



Annual SEN Report 2019-20

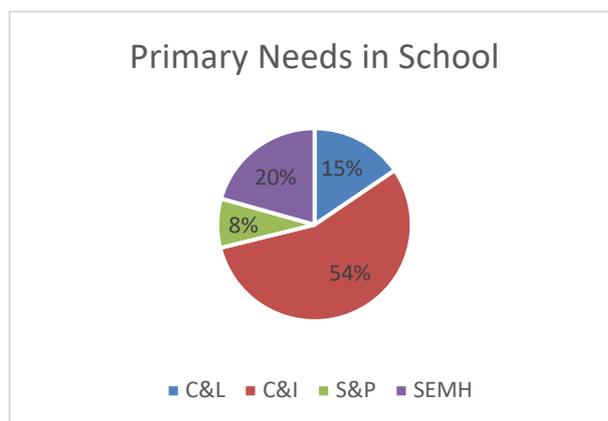
Evaluating the Effectiveness of Archibald First School's Provision for Pupils with SEND

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 Archibald First School has used SEN funding to meet pupils' needs during the academic year 2019-20.

Context:

- 26 pupils out of a role of 343 were on the SEN register
- Of that 26, 17 were SEN support, one of whom received EFAST funding, and 9 children had an EHCP. One more EHCP was in process at the end of the academic year and another one is due to be started in September.
- Communication and Interaction is the most prevalent primary need with 14 children having either a diagnosis or significant characteristics of autism.
- 7% of the school population has SEN.



Data information:

- All SEN pupils were making progress in all areas prior to lock-down, either in terms of tracker steps or according to an individualised assessment grid, and many are at age-expected levels of attainment.
- Attendance for pupils with SEND was in line with the rest of the school population, averaging 97%, prior to Covid-19.
- There have been no exclusions during this period for children with SEN.
- Engagement in clubs is well monitored. SEN pupils have been involved in Multi-Skills, Mini-Tennis, Taekwondo, Cross Country, Let's Get Building, PE Booster, Green Team. A register is compiled and kept on record to ensure SEN pupils have access to clubs. There are opportunities for SEN children to be part of the School Council, but these are not always taken up.
- Interventions are closely tracked over a half-term. Entry and exit pieces of work are assessed for each intervention. Objectives are tight and closely monitored.

Impact of COVID-19

- All families were contacted regularly by the head teacher, SENCo or FSA.
- Initially, many families chose to keep their children at home.
- A number of families had members who were shielding.
- Regular discussions with families of children with EHCPs to determine the best place for children.
- 8/9 children with EHCPs attended school at least part-time. The one child who didn't was shielding and the family was regularly contacted by the SENCo and class teacher.
- 9/17 SEN support children attended school at least part-time. Families of those who did not were contacted regularly by SENCo, head teacher, FSA or class teacher.

How do we evaluate the effectiveness of SEN provision?

- At the termly review meetings, the progress made by individual pupils with SEND is discussed and explained to their parents. The views of parents on how successful the provision has been in enabling their child to attain their set outcomes is sought. This information feeds into the targets set for the child on their next Individual Education Programme (IEP).
- The progress and attainment of those children with SEND is measured termly by the SENCO and discussed with the Senior Leadership Team during Planning and Progress meetings. This enables the provision for each child to be evaluated. We aim for all children, including those with SEND, to make at least expected progress throughout each school year and we expect them to meet the targets they have been set. If the termly data suggests that the progress made keeps them on track for meeting their targets, we know their provision is successful; if the progress made suggests they may not meet their targets, we know provision needs to be changed in order to ensure they do.
- The SENCO compiles an annual data report about the attainment of SEND children. This is shared with the SLT and the Governing Body. It is also available for any required external moderation, e.g. Ofsted.
- The data report and Planning and Progress information all feed in to planning and provision mapping for the following academic year.

Staff Training and Expertise:

- SENCo NASENCO qualification
- SENCo and SENTA trained as Forest School Leadeers
- Year 1 Makaton upskilling (all year)
- Reception staff and parent Autism S&L training – three sessions, one a term (attended in Autumn Term, others cancelled)
- Reception staff and parent Autism S&L recorded training
- Specialist Nursery Nurse from EEAST upskilling EYs staff.
- Gosforth Trust SENCo network meetings
- City-wide SENCo and SENTA network meetings
- HT, DHT and SENCo attended SEN annual conference

Next steps:

- Continue to roll out Makaton and Moving and Handling training throughout the school, as need arises.
- More Autism training throughout the whole school.

Working with Outside Agencies

Include work with other professionals and the impact on attainment, progress, pupil involvement etc

- S&L – implementation of programmes for specific children and up-skilling staff
- OT – implementation of programmes for specific children and up-skilling staff
- Physiotherapy

- EEAST
- SENTASS VI And HI teams
- Percy Hedley School – supporting a child with a split placement
- Teacher for the Deaf
- Hadrian Special School
- Educational Psychology Team
- RCAS
- Continence Nurse
- Jigsaw – private OT and S&L
- CYPs
- LA SEN School Improvement Team

Next Steps:

- Continue to develop these links and share expertise within staff.
- AW to start secondment with EEAST in September 2020.
- AW to be trained by AET to deliver EYs Autism CPD.

Pupils Views:

- Pupils' views are regularly gathered by support staff and class teachers, particularly in the review and setting of IEP targets and prior to termly reviews.
- When appropriate, pupils are invited to reviews to share their feelings and thoughts.
- Children expressed that they were supported well and knew who to ask if they needed help.

Next Steps:

- Explore other ways of gathering pupils' views.
- Discuss with GST trust SENCoS how they gather these views and opinions.

Parents/Carers' Views:

Parent/carers' views are gathered in a range of different ways:

- Parents evenings
- Termly reviews
- Parent questionnaires
- Coffee mornings/afternoons with SENCo/FSA
- GST SEN Fair (postponed June 2020)

What parents say...

"The staff are creative and thoughtful in finding ways to include our daughter in school."

"If we have any concerns, we know just to mention them and we can arrange a meeting."

"School always goes above and beyond to help my child's learning and school experience."

Next steps:

- Parents have said that they are keen to have more coffee afternoon/lunch sessions. This would provide an informal environment to gather feedback and to share information about local activities and organisations.
- Coffee morning sessions were planned for Spring and Summer terms but cancelled due to Covid-19.

What OFSTED says...

'All groups of pupils, including those who speak English as an additional language, those who are potentially vulnerable, are disabled or have special educational needs make excellent progress. This is because the school is committed to equality of opportunity. Pupils' progress is checked regularly and carefully. Where there is any chance of pupils slipping behind, they are offered effective support from the class teacher and the teaching assistants.'

'Disabled children and those with special educational needs are assessed quickly and have the support they need from an early stage, often provided directly by the school. As a result, they are nurtured very well and make similar progress to their school friends.'

OFSTED April 2015

Link to Local Offer

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

Angela Ward

July 2020