 **Annual SEN Report 2017-2018**

**Evaluating the Effectiveness of Archbishop Runcie C of E First School**

**Provision for Pupils with SEND**

**The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.**

This report reflects how school has used SEN funding to meet pupils’ needs.

**Context:**

* Archbishop Runcie First School is a one form entry Church of England school in the north of the city of Newcastle upon Tyne.
* We cater for children from 3-9 years.
* Our school offers an unconditional welcome to all children in our community, of any faith or none, and we place each child at the heart of all we do.
* Our school is part of the Gosforth Schools Trust, working closely with our neighbouring First and Middle Schools.
* We currently have 147 (plus 26 part time Nursery children) on roll.
* Most pupils are of white British heritage.
* The proportion of disadvantaged pupils, for whom Pupil Premium funding provides support, is well below the national average.
* The primary need is Autism Spectrum Disorder/Social Communication (40% of the school SEN population)
* % of SEN compared to national (more or less than national average- size of school may identify individual pupils if % are detailed)
* Our vision is to be a school which transforms and inspires the minds and hearts of those we teach, and through these young people to transform the wider world.  We want everyone associated with our school to find inspiration and encouragement to grow in knowledge and wellbeing, to experience the ‘abundant life’ promised by Jesus and grow in the love of learning.
* There are currently 20 pupils on the SEND register (13% of the school)
* 1 child has an EHC Plan and 1 child receives top-up funding

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| Number of pupils with SEN |
|  | 2017-18 |
| SEN Pupils | 20 |
| EHCP | 1 |
| Top up funding | 1 |
| Total % of SEN pupils in ARFS | 13.3% |
| % of SEN pupils nationally | 14% |

Due to the small number of pupils on the SEN Register, the numbers have not been broken down into Year groups to preserve anonymity.

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| **Types of SEN** | **% of SEN population at ARFS** |
| **Cognition & Learning** | 30% |
| **Communication & Interaction** | 40% |
| **Sensory/Physical Need** | 20% |
| **Social, Emotional & Mental Health Needs** | 10% |

**Data:**

80% of Pupils identified with SEN made expected progress, from their starting points, in Reading, Writing and Maths.

35% of children identified with SEN are working at age related expectations.

Attendance for the whole school was 96.9%.

Attendance for pupils with SEND was 96.3%.

There have been no exclusions.

Children with SEN attend the clubs that interests them and are not disadvantaged in attending due to their SEN. There are currently no children on the SEN register who are on the School Council.

Next steps:

* To find ways in which to encourage the SEN children to be represented School Council.
* To ensure children with SEN continue to make rapid and sustained progress to reach at least expected levels wherever possible

**Progress**

The children who are currently receiving SEND support have made progress against their individual targets. This is reviewed termly and ensures that children make sustained progress. Teacher assessments are analysed along with any intervention data available at termly Pupil Progress Meetings. All of this information is reported to parents during reviews. The SENCo is available to meet with parents throughout the year.

**Deployment of Staff and Resources**

The deployment of staff is reviewed continually to ensure the right provision and intervention is provided to ensure maximum impact on progress. During the year, staff have been deployed to support SEN children in the following ways:

* One-to-one support for cognition and learning
* One-to-one support for physical needs
* One-to-one support for social interaction and communication
* Additional small group support for English and Maths
* Physical Therapy programmes
* Delivering Speech and Language programmes to individual pupils from Speech and Language Therapy Service
* Providing social and emotional support to individual pupils and groups of pupils
* Providing one-to-one emotional support to individual pupils
* Carrying out phonic and reading interventions in KS1
* Supporting pupils during less structured times of the day
* Delivering intervention programs such as Lexia and RM Maths
* Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths

**Staff Training and Expertise:**

All staff working with children have received

* updated SEN Mainstream Guidance
* Sensational Classrooms
* Updated Safeguarding Training
* Record Keeping Training

Next steps:

* Ensure new staff are given opportunities to receive updates on Mainstream Guidance
* New SENCo appointed- seek training as appropriate
* ASD Training for relevant staff

**Working with Outside Agencies**

The following services have supported school staff in identifying and meeting the needs of children:

* SENTASS SLD support
* SENTASS SpLD support
* Speech and Language Therapy
* Physiotherapy Service
* Occupational Therapy Service
* Educational Psychology Service
* Newcastle and Gateshead Children and Young People’s Service (CYPS)
* School Health
* Urology Service

The impact has been to build staff knowledge and support access to the curriculum for the children involved. Provision has been revised and support programmes were more focused on outcomes as a result of the expertise of these services.

Next Steps: Continue to work with the above agencies to refine and personalise provision further to maximise impact on outcomes for pupils.

**Pupils Views:**

Pupils’ views are of great importance to us. We listen to children on a one to one to ensure we build an accurate picture of their successes and the areas they feel they need to develop and how we can help them.

We gather pupil’s views through:

* Pupil reviews
* School Council
* Pupil questionnaires

Next Steps: Refine systems for gathering pupils’ views consistently across the school.

**Parents/Carers’ Views:**

Parents’ and carers’ views are collected from a variety of means. The results are analysed and where parents are willing we have meetings with them to ensure we are doing as much as we can to alleviate concerns and resolve any issues.

We gather parent’s views through:

* Parents evenings
* Parent reviews
* School based Parent questionnaires
* Local Authority SEN questionnaire

Next steps:

To listen to the concerns and suggestions of parents and action wherever possible. If parents’ concerns cannot be addressed then a full explanation will be given.

**What OFSTED says…**

The special educational needs coordinator is recently appointed and her actions are already improving pupils’ outcomes. The identification of pupils’ individual needs is now more accurate and is enabling teachers to put specific support in place. Although pupils’ attainment is generally below that which is expected, pupils’ progress from their starting points is good. This means the additional special educational needs funding is used well to enable pupils to catch up in their learning.

Outcomes for pupils who have special educational needs and/or disabilities are improving. Although attainment is below that which is expected, pupils are making no less than typical progress and often good progress from their starting points. This is because provision is adapted to meet pupils’ needs and the support provided by teaching assistants is focused and effective.

**Link to Local Offer**

Please find below a link to the Newcastle Local Offer for further information on other services linked to SEN and Disability in Newcastle

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

**Date:** July 2018