs. Their opinions and values were celebrated in the event and shared at school.

Eight children took part on the Newcastle and North Tyneside Sports ability event from Year 3 and 4. This event enabled all children, regardless of need, to take part in a variety of sporting events. Children received a certificate in the whole school assembly.

Next steps:

A nurture Yurt has been built in the grounds of the school. This will enable all children to access a quiet and nurturing environment and take part in additional interventions. A focus on Lego therapy for older children will begin in Autumn 1. In addition to this the school has bought into a playtime programme called OPAL. This is a whole scheme initiative, which enables children to play and learn in a creative way using a variety of resources.

Pupils Views

From informal discussions pupils with SEND and through classroom observations, pupils appear to feel happy and safe to attend Broadwood. The majority of pupils enjoy learning and taking part in lessons. Several pupils commented on how they enjoyed learning and their class teachers. Most pupils felt well supported in their learning and know who they can ask if they are stuck.

Children were also invited as part of the monitoring process, to bring their books and show their work. Pupils really enjoyed discussing their work and sharing what they were learning about. In the summer term, 'All about me' sheets were sent home so children were given the opportunity to share their perspective about how they best learn and what they would like their teacher to know about them.

Next Steps:

Use Ipad to record pupils during reviews.

During Autumn term, carry out a pupil view – with a focus on cognition and learning, analyse responses and act upon accordingly. Continue to invite children to share their work during quality monitoring exercises. Pupil voice needs to be more explicit on IEPs so children are given an opportunity to discuss how they feel their learning is going.

Parents/Carers' Views

Broadwood has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carer time to prepare. In January 2020 a parent questionnaire was sent out and here was the information obtained:

Out of the 14 questionnaires that were handed back:

- 2 parents did not know the services that worked alongside the school
- 2 parents did not know where the SEND information was on the website
- 2 parents did not know about the Newcastle Local Offer

Next steps:

- Make SEND information easier to navigate on the Website
- During meetings (SEND reviews) discuss the local offer and explain what it is
- Have SEND leaflets in the school office for further information regarding services that work alongside school

What OFSTED says:

- Attendance has improved and behaviour is good. Pupils of many different cultures and faiths work and play together successfully.
- Leadership of SEND is a strength. Pupils with a hearing impairment receive excellent support from staff in the enhanced mainstream provision (HIARC) and when integrating with their peers in some school classrooms.
- Teaching assistants are well led, receive effective training and are deployed sensibly across the school.
- Most pupils with SEND make good progress from their different starting points.
- Leaders know pupils well. They have developed a thorough understanding of pupil's pastoral needs and family circumstances. In this way, leaders ensure that pupils are given opportunities to broaden their spiritual, moral, social and cultural development.

March 2019

Link to Local Offer

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

Date: September 2020