

Annual SEN Report 2021-2022

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

The Annual SEN Report should be read in conjunction 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.

Context:

Havannah First School is a 'good' school (Ofsted, March 2018) and we consider our school to be a happy and vibrant place where children become excellent learners as they develop and grow. Our outcomes show that the children in our school make excellent progress in their five years with us.

Our last Ofsted inspection recognised the improvements made in the quality of teaching across the school and the resulting acceleration of progress for all children, including those with SEN:

"The quality of teaching continues to improve because of your resolute focus on this aspect of the school's work and the range of personalised staff training and development provided. This improvement in the quality of teaching and a sharper focus on pupils who may be at risk of falling behind are accelerating the progress that pupils make in their learning. This is particularly the case for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities." (Ofsted letter, March 2018).

Havannah First School is part of the Gosforth Schools' Trust which is a partnership of ten schools and one school partner from the North East sector of Newcastle upon Tyne and Newcastle City Council. For many years the eleven schools have successfully worked together and this was formalised with the formation of the Trust in 2014. The SENCOs across the Trust work together particularly closely and this gives many opportunities for the sharing of good practice, resources and strategies all with the aim of improving the provision and the outcomes for children with Special Educational Needs.

SEN profile of the school of Havannah First School

Total number of learners on roll: 240 children

Number of learners with SEN: 18 children (7.5%)

Number of learners at SEN support level: 18 children

Number of learners at High Needs level: 0 children

Number of learners with an EHCP: 2 (plus 2 applications in)

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

Number of learners who are SEN and EAL: 2 children

Number of learners who are SEN, Pupil Premium and EAL: 1 child

Percentage of SEN population:

Early Years Foundation Stage: Reception: 16.6%

Key Stage 1: 44.4 %

Year 1: 16.6%

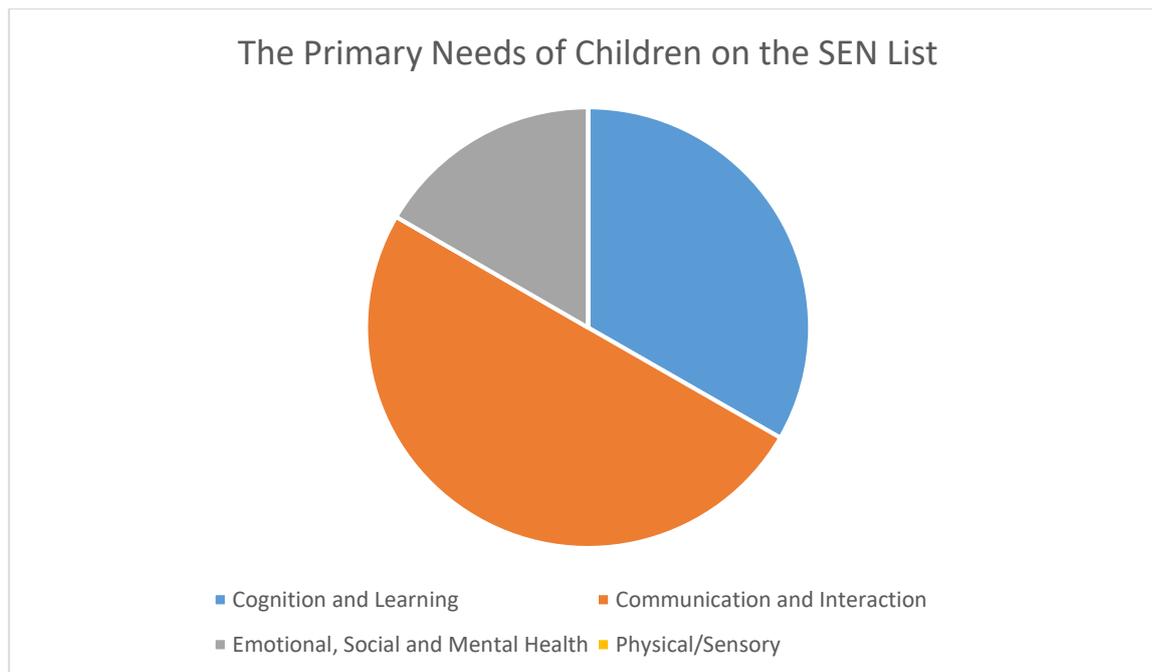
Year 2: 27.7%

Lower Key Stage: 38.8 %

Year 3: 22.2%

Year 4: 16.6%

The Primary needs of the children on the SEND list



Nationally the percentage of pupils with special educational needs is now **16.6%**; in our school population, **7.5%** of the children have SEN.

