ARCHBISHOP RUNCIE CE (VA) FIRST SCHOOL

SEN Information Report
2019-20

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 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 (SEND IASS) can be contacted on 0191 284 0480 or by email at sendiassadmin@newcastle.gov.uk

Context in brief

- The new Deputy Headteacher was appointed as SENCo in September 2019 and has worked closely with other local SENCos as well as the SEND advisors within the School Effectiveness team, alongside the previous two SENCos (Jenny Burns and Kate Massey) who remain in school.
- The school has 150 children alongside a 26 place Nursery. **16 children are on the SEND register. This is 9% of the total school population.** This is below the national average (12%). The percentage has remained stable – it was 9% in 2018/19.
- One child has recently been given an EHCP – funding has been allocated at Band D. We were successful in gaining additional funding, the new Individual Pupil Support, at Band D funding levels for this child in late 2019.
- In addition to one child joining Reception already on the SEND register from previous provision, three children already within school were added to the SEND register this academic year.
- 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

SEN by need (primary area then specific)	**Number of children**	**Percentage of whole school**	**Percentage of SEN**
Communication and Interaction	**7**	**4%**	**43.75%**
Speech and Language	4	2.3%	25%
Autistic Spectrum Disorder	3	1.7%	18.75%
Cognition and Learning	**4**	**2.3%**	**25%**
Specific Learning Difficulty	3	1.7%	18.75%
Moderate Learning Difficulty*[1]	1	0.6%	6.25%
Social, emotional and mental health*[2]	**2**	**1.1%**	**12.5%**
Sensory and/or physical needs	**3**	**1.7%**	**18.75%**
Physical	3	1.7%	18.75%
Hearing	0	0%	0%

Year Group	**Number of Children on SEND Register**
Nursery	0*[3]
Reception	1*[4]
1	3
2	3
3	5
4	4

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	87.5% (14)
Girls	12.5% (2)

Pupil Premium and SEN	**Percentage (number of children)**
PP and SEN	31.25% (5)
Not PP, but SEN	68.75% (10)
PP across whole school	*15.5% (27)*

*[1] See below for information on MLD and how this number has decreased and is likely to reduce to zero in future years.

*[2] Both of these children are in the process of screening for ASD, with one child confirmed but awaiting CYPS assessment in school, and another on the CYPS waiting list. Both children will be transferred to Communication and Interaction as primary need when possible and in consultation with their families.

*[3] There are two children with EEAST involvement who may be added to the register next year.

*[4] Plus an additional child with an EEAST referral pending.

Information up to date on 16/6/20

SEN Absence

3/9/19 - 20/3/20 (due to COVID-19)

Group	Attendance
SEN	97.4%
Non-SEN	96%
Whole-School (R-Y4)	96.2%

Identifying Learners with SEND:

- 5 children have been added to the SEND register in 2019-20.
- 2 children with SEND have Early Help Plans.
- 2 children have been diagnosed with dyslexia by SENTASS; for an additional child, SENTASS have completed one half of an assessment with a pending confirmation of dyslexia. The second half could not be completed due to COVID-19 but will be concluded at the child's middle school.
- 2 children are on the waiting list for Occupational Therapy (ASD).
- 3 children have been referred to CYPS.
- 1 child has been referred to SENTASS for Speech and Language.
- 1 child has been referred to Newcastle Hospitals Speech and Language Service.
- A Single Point of Contact request (EEAST) has been placed for one child in Reception.
- The school liaised closely with a local Nursery, with Nursery teacher and the SENCo visiting the setting, for a child joining due to SEND concerns and EEAST involvement.

Staff Training and Expertise:

- The SENCo attends the annual SEN conference and termly LA networks.
- The school receives support from the LA SEN Consultants. They monitor procedure and practice, provide advice and training and support in the assessment and support of SEND pupils across the school. Jill Tough (see below) has worked particularly closely with the SENCo to support induction.
- Staff regularly receive SEND training and it is a central part of work scrutinies.
- The NQT in school has had particular bespoke training for children with ASD, including a 1:1 session with David McLeod (Communication and Interaction team).
- Teaching Assistants attend the LA SEN TA network meetings, with the most recent two being ASD and attachment disorder, both of which directly link to school SEN priorities.

Working with Outside Agencies:

The school buys into the following services:

- **Specific Learning Difficulties traded support (SENTASS):** 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 **EEAST** (Early Education Additional Support Team) and the **Communication and Interaction Team**.

