

Together we follow Jesus in our living and learning.

Annual SEN Report 2021-2022

Evaluating the Effectiveness of Provision for Pupils with SEND



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 Charles' Catholic Primary is an averaged size school situated in the heart of Gosforth in Newcastle Upon Tyne. The school caters for pupils aged 3-11. Pupil premium funding is below average with 11% of pupils being currently in receipt of additional funding.

At St Charles' 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 with is ambitious. 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, with Jesus at the centre of what we do.

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.

We use the Endowment Endowment Foundation, 5-a-day approach to implement the school curriculum.

SEND Profile for the last 12 months

Number of Pupils with SEND 2021/2022	
Total number of pupils on roll (including Nursery)	242
Number of SEND pupils in roll	16 (In total across the school year)
Number pupils added onto the SEND register	5
Number of pupils removed from the SEND register	2* Brothers removed from the school roll. One home schooled and the other transferred to Middle school.
Number of pupils with EHCP	2
Number of pupils in receipt of EYFS Inclusion funding	2
% of pupils with SEND	6%

Type of SEND	% of SEND population	N	R	I	2	3	4	5	6
Cognition and Learning		0	1*EHCP	0	0	0	1	1	1
Communication and Interaction		3	0	0	0	2	1	0	0
Social, Emotional		0	0	1	0	1	0	0	1

and/or mental health (SEMH)									
Sensory / Physical Need		0	0	0	0	0	0	0	1

Data

Total number of pupils identified with SEND in Early Years is 4.

Nursery: 3 pupils identified at SEN Support and 2 children received additional funding.

Reception: Successful application for an EHCP.

Additional Teaching Support was provided for one afternoon per week during Summer term for one Nursery pupil (after an application to the SEND ASAP panel).

Total number of pupils identified with SEND in KS1 is 5.

Total number of pupils identified with SEND in KS2 is 5.

KS1 SEND	Reading	Writing	Maths
Expected progress or more	NA	NA	NA
Age related standards	NA	NA	NA
KS2 SEND	Reading	Writing	Maths
Expected progress or more	100%	100%	100%
Age related standards	33%	33%	33%

Pupil progress information is available however due to cohort numbers is not published online.

Attendance

94.75% attendance for SEND pupils in 2021/2022 compared to whole school 95.15%.

SEN policy

Updated September 2021 to remove Mrs Higgins as SENDCo and update with Mrs Nealings.
Mrs Hague was added as Assistant SENDCo during Spring term 2022.

SEN information report on school website

This has been updated September 2022 and is now fully compliant using guidance from the SEND code of practice.

Statutory assessments

Early Learning Goals: The pupil identified with SEND did not achieve GLD.

Phonics Screen: The one SEND pupil passed the phonic screen.

KS1: No identified pupils with SEND.

KS2 pupils were allocated additional time to complete their end of key stage assessments. Pupils accessed the tests as routine normal practice working with familiar teaching support staff. Pupils made good progress from their starting points. Two of the Year 6 pupils were added to the SEND register in Year 6 after assessment from the Educational Psychologist and ADHD diagnosis.

Accessibility plan

The accessibility plan is currently in place up to 2025. It will be reviewed September 2022.

SEND budget and spending

Approximately £20000 was allocated to supply staff to support a pupil with SEMH needs. This was not value for money as staff changed due to the demands of the role.

£4500 was spent on Educational Psychology (EP) support. This provided advice for learning plans, applications for EHCPs and training for staff. This was invaluable and the positive impact has been evidenced in the progress pupils made and the support the staff received.

Staffing for SEND

Mrs Mitchinson (support staff) is currently employed for 3 days per week to support a pupil with an EHCP plan.

All support staff, work with pupils with SEND across the school.

Interventions

What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?

Read Write Inc. one to one tuition has been used successfully to close gaps in learning (partially due to COVID and specific need).

Memory Magic. This was for identified pupils with weak memory from the specific learning difficulty team and from the EP. Progress was monitored and all pupils made progress.

Fostering fluency. This reading intervention was used to support pupils in KS2 who had just finished the RWInc. Programme but their reading speed was slowing them from accessing the KS2 reading curriculum in lessons. Baseline scores were taken using GL assessments and all pupils made excellent progress.

Box time. Used to support ASD pupils across the school.

Special time. Use to support social communication in Nursery.

Speech and Language interventions. Black sheep and Time to talk, colourful semantics. All supported pupils make progress.

Leaders monitor the impact of interventions on pupil progress and evaluating whether it has closed the gaps in knowledge.

CPD for SEND

Attachment training

Mental Health from Place 2Be for all support staff.

Whole school training on SEND areas of need.

Rosenshine teaching and learning strategies.

Positive handling training.

Fostering fluency training

Phonics Training

Reading fluency training

Maths hub training

Makaton training

Pupil voice

Pupil discussion take place termly and children say how they feel about school and their learning.

Subject leaders also involved SEND pupils in book looks.

Pupils rated school between 9/10 or 10/10.

One pupil was not aware of the targets on their learning plans.

Action: share plans with pupils and ensure they are all aware of their personal targets.

Parent/carer voice

Parents are involved in the graduated approach. In SEND Reviews, parents contribute how they felt their child has achieved. They are also involved in creating targets.

Parent views were collected in Summer term.

3 parents returned parental survey. They were all positive.

One survey commented that school is approachable with regards to special needs and said they felt this was not the case in the past.

Action: Leaders will continue to make themselves available for parents to share concerns regarding SEND.

External agencies

Support from Educational Psychologist Dr Booth for assessment, classroom observations, and staff CPD.

Support through SEND ASAP for funding and advice for SEND pupils.

Specialist learning difficulty teachers, ASD specialist teachers and speech and language teachers / therapists have supported staff and assessed children. This information has been used to inform provision.

Private Occupational Therapy has supported staff with regulation strategies to use to help regulate a child in school.

There were 2 specialist teaching support staff working in school. One supporting in Nursery and one supporting a pupil with SEMH.

Vulnerable learner support from Alison Cairns from Clennell Solutions.

Complaints relating to SEND

None this academic year.

Any other developments regarding SEND?

Leaders have invested in building work to create a quiet sensory / working area for children. This is due to be completed Autumn 2022.

Mrs Nealings will remain as SENDCo supported by Mrs Hague (Temporary TLR) for part of next academic year.

Are there any concerns regarding provision for pupils with SEND?

Leaders have raised concerns with the local authority regarding a pupil who was offered specialist provision and parents declined the offer.

This child has been excluded twice this academic year for assaulting staff. Staff have refused to support this child as they find the work challenging.

Staff are concerned that they are not able to provide an academic education for this pupil as they are supporting her mental health needs daily.

Local offer:

The new SEND policy and information report for 2022/23 contains information for parents about the local offer. Consultation has taken place with some SEND parents.

L Nealings September 2022

