



ARCHBISHOP RUNCIE CE (VA) FIRST SCHOOL

Be strong; be courageous.

Do everything in love.

1 Corinthians 16:13-14

SEN Information Report 2020-21

This document is intended to provide parents, carers, families, governors and staff with information on how we support pupils identified with a special educational needs or disability.

The SEN Information Report should be read in consultation with the SEN policy and the Accessibility Plan. Together, they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (*Children and Families Act 2014, Part 3*)

Rationale

Archbishop Runcie C of E First School is a fully inclusive school. We ensure that all pupils are supported to reach their God-given potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. We work very closely with various professionals from a wide range of outside agencies.

Parents can contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for impartial information, advice and support in relation to their pupil's SEN and/or disability. The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) can be contacted on 0191 211 6255 or by email at SENDIASSadmin@newcastle.gov.uk

Context in brief at the end of the academic year 2020-21:

- The Deputy Headteacher is the SENCo. He has been in both posts since September 2019.
- **19 children are on the SEND register. This is 10.9% of the total school population.** This is below the national average (14.7%). The percentage has remained relatively stable – it was 9% in 2019/20 and 9% in 2018/19.
- One child has an Education, Health and Care Plan. The school also has additional higher needs funding for two further children who are awaiting EHCPs/EHC assessments.
- 8 children were added to the Special Educational Needs register this academic year. One was removed from the register.
- Due to the low numbers of pupils, **specific, identifiable data relating to outcomes for pupils with SEND cannot be published due to the need for anonymity.** In addition, statutory testing (e.g. Phonics Screen, KS1 SATs, etc.) did not take place this academic year.

SEND Breakdown

Primary Special Educational Need	Number of children	Percentage of whole school	Percentage of SEN
Communication and Interaction	11	6%	58%
Cognition and Learning	3	2%	16%
Social, emotional and mental health	2	1%	11%
Sensory and/or physical needs	3	2%	16%

Year Group	Number of Children on SEND Register
Nursery	1
Reception	3
1	2
2	2
3	4
4	5

More specific SEND breakdown is not given per year group due to the potential identification of children.

Gender	Percentage of children with SEND (number of children)
Boys	79% (15)
Girls	21% (4)

Pupil Premium and SEN	Percentage (number of children)
PP and SEN	32% (6)
Not PP, but SEN	68% (13)
<i>PP across whole school</i>	<i>17.7%</i>

SEN Absence

There was a statistically negligible gap between SEND and non-SEND absence (-0.09%).

Identifying Learners with SEND:

- 8 children have been added to the SEND register in 2019-20.
- 7 children have been seen or are awaiting to be seen (next academic year) for dyslexia screening by SEND Outreach Service (traded service).
- 2 children are on the waiting list for Occupational Therapy.
- 4 children have been referred to CYPs for neurodevelopmental assessment this academic year. 2 children are still awaiting to be seen from assessments that began last academic year.
- 9 children are either pending further assessment or are under the care of NHS Speech and Language therapy. Not all of these children are on the SEN register.

Staff Training and Expertise:

- The SENCo attends the annual SEND conference and termly local authority networks as well as termly Gosforth Schools Trust SENCo meetings.
- The school receives support from the LA SEN Consultants.

- Staff regularly receive SEND training and it is a central part of work scrutinies.
- David McLeod (Communication and Interaction team) led whole-school training on 'Making Sense of Autism'.
- Teaching staff examined the Education Endowment Foundation's research summary on Special Educational Needs.
- Staff have received training on the new Local Authority Individual Education Plan (IEP) format which is now in effect for all children on the SEN register, starting Summer term 2021.

Working with Outside Agencies:

The school buys into the following services:

- **Special Educational Needs Outreach Service (traded service)**
- This team of highly qualified, experienced specialist teachers offer professional expertise and knowledge and provide assessments, support and advice to SENDCOs, teaching/support staff and parents in relation to individual children with specific learning difficulties (dyslexia) and speech and language difficulties.
- **Educational Psychology Service (EP):** The Educational Psychology Service offers input in relation to a wide range of issues that impact on children's learning and progress, including specific and general learning difficulties, language and communication skills, issues relating to social, emotional and mental health and physical/sensory difficulties.
- **SEN School Improvement Service (SIS):** Newcastle SIS offers support and advice to the Special Educational Needs Coordinator.

In addition, the SENCo has worked closely with representatives from the **Special Educational Needs Advice and Support Allocation Panel** who allocate specialist teachers within the four primary areas of SEN need.

Pupil Views:

Pupil views are collected and recorded as part of the 'Assess', 'Plan', 'Do' and 'Review' cycle.

Parents/Carers Views:

Parents' views are collected termly as part of the 'Assess', 'Plan', 'Do' and 'Review' cycle and comments are recorded on each child's Individual Education Plan (IEP). In multiple IEP review sessions, parents have noted the high quality of IEPs and the ambitious but attainable targets set for children.

Next Steps:

1. The SENCo to work closely and support teaching staff in setting targets, monitoring progress and provide quality-first teaching through support that models excellent practice (e.g. modelled activities and discussion of pedagogical approaches and research, NASENCo lesson study project).
2. Elevate the role of pupil voice through monitoring of children with SEND's opinions of school, closer involvement in the target setting process and through whole-school means (e.g. School Council).
3. Work with school staff to collaboratively create and adapt where appropriate a policy for ensuring all children with SEND access the same broad, balanced and deeply ambitious curriculum.

Reviewed – July 2021

Next date for renewal – July 2022