



Interim SEN Report July 2020
Evaluating the Effectiveness of St Mark's RC Primary School's
Provision for Pupils with SEND

Our mission is to promote a sense of self-worth through an understanding that each one of us is precious to God. We will achieve this through providing a quality education, in a happy and secure environment, developing relationships of trust within a Christ centred community.

This report demonstrates how St Mark's has used SEN funding to meet pupils' needs. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to both a high quality and an accessible curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers/external agencies and by listening to the pupils themselves.

St Mark's is a 'good school' – OFSTED 2014 and 2019. Our pupil premium allocation is higher than national average with the majority of this spend on staffing, to give our pupils the best opportunities possible, through 'Catch Up' interventions and support for Quality First Teaching.

Leaders are raising the attainment of disadvantaged pupils. Excellent support helps pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language to make strong progress OFSTED July 2019

Leaders and governors are uncompromising in their ambition. They have created a culture in which everyone strives to achieve. As a result, outcomes are rising and differences in attainment between different groups are diminishing. Leaders are demonstrating the capacity to sustain the school's improvement. OFSTED July 2019

Leaders have responded quickly to the school's changing context. They have moved resources into the early years to provide for the greater number of children with SEND in the Nursery and Reception Years. They have also recognised that the proportion of pupils who speak English as an additional language has increased. Consequently, they provide specialist extra help for these pupils, and teachers provide good ongoing support to help pupils quickly acquire vocabulary. OFSTED July 2019

We continue to take pride in our strong engagement with families by promoting pupil well-being, which is very evident across our whole school. We involve our parents and families at a very early stage, and continue throughout the children's school life at St Mark's.

Obviously the effects of Covid-19 have impacted massively on all schools. For those SEN children that have not been in school, we have provided further home learning work. We have remained in contact, weekly with our SEN and vulnerable families. We are also looking towards next term and provision to be met whether we are in school or not: remote access; extra staffing; ways to meet parents.

Risk Assessments were carried out on our Two EHCP pupils, but also on other SEND children whose parents kept them at home because of family members shielding. Risk Assessments carried out on

EHCP and LAC children who attended St Mark's during Lockdown. Further Risk Assessments written for returning pupils in September.

We are awaiting the outcomes of three pupils who were in the final stages of EHCP assessment before 'Lockdown', the process has been delayed. We are appealing Panel's decision not to process another child with exceptional needs for an EHCP. In the Autumn term we have a child transferring to us from a local ARC and another ASD child. We have asked the Authority to agree a 'phased' start to their placement, beginning after October half term, or until we have a clearer picture of what school will look like in September.

We have one child leaving us to take up an ARC place in September and a Year 6 child who will transfer to Percy Headley as a Year 7 child.

Some of our reviews have been held via Zoom and by telephone. We will have to build in further meetings with parents and services as well as re arrange assessments by services and service providers who have been unable to see pupils in school.

The prime needs of our SEN pupils remain as communication and language difficulties within the Early Years and cognitive learning needs (including moderate learning difficulties and specific learning difficulties) as we move through to Key Stage 1 and Key Stage 2.

We currently have four children with diagnosed Autism and five further children being assessed by CYP's, Speech and Language and Complex Needs Team, who are on ASD pathway.

We have two children with numerical genetic chromosome disorders

SEN profile of St Mark's Primary School:

Total number of learners on roll: **240** children

Number of learners with SEN: 35 children

Number of learner at SEN support level: 35 children. We are providing support in some way for each child.

Number of learners at High Needs level: 1 child currently funded. A further 2 applications submitted this year-these unfortunately, were. We will re submit Autumn Term. We have re submitted EHCP's for 2 children (Autumn term 2020) and have submitted a further application for another child to be transferred from another school (Nursery setting) for September 2020.

