



ARCHBISHOP RUNCIE CE (VA) FIRST SCHOOL

Be strong; be courageous.

Do everything in love.

1 Corinthians 16:13-14

SEN Information Report 2023/24

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 School SENCo is Mrs Ellwood.

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 2023-24:

- Mrs Ravel covered the SENCo role from September to December 2023. Mrs Massey took over the role in January 2024, and Mrs Ellwood was appointed SENCo in June 2024
- 34 children are on the SEND register, 28 at SEN support and 6 with an EHCP. This is 18.1% of the total school population (including Nursery)
- The figures for SEN support are 14.9%, this is **above** the National average of 13.6%.
- The percentage of pupils with an EHCP is 3.2%, **below** the National average of 4.8%
- The percentage of pupils with SEND has **increased to 18.1%** from 17.6% in 2022-23. Previous figures were 11% in 2021-22 and 2020-21, and 9% in 2019/20 and 2018-19
- 1 pupil with SEND joined the school within this academic year and 15 were added to the Special Educational Needs 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

Primary Special Educational Need	Number of children	Percentage of whole school	Percentage of SEN*
Communication and Interaction	19	10%	56%
Cognition and Learning	9	5%	26%
Social, emotional and mental health	6	3%	18%
Sensory and/or physical needs	0	0%	0%

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

Year Group	Number	Percentage
Nursery	6	18
Reception	1	3
1	4	12
2	7	20
3	8	23
4	8	24

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	65% (22)
Girls	35% (12)

Pupil Premium and SEN	Percentage (number of children)	
SEN and PP	Whole school - 7 % (12)	SEN register - 35%
SEN, not PP	Whole school - 13 % (22)	SEN register - 65%
<i>PP across whole school</i>	19% (33)	

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:

- 15 children have been added to the SEND register in 2023-24
- 1 child is on the waiting list for NHS Occupational Therapy and one is currently working with a private Occupational Therapist. It should be noted that wait times for this service are several years currently.
- CYPS referrals were made for 2 children for further assessment
- An educational Psychologist from ASK Psychology service has assessed and provided reports for 5 pupils this academic year
- 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.

Staff Training and Expertise:

- 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.
- The headteacher, SENCo and specialist Teaching Assistant visited the Sanctuary at Trinity School for Social, Emotional and Mental Health training.
- Staff in Years 2, 3 and 4 completed a Lesson Study project for children with SEND.
- 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.
- Training for supporting children with attachment difficulties for all staff.
- The link governor for SEND is Sarah Macrae, who meets with SENCo termly.

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 (ASK Psychology):** This 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, school staff work 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. A whole-school pupil voice for SEND was completed in July 2024 which highlighted that children felt happy and supported by the school.

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).

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 – July 2024

Next date for renewal – July 2025