

St Alban's Catholic Primary School

Enjoying and Excelling in the Presence of God

SEND Report December 2023

Evaluating the Effectiveness of Provision for Pupils with SEND

This Report should be read in consultation with the SEND Policy and the Accessibility Plan. This report reflects how school has used SEND funding to meet pupils' needs.

School SEND data:

- At the start of September 2023 **17%** of our children were on the SEND register, compared to national average **13%**.
- The gender breakdown of the School SEND register is **26** Boys and **14** girls
- In Key Stage Two, **16%** of the children on the SEND register achieved the required standard in Reading Writing & Maths in Summer 2022.
- **53%** of SEND pupils engaged with at least **1** after school activity/club in the academic year of 22-23.
- Attendance for pupils with SEND in 22-23 was **92.6%** compared to whole school attendance at **94.3%**.
- There were **no** exclusions/suspensions for SEND pupils in the academic year of 2022-23.

For ALL children at St. Alban's with an additional need we have:

- Developed a coherent system for creating pupil centred SEND support plans in line with Newcastle Local Authority, clearly stating the pupil's area(s) of need, their targets and the provision and resources to be implemented;
- Involved the pupil, families and key staff members in the writing, implementing and reviewing these individual plans;
- Used Newcastle SEND Mainstream guidance and Early Years Universal Guidance to support provision;
- Delivered 'Quality First Teaching', an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress;
- Made lessons as inclusive as possible and made adjustments to support 'Quality First Teaching' and have followed advice from outside agencies. We have resourced physical aids where necessary, e.g. pencil grips, ear defenders, therapy putty, sloping desk, fidget cushion;
- Sought support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to. Specialist's reports were analysed and recommendations adhered to. Meetings have been held with children, parents, teachers and support assistants to discuss the needs and provision for their pupils;
- Evaluated impact of school-related activities in terms of their positive impact on the learning success and inclusion of pupils with SEND;
- Monitored progress, held pupil reviews, scrutinized data and used extra assessments procedures ie., Salford Reading Tests;
- Used strategies to reduce anxiety/ promote emotional well-being;
- Ensured that our school activities, residential and trips were accessible to all our SEND pupils;
- Allocated support staff where they are needed throughout the school to ensure pupil progress and independence;
- Considered access arrangements considered for internal and external assessment tests;
- Supported our families with children with SEND, formally through review meetings three times per year and informally through an 'open door' approach. Our SENCO and PSA have signposted families to services and organisations which may offer appropriate support or advice via the 'Newcastle Local Office';
- Guided pupils and families during all periods of transition and liaised closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible;
- Provided support with personal and intimate care for a minority of children, and provided changing facilities with two adults present for safe guarding;

- Monitored teaching and learning, talked with the children and staff, looked at children's books and at looked at the school environment with the children;
- Provided visual timetables in each classroom;
- Worked to monitor attendance and work with families to aim for improvement through our PSA;
- Supported SEND pupils through the delivery of a diversity assemblies for children and staff to promote acceptance, tolerance and understanding.
- Put in place a lunch time nurture group for children with ASD and SEMH issues;

Types of SEND	Support/provision/ staff expertise
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to support pupils to understand what will happen and when • Areas of low distraction / individual workstations • SEND and EAL children have been provided with personal resource packs so that they can access support resources with independence • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day, ie. lunch time nurture group • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts, • Opportunities to communicate in various ways given, e.g. pictures • Small group or one-to-one support for developing pupil’s speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing include fiddle resources, stress ball, calm down space Support during times of stress or anxiety, busy boxes for self-regulation • Strategies to reduce anxiety. Zones of Regulation Intervention for resilience and emotional awareness run by SENCO, Therapeutic Story Writing Intervention for resilience and self-regulation-SENCO; • Promote SEMH awareness RISE intervention- whole school, small group and individual work, Fuzzy subjects resilience training by the Children’s Society, small group work • School counsellor- Road Centre providing 1:1 counselling • Social skills support through whole school ‘RSE’ ‘Ten 10’ work • Planned movement breaks for children • Use of individualised reward systems to promote learning and enhance self-esteem • Whole staff training-Autism Awareness SENASAP and advice/training for particular pupils, eg. Box time • Trained staff in ‘Talk Boost’ for early years

<p>Cognition and Learning Needs</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia) 	<ul style="list-style-type: none"> • Strategies to promote and develop learning skills with increasing independence including personalised SEND resource packs where required • Additional small group support in class from the class teacher and support staff • Small group intervention programmes have been delivered to improve skills in reading (Rapid Reading) and maths (Number Stacks) • Provided staff training in ‘Number Stacks’ and ‘Rapid Reading’ interventions • Small group daily phonics teaching for pupils at their level of phonic acquisition • Use of ICT to support and evidence learning in a variety of ways • Readily available coloured overlays following colour assessments • Opportunities for pre-teaching and revisiting key learning • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Strategies and resources to reduce anxiety (breathing techniques, fidget toys, stress ball, chewy) • Advice and support from Dyslexia Specialist teacher which included staff training and teacher drop ins. Staff and the specialist teachers analysed children’s writing together • Accessible differentiated homework where required • Carefully positioned children in class in relation to their needs
<p>Social, Emotional and Mental Health Difficulties</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Behaviour policy is implemented with reasonable adjusted where required • Risk assessments have been carried out to ensure the safety and inclusion of all pupils in all activities • Referrals have been made to specialists outside of the school (e.g. Educational Psychology Service, CYPS, SEND ASAP, Road Centre, School Health) • Small group targeted programmes have been delivered to pupils to improve social skills, emotional resilience and to give strategies to reduce anxiety and promote self-regulation. The Road Centre Counselling Service, Resilience training, Therapeutic Story Writing, RISE well-being training and Children Society’s Fuzzy subjects have all taken place on a need basis