Data

EYFS

Pupils reaching a good level of development

	School (July 2022)	National (2022)
SEN support (2)	0%	National data to be released November 2022 2020-21 Statistics release cancelled
EHCP (1)	0%	
All pupils	77%	

KEY STAGE 1

Year 1 phonics screen - pupils meeting the expected standard of phonics decoding

	School (June 2022)	National (SEN) (2022)	National (All pupils) (2022)
SEN support (3)	33.3%	38%	75%
EHCP	-		
All pupils	91%		

Year 1 – pupils reaching the expected standard

	All SEN (3)	SEN support (3)	EHCP	All pupils
Reading	33.3%	33.3%	-	82%
Writing	33.3%	33.3%	-	78%
Maths	0%	0%	-	89%

Year 2 – pupils reaching the expected standard

Reading	School (July 2022)	National (2022)
SEN support (5)	20%	26%
EHCP	-	12%
All pupils	77%	67%

Writing	School (July 2022)	National (2022)
SEN support (5)	20%	17%
EHCP	-	7%
All pupils	77%	58%

Maths	School (July 2022)	National (2022)
SEN support (5)	20%	29%
EHCP	-	14%
All pupils	80%	68%

KEY STAGE 2

Year 3 – pupils reaching the expected standard

July 2022	All SEN (4)	SEN support (3)	EHCP (1)	All pupils
Reading	50%	33.3%	100%	82%
Writing	25%	0%	100%	71%
Maths	50%	33.3%	100%	80%

Year 4 – pupils reaching the expected standard

July 2022	All SEN (3)	SEN support (3)	EHCP (0)	All pupils
Reading	0%	0%	-	87%
Writing	0%	0%	-	78%
Maths	0%	0%	-	82%

SEND Outcomes:

- It is important to recognise the numbers of pupils in each year group with SEN are small.
- National data for 2022 shows that outcomes for all pupils have declined following Covid.
- Outcomes reflect the needs of the pupils. Where children haven't reached the expected standard, significant progress has still been made towards meeting the expected standard.
- Two children who are included in the SEN Support data (one in Reception and one in Year 4)

are also awaiting EHCPs, illustrating their significant needs.

- The enormous disruption to learning and to SEN services has had an impact on outcomes for children. This is a national picture and we have been working hard to close these gaps through targeted intervention. We were able to continue speech and language interventions and EHCP targets through Zoom sessions during lockdown and these interventions were quickly resumed when children returned to school.
- Many children on SEN Support are waiting for referrals from CYPS and SALT. We have been unable to access any Educational Psychologist support through our traded service level agreement this year.
- Four of our children on SEN support have been in-year admits from other schools. This has impacted on their attainment. Targeted interventions are in place for these children to close gaps in their learning.
- The children in Year 1 and Year 2 who achieved the expected standard in phonics and reading, writing and maths did so following intervention programmes.

Next steps/Things to continue:

- SENCO to monitor the interventions and provision across all classes for children with SEN. Ensure that children's Support Plans match the targeted interventions carried out.
- On-going analysis of reading and writing progress data for children using the IDL software to continually evaluate its effectiveness for the group as a whole as well as individuals.
- Support for children with SEN is also monitored by the HT and DHT during termly Pupil Progress Meetings.
- Half termly phonics assessments in Reception and Year 1 track progress for children with SEN. Individual assessments for children in Year 2 and above who didn't meet the expected standard.

SEN attendance 2021-2022:

Average attendance for the whole school population: 94.14%

Average attendance for SEN children: 91.61 %

Exclusions: There were 3 half day fixed exclusions for a pupil with SEN.

In 2020/21 nationally there were 11.86% of children with SEN who had fixed exclusions. (This figure includes children at secondary school age).

