



ARCHBISHOP RUNCIE CE (VA) FIRST SCHOOL

Be strong; be courageous.

Do everything in love.

1 Corinthians 16:13-14

SEN Information Report 2023-24 (reporting on the last full year: 2022-2023)

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. From January 2024 the SENCo is Mrs Massey.

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 2022-23:

- The Deputy Headteacher was the SENCo from September until April 2023 when he left the school. The role was covered by Mrs K. Francis (EYFS Lead) and Miss M. Nattrass during the summer term. The Deputy Headteacher had been in both posts since September 2019. He attained the National Award for SEN Coordination in this year. Mrs K. Francis has achieved the Early Years SENDCo Award. A new Deputy Headteacher/SENDCo – Mrs V. Ravel, was appointed in May 2023 to commence the role in September 2023.

- **30 children are on the SEND register; 24 at SEN Support and 6 with an EHCP. This is 17.6% of the total school population** (including Nursery). The figures for SEN Support is 14.1% this is above the national average (13%). The percentage of children with an EHCP (3.5%) is a than the national average (4.3%) The percentage has increased from 11% in both 2021-2022 and 2020/21, 9% in 2019/20 and 9% in 2018/19.
- 2 pupils with SEND joined the school throughout the academic year and 1 pupil was added to the SEND 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**

SEND Breakdown

*Totals do not add up to 100% due to rounding

Primary Special Educational Need	Number of children	Percentage of whole school	Percentage of SEN
Communication and Interaction	19	11%	63%
Cognition and Learning	4	5.7%	13%
Social, emotional and mental health	6	3.5%	20%
Sensory and/or physical needs	0	0%	0%

Year Group	Number of Children on SEND Register
Nursery	7 (23%)
Reception	5 (17%)
1	4 (13%)
2	4 (13%)
3	6 (20%)
4	4 (13%)

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	67% (20)
Girls	33% (10)

Pupil Premium and SEN	Percentage (number of children)
PP and SEN	33% (10)
Not PP, but SEN	67% (20)
<i>PP across whole school</i>	19% (28)

SEN Absence

There was a minor difference between SEN and non-SEN attendance, with absence of children with SEND being 0.4 percentage points higher.

Identifying Learners with SEND:

- 8 children have been added to the SEND register in 2022-23
- 1 child is being considered for a referral for dyslexia screening by SEND Outreach Service (traded service). This child is already on the SEND register.
- Occupational Therapy Service - 1 child is on the waiting list. It should be noted that wait times for this service are several years currently. 1 child is currently working with a private Occupational Therapist.
- CYPS referrals were made for 10 children with further assessment.
- Due to the Educational Psychology Service suspending traded work no children accessed Educational Psychology time.
- 10 children are either pending further assessment, have been seen this academic year or are currently on the register for NHS Speech and Language therapy. Not all of these children are on the SEN register.
- SEN ASAP (core service for specialist teachers by Newcastle Local Authority) requests were made for 8 children. This includes the Communication and Interaction team, Early Years support and support from Trinity Outreach.
- Specialist support was given from the Virtual School who helped to provide extraordinary support for one child.

Staff Training and Expertise:

- The SENCo successfully attained the National Award for SEN Coordination.
- The SENCo and/or Headteacher attend the annual SEND conference and local authority networks as well as Gosforth Schools Trust SENCo meetings.
- Teachers worked together to create an SEND Curriculum Policy that set out how children with SEND access the broad, balanced and challenging curriculum that school sets for all children. This was also the focus of a School Improvement Partner visit.
- The school receives support from the LA SEN Consultants.
- Staff regularly receive SEND training and it is a central part of work scrutinies.
- Staff trauma-informed practice training from Hays Education and a more in-depth analysis of creating a trauma-informed practice school from a senior Local Authority Educational Psychologist.
- Teaching staff re-examined the Education Endowment Foundation's research summary on Special Educational Needs.
- De-escalation and positive handling training was provided via Clennell Education for all staff.
- SEN ASAP specialist teachers and support staff supported individual staff members to model best practice with specific children in all year groups.
- The link governor for SEND is Sarah MacRae. She meets with the SENCo each term.

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** (SEN ASAP) 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. SEN Support Plan reviews and Annual Reviews of Education, Health and Care Plans gather pupil views.

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 SEN Support Plan.

Parent views were also taken whole-school with specific questions for parents of children on the register – **all families with children who completed the survey and who had children with SEND either agreed or strongly agreed that their children were succeeding and that provision was good for children with SEND.** We are grateful for the on-going support and recognition we receive from our families of children with SEND.

Next Steps:

1. The SENCo to continue 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).
2. Staff to continue to embed the collaboratively created curriculum policy, ensuring all children with SEND access the same broad, balanced and deeply ambitious curriculum, especially in subjects beyond English and Maths.
3. Particularly for children with the highest levels of need, staff to ensure that children are increasingly integrated into class and access the same learning outcomes as their peers.

Reviewed – January 2023

Next date for renewal – July 2024