Changes to SEN practice by the new SENCo

- A baseline scrutiny of SEND provision was completed at the start of the academic year. This included reviewing and updating the SEND policy, observing all children with SEND across the school and meeting them, attending all initial IEP review sessions to get to know families, and liaising directly with class teachers about initial concerns.
- Targets set within IEPs are 'SMART' – they are deliberately ambitious but attainable.
- The profile of SEND continues to be raised across the school. There has been a focus on inclusion in whole-school Worship and in wider school celebrations and an increased focus on quality-first teaching as the main mechanism to rapidly improve SEN attainment.
- Transition procedures have been improved to ensure better transfer of information and tracking of new pupils both to and from the school.
- The school assessment tracker has been adapted and changed to better track individual and overall SEN practice.
- SEN books are closely monitored within all subject scrutinies and a separate book trawl with Jill Tough was completed. Staff know that children with SEN need an 'ask more, give more, get more' approach and that accelerated progress towards age-related expectations is a minimum expectation.
- The criteria for placing children on the register for Moderate Learning Difficulty has been tightened as per advice from Jill Tough and after scrutiny by the SEND link governor. Two children identified with Moderate Learning Difficulty were screened by SENTASS and both have been recategorised as dyslexic. The remaining child on the register with Moderate Learning Difficulty, with parental consent, will have a dyslexia screen in the new academic year.
- There has been a focus on attachment disorder and related Social, Emotional and Mental Health issues. After investment by the school, 10 children have had Boxall profiles created for them to assess emotional well-being. Prior to COVID-19, interventions were being organised to develop a small number of older children with potential attachment difficulties. Further development is to be continued into the next academic year.
- As per advice from Jill Tough, reading age tests (through Accelerated Reader) have been introduced in Years 2, 3 and 4 as an additional baseline to assess children with SEND which is completed termly. A version for younger children, STAR Early Reading, is being rolled out for Reception and Year 1. The school has access to 1:1 reading age tests for younger pupils as necessary.
- CPOMS is now used for all SEN paperwork.

Scrutiny of the SENCo

- Jill Tough from the SEN School Improvement Service has praised the SENCo for his developments, specifically the quality of IEPs, the quality of CPD given particularly to new staff, and noted that the SENCo is 'proactive and passionate about SEN.'
- Sarah Pickett, SEND link governor, noted on a scrutiny in 2019: *I am really impressed with how well JBo has tackled the role of SENCo so far. He is new to the role, although has had previous experience assisting the SENCo in his previous school. He has continued to implement positive change and I can see the result of this, both in children's books and through notes from Jill Tough's visit.*

Pupil Views:
Pupil views are collected and recorded as part of the 'Assess', 'Plan', 'Do' and 'Review' cycle. These are collected by the SENCo, read by the teachers and shared during Individual Education Plan (IEP) reviews.

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. Continue to ensure that new members of staff understand the importance of quality first teaching and high expectations for all children with SEN.
2. Ensure that assessment strategies, including reading age tests, are further embedded next academic year and used within the IEP review process; in addition to this, liaise with other schools and the LA to consider other appropriate testing (e.g. spelling ages for children with Cognition and Learning needs).
3. Continue to embed good SEMH practice, including the use of Boxall profiles to inform small group and individual SEMH interventions.

Reviewed – July 2020

Next date for renewal – July 2021

Addendum below – additional materials for assessment of pupils and support that may be provided.