	<ul style="list-style-type: none"> • Residential trips and day trips have taken place, which help to develop social, emotional and behavioural resilience and promote independence • Staff have been trained in positive handling • Children in class have been carefully positioned in relation to their needs
<p>Sensory and/or Physical Needs</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Children have been supported with physical aids or resources where necessary or where advised by specialists. These have included posture cushion, pencil grips, spring scissors, therapy putty. • Children are helped with personal and intimate care, if and when needed • Every effort has been made to make the school building accessible as possible, for example, disabled toilet facilities, accessible ramp fitted for entrance into school where required for wheel chair access • Accessed training for specific staff in administering diabetic medicines and medication for seizures. Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips/visits, etc. (See Administering Medicines Policy) • Accessed training for moving and handling from specialist setting for staff specific to individual pupil • Planned movement breaks for pupils as and when required • Allowed for alternative ways of recording ideas/writing/investigations • Adjustments to physical environment and resources where appropriate • Carefully positioned children in class in relation to their needs

Working with Outside Agencies

At St Alban's we always seek the best possible professional advice. As well as working with the LA, we have bought in support from the following traded and traded services in our school, to meet the needs of our pupils;

- Educational Psychology
- Speech and Language Therapy
- School Health
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Bishop Bewick Catholic Education Trust School Improvement Service
- EAST/SENASAP Team including dyslexia specialist, SLD specialist and Autism specialist teachers
- CYPS
- Diabetes Team
- And more

Pupils Views:

- Pupils have been consulted throughout the writing of Support Plans. Their individual views are recorded by the SENCO and the children are part of 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 and some classrooms have 'Worry boxes/monsters' 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;
- A group of SEND children were taken around school on a learning walk to look at their environment. The children liked classrooms where calm down/sensory areas were included. Pupils liked growing areas and plants. One dyslexic children prefer coloured backgrounds on displays.

Therapeutic story writing intervention Feedback

Three groups of 6 run by SENCO over the academic year 22-23

Pupil interviews were held afterwards and responses are very positive. They enjoyed their small group time out of class in a relaxed atmosphere, where they could talk about their worries, where they could share strategies for self-regulation, try meditation and use writing to sooth their anxieties. Most of the children did continue onto write at home for relaxation.

Intervention- Rapid Reading Short Term Intervention Spring 2023

According to Salford Reading data showed that a high percentage of the children on the SEND register made good or excellent progress in reading this term. Children reported being happy to work outside the classroom in a quiet place in 1:2 situation.

Staff Training and Expertise:

We have:

- worked to create SEND Evaluation using the MAT Programme;
- worked with the SEND governor with regular meeting;
- provided Senco CPD for governors via a presentation;
- attended dyslexia training with 'Dyslexia Specialist Teacher' (SENASAP) leading to increased understanding and then pupil referrals;
- created whole school provision maps by working with Senco from another setting to inform SLT and staff of current needs in each classroom;
- Monitored lessons and given feedback to SLT and teachers and pupils;
- Continually updated staff to support with graduated approach (Assess, Plan, Do, Review) and Senco supporting with analysis of reports from outside agencies to ensure impact on provision;
- ensured staff are trained to do our carefully selected, proven interventions;
- taken advice and guidance from School Health for pupils with significant medical needs, eg. Diabetes Nurse, Diabetes psychologist and taken relevant training;
- completed Epilepsy training for a particular pupil from NHS;
- appointed a new SEMH team who attended THRIVE training in order to upskill the SEMH team and promote wellbeing across the school;
- achieved the National Senco Award through Edgehill University- Mrs D Tate SENCO;
- attended local authority SENCO meetings as well as Catholic Cluster meetings;
- attended whole staff Autism Awareness training;
- worked with school Improvement Officer to improve provision;
- Attended SCART training for assessment of SEND

Next Steps:

- Collate parent views through meetings, questionnaires/interview to guide school improvement;
- To develop understanding or pupil perspective by shadowing SEND children across the school day.
- Update school buildings for full wheel chair access and changing facilities;
- Continue to provide a range of counselling and other mental health initiatives in collaboration with the senior management team, SEMH;
- To work with staff to develop classroom practise and to improve the environment;
- Work with PSA to continue promoting attendance for certain children;
- To monitor alongside subject co-ordinators quality of teaching and learning;

- To promote SEND by embedding it in school policies;
- Use of SCART (ST Charles Parsons Assessment Tool) document for children with significant needs to assess/plan the next steps;
- Embed the use SCART as an assessment tool and attend drop ins with SENDOS team ;
- Take part in a Trust audit (Autumn Term) for improvement of Speech and Language provision. Sendco to do screening of pupils. Look at the best interventions working alongside Trust therapist. Purchase of relevant resources following advice.
- Trust whole school SEND audit (Spring Term);
- Provide high class training for TA's and allow them time to meet with teachers;
- Link provision map with budget;
- Work with Numeracy lead to evaluate progress and further assess quality of Number Stacks intervention;

Date: October 2023

Deborah Tate SENCO