January 2019- two EHCP's have been granted (4 EHCP's in place; 3 pending June 2020)

Number of learners who are SEN and Pupil Premium: 12 children

Number of learners who are SEN and EAL: 5 children

Number of learners who are SEN, Pupil Premium and EAL: 1 child

Numbers of SEN population: 35 = 14.5%

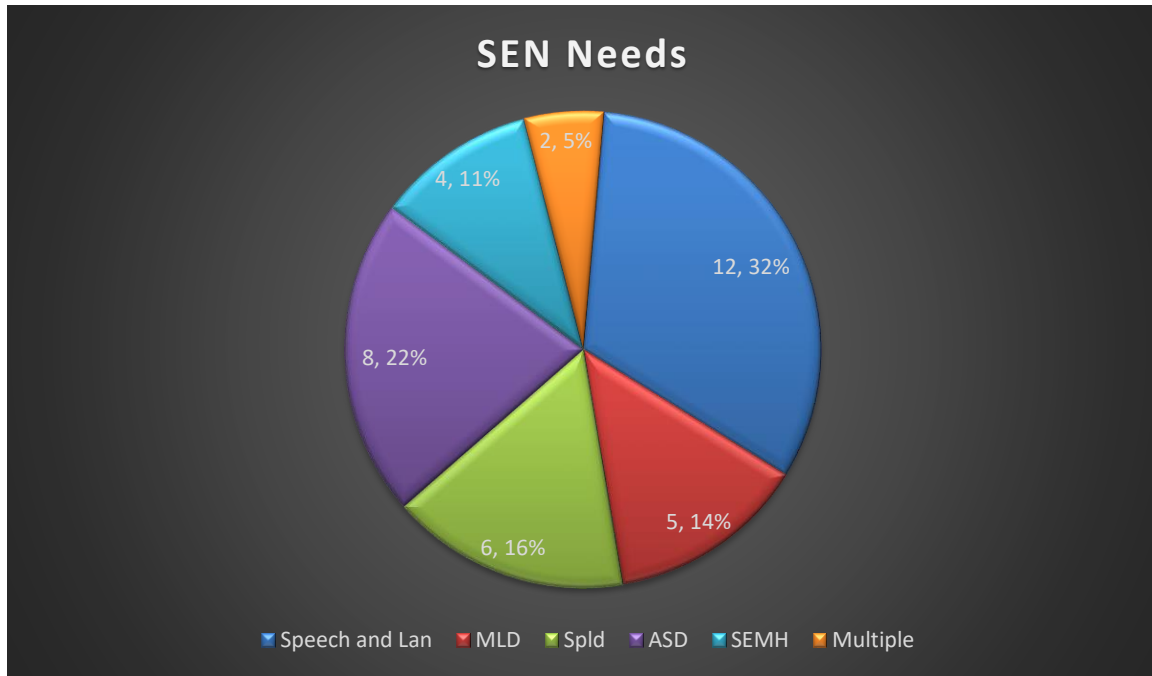
Early Years Foundation Stage: - Nursery: 1 child; Reception: 1 child

Key Stage 1: Year 1: 4 children; **Year 2:** 8 children

Lower Key Stage 2: - Year 3: 6 children; **Year 4:** 2 children

Upper Key Stage 2: Year 5: 4 children **Year 6:** 2 children

Primary need:



SP & L 12 children

MLD 5 children

SPLD 5

Attention 8

ASD children 5

Social and Emotional 3 (Expecting a rise following Lockdown)

Multiple 6 children.

Genetic Chromosome 2

Additional Provision:

We were fortunate to have additional staff in school for 2 Reception children (Autumn term,) with complex needs. These children required extra provision were fully included in classes and accessed the same opportunities as their peers.

We have applied for support from Spook Team, but because of Lockdown, this was suspended the child continues to be supported within class. We held a Review during school holidays and Spook team to become involved after October half term, then EHCP can be applied for.

We currently have an EHCP pending for a child in Reception (Y1) and have begun the paperwork for another child in Year 1. Two EHCP's granted in Year 1, with one child leaving us to enter an Assessment ARC in October 2020.