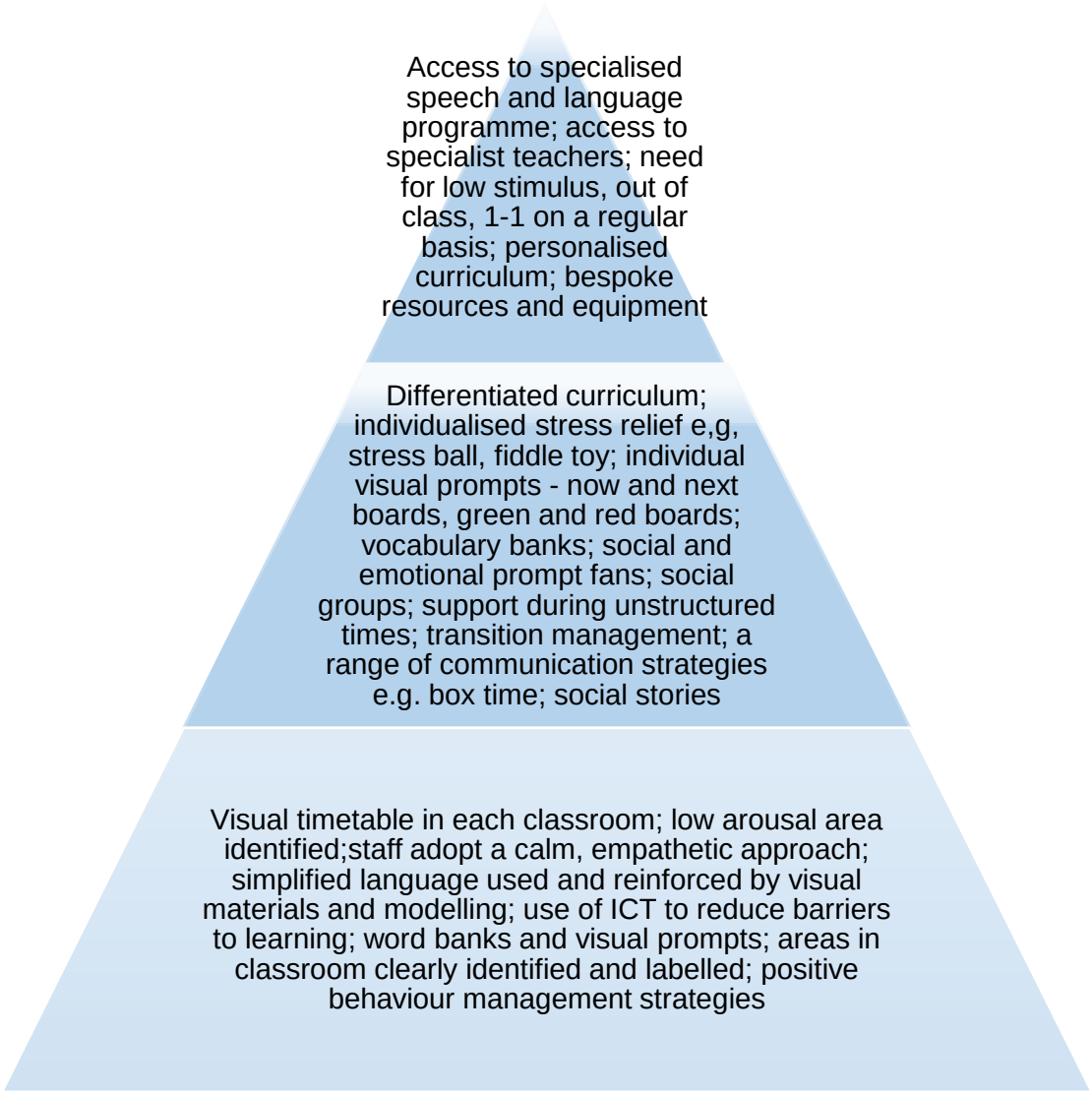
Types of SEN	Support/provision/ staff expertise
Communication and Interaction This may include; • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN)	• Visual timetables to support pupils to understand what will happen and when • Resources are defined and labelled • Support during times of stress or anxiety • Areas of low distraction / individual workstations • Social skills support through small group intervention e.g social stories • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • Rewards for individual pupils • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Small group or one-to-one support for developing pupils 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 e.g. fiddle toy, stress ball • Use of individualised reward systems to promote learning and enhance self-esteem • Strategies to reduce anxiety e.g. 5 point scale • Relevant staff qualifications • Advice / training from outside agencies
Social, Emotional and Mental Health Difficulties This may include; • Social difficulties • Mental health conditions • Emotional difficulties	• Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out where necessary to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. SEAL programme. • Additional assessments that focus on emotional development • Strategies to reduce anxiety e.g. calming area. • Relevant staff qualifications • Advice / training from outside agencies

