

St Michael's RC Primary School

Annual SEN Report 2019-20

Evaluating the Effectiveness of Provision for Pupils with SEND



Come as you are and grow with us

This is a report to reflect upon how school has used SEN funding to meet pupils' needs. It should be read alongside our SEN Information Report, the SEND policy and the Accessibility plan

School Context

St Michael's is an average sized primary school situated in the Elswick, Newcastle, catering for pupils aged 3-11. Pupil premium funding is well above average (58%) and minority ethnic groups, including those who do not have English as their first language is high (58%).

At St Michael's 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.

Number of Pupils with SEN 2019-2020	
Total of pupils on roll (including Nursery)	210
Number of SEN pupils in school	31
Number of pupils with an EHCP	2
Number of pupils in receipt of EYFS Inclusion funding	2
% of SEN pupils	15%

Type of SEN	% of SEN population	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Cognition & Learning	29%	0	0	0	0	0	2	5	2
Communication & Interaction	52%	2	2	2	1	4	1	2	2
Social, Emotional and/or Mental Health (SEMH)	13%	0	0	1	1	0	1	1	0
Sensory/Physical Need	6%	0	0	0	0	0	1	0	1

Data

Total number of pupils identified with SEN in EYFS is 4

Total number of pupils identified with SEN in KS1 is 5

Total number of pupils identified with SEN in KS2 is 22

KS1 SEN	Reading	Writing	Maths
Expected Progress or More	80%	80%	80%
Age Related Standards	17%	17%	33%
KS2 SEN	Reading	Writing	Maths
Expected Progress or More	67%	67%	67%
Age Related Standards	67%	67%	67%

Children with Special Educational Needs and Disabilities at St Michael's School are supported to reach the highest standard they possibly can. This is made possible through careful and thoughtful provision for children with Special Educational Needs. Regular monitoring and pupil progress meetings support the assessment and next steps for pupils with Special Educational Needs and Disabilities. All SEN pupils have targets set on their individual education plans (IEP's). These are reviewed termly in a formal meeting with the school SENCO or at a parent's evening. The outcome of bespoke and recommended interventions are recorded on the plans.

Next Steps

Continue to monitor the provision of SEND pupils and the SENCO to continue to monitor pupils IEP's termly to ensure that advice and recommendations are being used and that targets that are being set are challenging yet achievable. The Newcastle Assessment Tool (NAT) has been introduced this year so the use of it needs to be monitored and work scrutinise to take place to ensure work is matched to the child's ability.

Attendance

Attendance overall at St Michael's School for 2018- 2019 was 96.7%

Attendance for pupils with SEND in 2018-2019 was 96.2%

No SEND pupils last year were persistent absentees.

Attendance for pupils with an Education, Health and Care Plan is 97.2%

There were two fixed term exclusions last academic year.

There have been no fixed term exclusions this academic year and there no children on a reduced timetable.

Next steps:

Ensure that attendance for pupils with SEND remains high and continue to support parents in getting their children to school every day through the school's attendance initiatives such as the attendance disco, weekly top table and weekly attendance rewards. Continue to encourage use of breakfast club. Our Attendance Officers will continue to work and support parents and families with their child's attendance and will support families at home to establish routines to ensure attendance remains a priority.

Staff Training and Expertise

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils.

- 2 x staff have attended sessions delivered by the SPoC Team on supporting autism in the classroom.
- All staff have had lego therapy training
- EYFS and KS1 staff have had talk boost training
- All staff have had training led by the SENTASS team on supporting Dyslexia children in the mainstream classroom.
- 1 x Reception staff have accompanied parents for Autism training (3 sessions) delivered by Speech and language Therapy
- All staff have had training on the SEND Mainstream Guidance document
- All staff have attended Lexia training
- Staff have had 1:1 drop in sessions with educational psychologists and SENTASS team.
- All staff have had prevent training.
- 3 staff members have had autism training led by the staff at Thomas Bewick.

- SENCO and SEN TA attended inclusion conference
- A number of staff have worked alongside Speech and Language therapists, Occupational Therapists and Educational psychologists to develop strategies and learn new interventions such as Lego Therapy
- 1 x staff has attended a behaviour support strategies course
- The SENCO attends half termly network meetings with Catholic cluster of schools
- Some TAs attend termly SEN network meetings
- SENCO attended loss and bereavement training led by St Oswald's hospice.
- All staff have had updated safeguarding training
- EYFS/KS1 staff attended a training session in school about Autism strategies and Box time delivered by SENTASS Communication and Interaction team.

Next Steps:

- Regular SEN training sessions will be incorporated into the staff schedule during the academic year
- The SENCO will make sure that individual staff have appropriate CPD when needed
- The impact of the SEND Mainstream Guidance Document will be monitored through classroom drop ins and discussions with staff.

Working with outside agencies

We have bought in support from the following traded services in our school, to meet the needs of our pupils:

- Educational Psychology
- Kalmer Counselling for 6 sessions

We also work with and refer to the following non- traded services on a regular basis:

- Speech and Language Therapy
- The Specific Language Impairment Team
- School Health
- Occupational Therapy
- Physiotherapy
- Community Paediatrics

- School Health
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Local Authority SEN School Improvement Service

Next Steps:

- To continue to work closely with all services to support pupils and improve quality first teaching through training and recommendations
- Monitor the effectiveness of the services we buy in and the impact on our pupils, ensuring that we are getting value for money
- To promote outdoor learning and forest school for our pupils with SEN

Pupils Views

Pupils are consulted throughout the target setting process and are aware of their individual targets.

Pupils are encouraged to have a voice in school and they know who the adults are that they can pass on worries or concerns to. Classrooms have 'worry boxes' for children to privately ask for help when needed. There is an ethos where children feel comfortable and are encouraged to talk to their peers and staff.

Next Steps:

- To develop accessible documentation for pupils to record their views in meetings or in class
- To encourage the attendance of pupils at their review meetings, in particular Annual reviews so they can be involved in discussions.
- To attend pupil participation events within Newcastle.

Parents/Carers Views

St Michael's 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. We collect the views of parents and carers in a variety of ways. These include the following:

- Parents' Evenings
- Coffee Mornings
- Questionnaires (School and Local Authority)
- Social Media (Twitter)

Next Steps

Repeat the parent questionnaire in February to obtain more parent voice.

Newcastle Local Offer

Please follow the link below to access the Newcastle Local Offer for further information on services linked to SEN and Disability in Newcastle.

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