We have created a 'nurture room' over the Summer to benefit all children in our school, Mrs Slack worked very hard on setting up this real asset to all.

Exclusions:

There have been two exclusion of pupils with SEMH. This is in line with our new COVID Behaviour Policy.

Engagement in clubs and Extra-curricular activities:

All clubs and extra-curricular activities are fully inclusive and can be attended by any pupils in our school. St Mark's RC Primary School offers a wide variety of clubs and extra-curricular activities (please see our website for more details). Unfortunately, we can't offer these in September because of restrictions.

School council:

The school council is democratically elected by peers. Any child can put themselves forward to be elected as a school eco-councillor; children in each class vote for their preferred councillor. The school council attend meetings and conduct class councils to ensure they are representing the views of all children within their class.

Outcome of interventions:

Please refer to data sheets.

SEND Outcomes: Last year

No ratified data

SATS were Teacher Assessed

No Phonics Testing (Postponed until Autumn Term)

Next steps:

Continue to track the outcomes, attendance, provision and inclusion of all SEN children.

Staff training and Expertise

- NOCN Level 3 MLD
- NOCN Level 3 SPLD
- NONC Level 3 SPLC
- HLTA's trained SEBD and Emotional well-being; Literacy interventions (KS2) including Fresh Start, Spelling and Grammar Hammer; SEN needs
- Lego based therapy training
- Safeguarding refresher
- Speech and language – support and programmes
- Class teachers have attended an Autistic Spectrum Disorder Early Years course
- Weekly SENCO drop in sessions (Tuesday afternoons)
- Skill streaming

Next steps:

SEN children's return alongside other children

Ensure that monies are paid by LEA for all EHCP children

Continue to 'chase' paperwork presented to SEN team

Continue to engage in relevant training to meet SEN needs.

SEND Networks (LEA)
Catholic Cluster SEND Networks
SEN coffee mornings/ workshops for parents

Working with Outside Agencies

- Speech and Language
- SENTASS
- CYPS
- Educational Psychologist
- Occupational Therapy
- Physiotherapists
- Medical Physics
- School Health

A request was made for a child for a place in Additionally Resourced Centres (ARCs) in order for them to access a more specialised provision to meet their SEN needs (A Speech and Language ARC). This was granted last academic year. This child successfully returned to us in November 2019 and is in our current Year 5 class.

Next Steps: Continue to work with external agencies

Pupils Views

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed on a termly basis. Pupils in Key Stage 2 are invited to attend their termly review meeting. This did not happen with all children in Zoom or telephone reviews during Lockdown.

Next steps:

Review pupil participation form.
Questionnaires to be completed each year to ascertain all stakeholder views.
Break out room and garden
All staff using Recovery Curriculum
SEMH/RHSE training to be resumed in September
Mrs Crawford to be trained in 'Skill streaming' to benefit early years and KS1.
Emotional Literacy- look at Leuven Scales as a staff.
Ways to monitor SEN progress (small steps) we will continue to use P scales

Parents/Carers' Views

St Mark's has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them.

Parents are informed about the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters (if needed) are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carer time to prepare.

The school Student and Family Support worker, Mrs Caroline Slack, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help is used to coordinate support for children and their families who have a range of needs.

The school website has an extensive 'Children with additional needs' page signposting, advice and contacts.

Next steps:

Review parent participation form/collate answers from questionnaires on Survey Monkey (website)

Governor visits and meetings

SLA EP under review

SEN review by SIP/LEA

Parent Coffee Mornings/Workshops- a big push to involve parents more when restrictions remove

Transition of pupils to high schools

Reviewing Provision for new register estimation of 33 children

Updating website

Provision for new child Rec- transferring from Cheviot ARC (EHCP) in place

Involvement with Catholic cluster

Funding bids

Further applications for EHCP's

MAT

School Provision costings 2019-2020 to be presented to Governor's

Link to Local Offer

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

Persons Responsible: Alison Miller, Melanie Henderson & Angela Boland

Date Reviewed: September 2020