Cognition and Learning Needs This may include; • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)	• Strategies to promote and develop literacy and mathematical skills with increasing independence • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths • Use of ICT where possible to reduce barriers to learning e.g. RM Maths, Lexia Reading • Use of support materials and resources e.g. Numicon • Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical • Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words • Alternative approaches to recording promoted. • Opportunities for repetition of key learning. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Strategies to reduce anxiety e.g. 5 point scale • Multi-agency involvement with the family as required • Advice and support from outside agencies. • Relevant staff qualifications • Advice / training from outside agencies
Sensory and/or Physical Needs This may include: • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs	• Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils • Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs • Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty • We provide support with personal and intimate care, if and when needed • We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramps. • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy) • Additional handwriting support through targeted intervention • One-to-one support for gross and fine motor skills in the classroom as and when required • Movement breaks for pupils with motor coordination difficulties as and when required • Relevant staff qualifications • Advice / training from outside agencies

For <u>all</u> pupils with SEN:

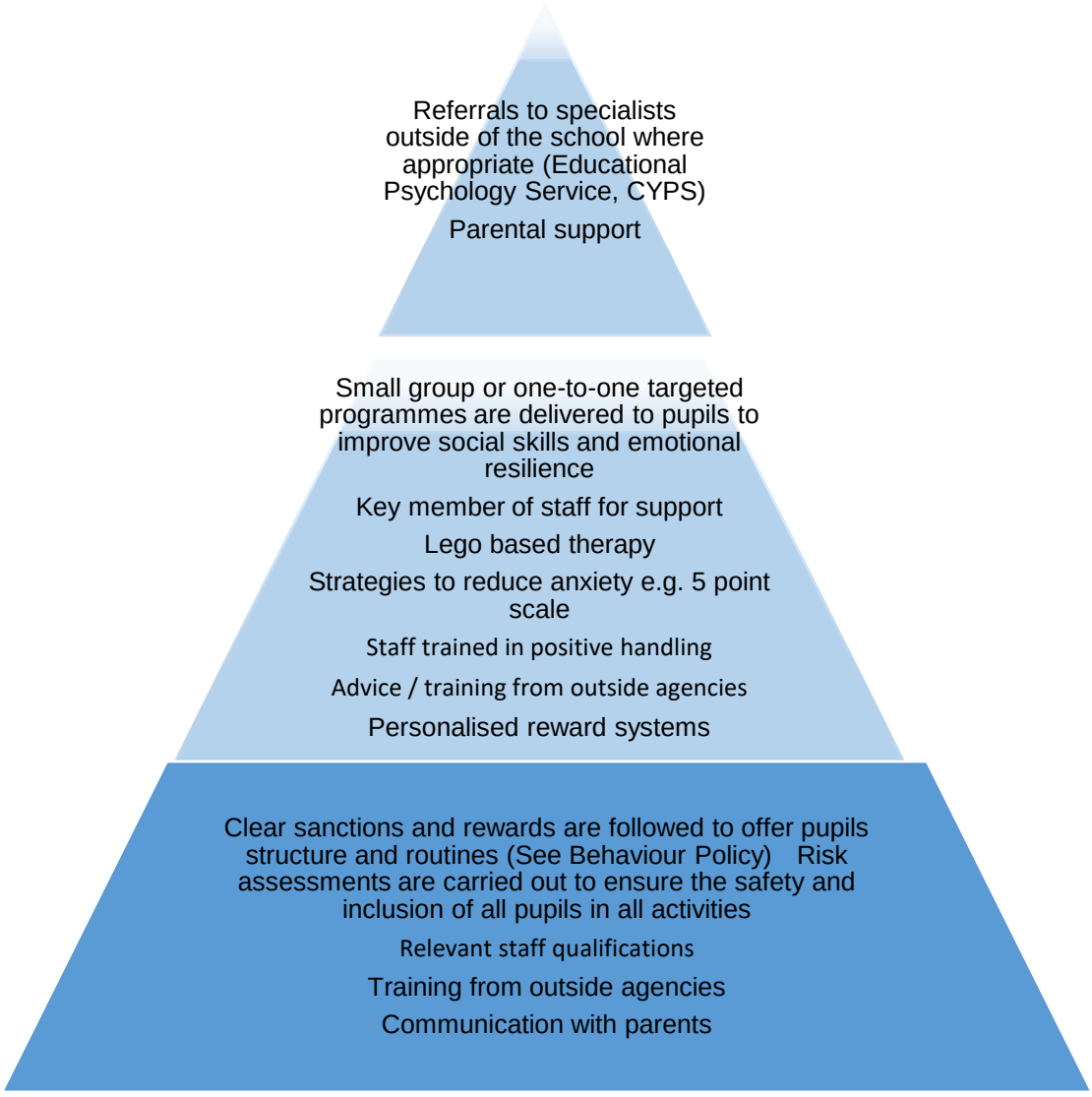
- We use individual education plans (IEPs) which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the parents or carers and key staff members in the writing, implementing and reviewing of individual education plans.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCo/Headteacher.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and educational visits are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during transition within school and to GCMS.
- We liaise closely with GCMS (and other schools) at transition times to ensure that SEN pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

Communication and Interaction:



The first tier indicates what will be normally available in every classroom, the second tier is provision that is additional and different, the third is higher level of support where pupils may require further support through an EHCP.