The attendance figures for children is lower than the school average and this is a largely the result of one child being seriously ill during this period.

Extra curricular activities

Following Covid, extra-curricular activities have started to resume this year. External providers have delivered Art club, Spanish club and multi-skills. These have been after school. Children with SEN have been supported to join these clubs where appropriate and staff have been aware of the

different needs of the children so that they can adapt their provision accordingly. Staff have resumed their clubs at lunchtime too and these have included: recorder club; card swap club; Zumba; reading club; construction club.

All pupils, including those with SEN, are invited to attend all the activities that are offered. Monitoring attendance at those clubs offered by outside providers is difficult because they are run independently, although staff do have some awareness of who is attending them. Children thought to be interested in clubs on offer are supported in talking to their parents about these opportunities. Clubs run by staff are open to all who are interested, subject to any restrictions on ages and numbers of children. Staff share information about children who would particularly benefit from attending a particular club and they also ensure children are supported in completing and returning the form expressing their preference in the autumn term.

Next steps:

- On-going informal monitoring of how many and which children are accessing extra-curricular activities. Support for children to express their preference of clubs on offer by school staff as required.
- Mentoring meetings with children who receive Pupil Premium funding and who have SEN to see which clubs they would like to attend.
- In 2022-23 there will be many more clubs on offer such as: tennis; ballet; taekwondo and cycling. We are also starting our outdoor learning offer and children will be selected to take part according to their individual needs.
- 'No Voice too Small' project in KS2 will include children with SEN to increase confidence with public speaking.

Continuing Professional Development

- On-going attendance at Trust and City-wide network meetings for the SENCO and the SEN TA networks for the TAs to ensure new initiatives are learned about, good practice is shared and support can be received from peers and the SEN Consultants and Advisors for Newcastle.
- On-going liaison and support from SEND Outreach, EP and ASAP.
- All staff had 'Making Sense of Autism' training
- Reception Leader did the 'Good Autism Practice' course
- Positive handling training for key staff
- 'Working Effectively with Traumatized Children' course (SENCO)

Next steps:

- Staff training day training on supporting EAL children with SEN
- Staff training on 'Anxiety and Autism'
- SENCO to begin the national qualification for SENCOs

Resources:

We have ensured that pupils with SEN have the correct resources in order to access their learning.

Resources we have purchased this year include:

- Fidget toys
- Sloped desks
- Pencil grips
- Shaped pencils for easier grip
- Resistance bands
- Chew toys
- Ear defenders

Working with Outside Agencies

Agencies who have provided support and advice this year are:

- Speech and Language
- SEND Outreach
- CYPS
- Educational Psychologist
- Occupational Therapy
- School Health
- Family Support Partner
- Early Help

The information that has been provided by outside agencies has been invaluable, all advice has been acted upon and the strategies recommended have been put into everyday practice enabling pupils with SEN to make better progress.

Two EHCPs were applied for during this year. One child has now moved to middle school and we are waiting for the other one to be finalised.

We received funding through ASAP for a child which we put towards the cost of 1 to 1 support. We also received support through ASAP from the Communication and Interaction team.

Next steps: Continue to work with external agencies to support the needs of the children and the training needs of staff.

Pupils Views

We gain pupil's views at the start of their Support Plans and these are reviewed annually. Pupils say they are happy in school and they tell us which parts of their learning that they need help with. Lots of children like playtimes and they like it when they get help for subjects they find difficult.

Next Steps: SENCO to start termly meetings 1 to 1 with children with SEN to talk to them about their learning, read with them and look at their books together.

Parents/Carers' Views

Havannah First School welcomes and encourages parents to be involved 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 fully involved in the review process, meeting at least termly with their child's class teacher and/or

the SENCO. Parents give positive feedback to class teachers and the SENCO at review meetings and parents' evenings. We use CPOMS to record all discussions with parents of children with SEN so that we can ensure that all concerns are acted upon.

Next steps:

- Continue to write up review meeting notes so that a record of discussion is logged consistently across all classes.

Link to Local Offer:

For further information and support relating to SEN please visit:

www.newcastlesupportdirectory.org.uk