Social, Emotional and Mental Health Difficulties:



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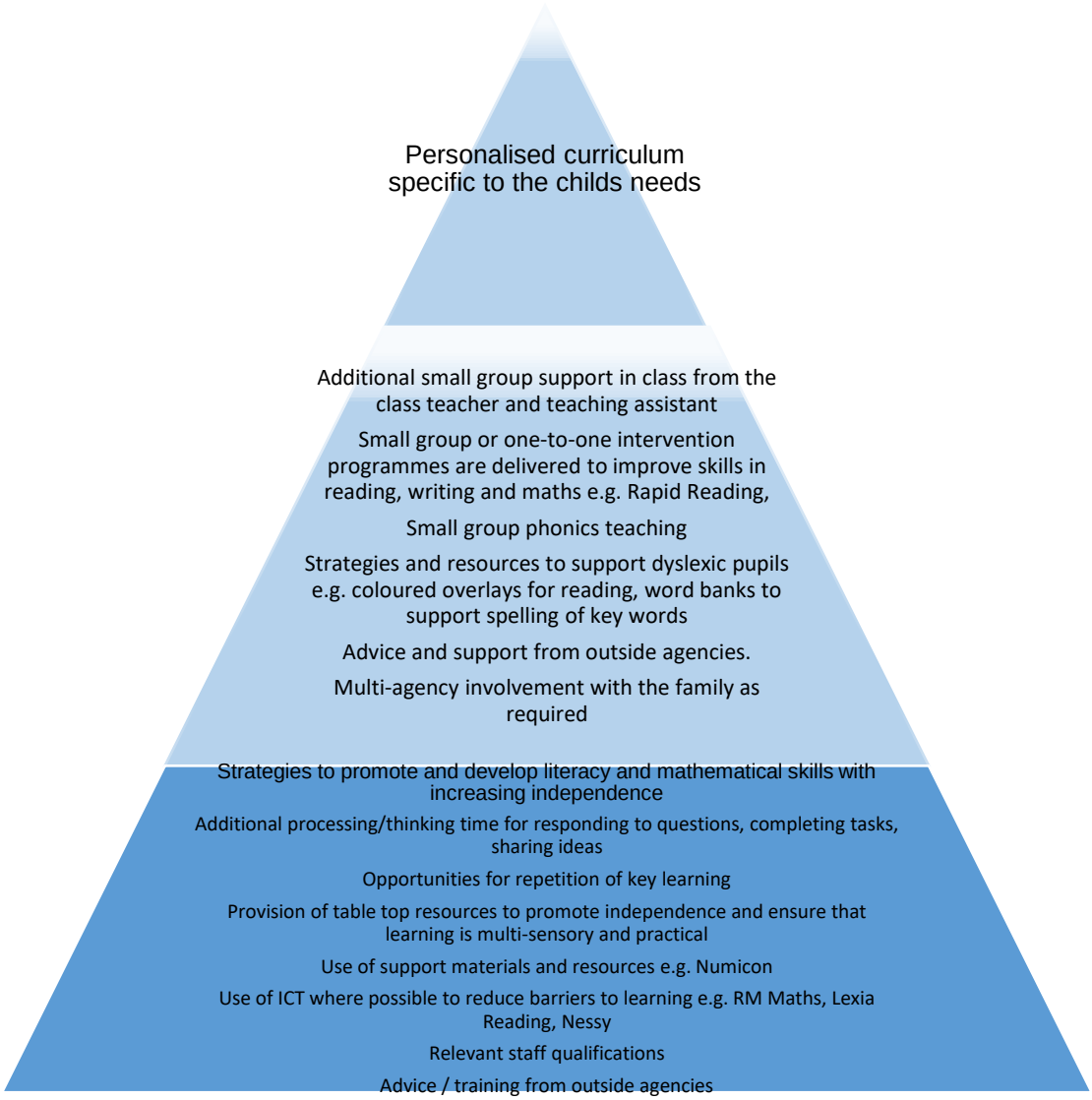
Cognition and Learning Needs



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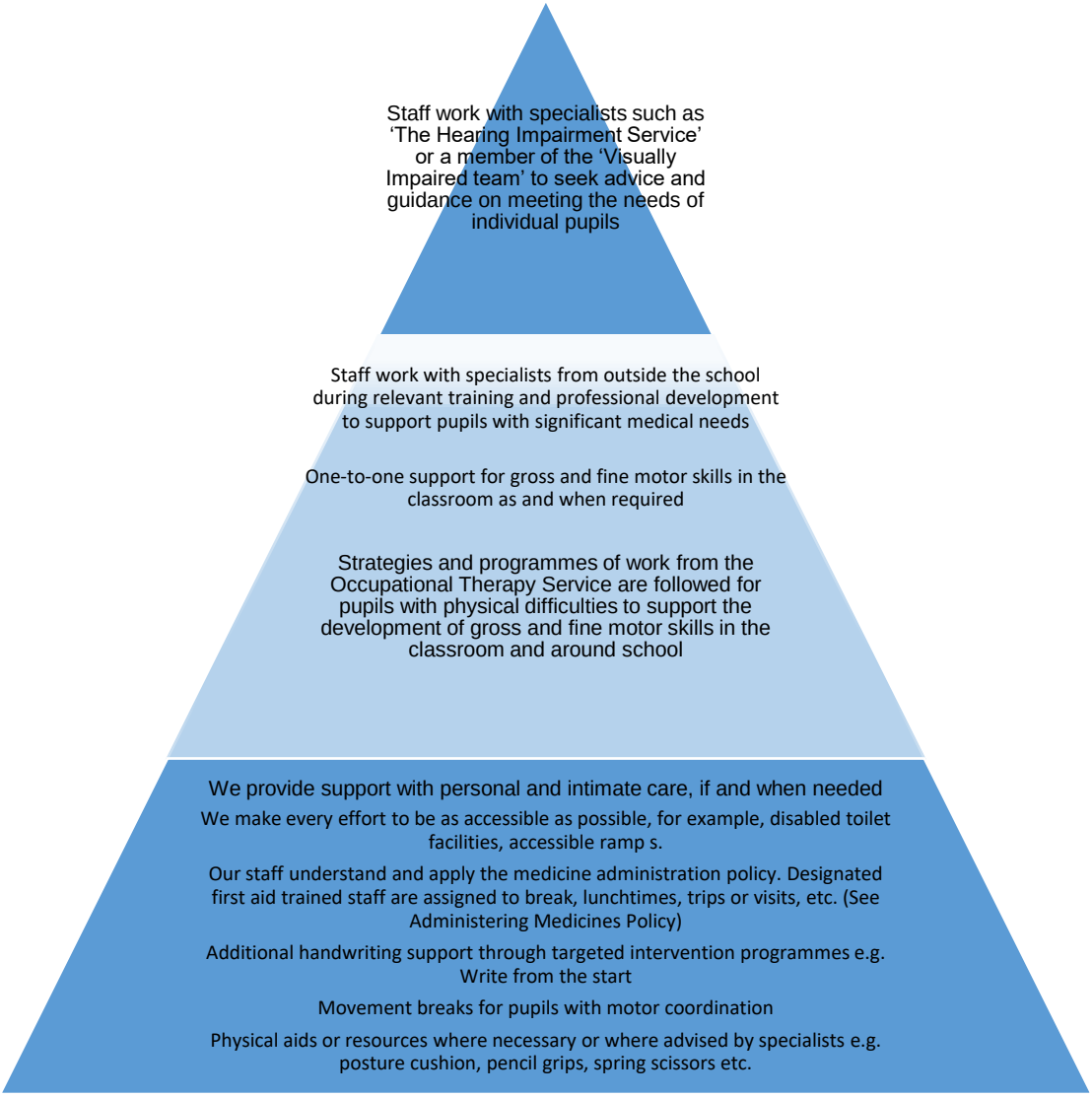
Sensory and/or Physical Needs



The first tier indicates what will be normally available in every classroom, the second tier is provision that is additional and different, the third is higher level of support where pupils may have top up funding or an EHCP.