



## **Annual SEN Report 2018-2019**

### **Evaluating the Effectiveness of St Mark's RC Primary School's Provision for Pupils with SEND (with individual data)**

*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 again in 2018. 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.

We 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.

The prime needs of our SEN pupils are 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.

#### **SEN profile of St Mark's Primary School:**

Total number of learners on roll: **238** children

Number of learners with SEN: 40 children (was 29 then 37) 17%

Number of learner at SEN support level: 3 children EHCP (were 4 EHCP's in place in Nov)

Number of learners at High Needs level: 1 child currently funded by EEAST team (Nursery). A further 2 applications submitted this year-two were refused. We are re submitting as EHCP's after Summer holiday following a CYPS assessment and report, other parent is appealing Panel's decision. We have 3 pending.

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: 37 = 15%**

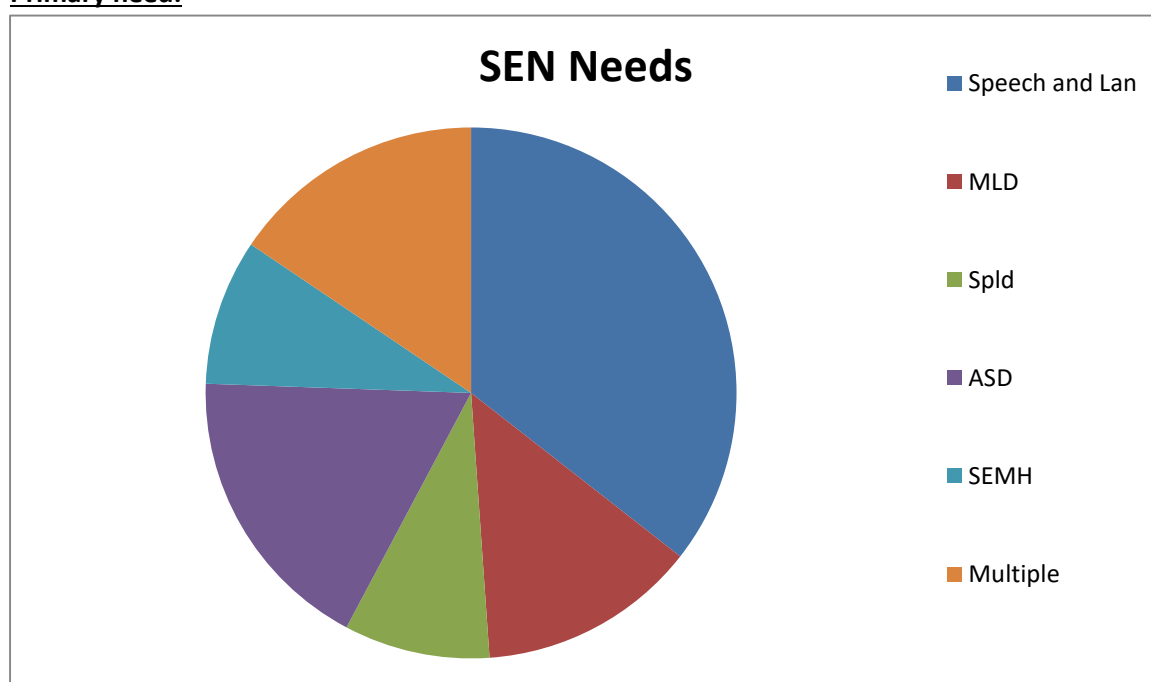
**Early Years Foundation Stage: - Nursery: 1 child; Reception: 6 children**

**Key Stage 1: Year 1: 4 children (1 in Rec); Year 2: 4 children**

**Lower Key Stage 2: - Year 3: 8 children; Year 4: 6 children**

**Upper Key Stage 2: Year 5: 3 children Year 6: 5 children**

**Primary need:**



**SP & L 16 children**

**MLD 6 children**

**SPLD 4 children**

**Attention (ASD) 8 children**

**Social and Emotional 3**

**Multiple 7 children.**

**Health 2 children**

**Additional Provision:**

We were fortunate to have additional staff in school for 5 Reception children (Autumn term,) with complex needs. These children who required extra provision were fully included in classes and accessed the same opportunities as their peers. One child (EHCP) moved on to another setting and we are applying for one EHCP for one other (complex needs), who continues to be supported within class. We currently have an EAST Team involvement and part time funding for a child in Nursery. We have recently employed a former member of staff to work with them. This is working successfully currently. We have reapplied for September funding also.

We are currently looking at provision for next year's Reception class, we will have one child already identified with special needs- this child has been with another provider for his nursery placement. We are asking his parents for a reduced timetable for him until we can begin the assessment process.

### **Transition progs with high school's/SEND handovers final reviews**

All completed and referenced (speak to SEND team)

### **SEN attendance 2018-2019:**

All SEN: 93 % **(Excluding Reception and Nursery)**

All PA for school (Non-SEN): 96.1%

### **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 (2018)**

- Year 1 phonics were much better than National.
- Year 2 and Year 6 achieved better than National in Reading, Writing and Maths for children placed at SEN support provision.
- Reception cohort is very challenging. 9 children closely monitored for SEN. 3 out of the 5 PP (disadvantaged pupils) who did not achieve ELG are SEN. 3 SEN pupils are very challenging and are on CYPs waiting list. Progress however is very good. National 2018 – 71 %
- 2019 -71% of pupils achieved expected standard in R, W & M compared to 83% in 2018

### **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:**

Continue to engage in relevant training to meet SEN needs.

SEND Networks (LEA)

Catholic Cluster SEND Networks

SEN coffee mornings/ workshops for parents-initially led by Carol Booth and Louise Brennand

Renew Rachel Cleife's contract working with Dyslexic and EAL pupils as great progress seen.

Transformation bid and Catholic Conference (Sept 2019)

### **Working with Outside Agencies**

- Speech and Language
- SENTASS
- CYPs
- Educational Psychologist –Carol Booth and Helen Owen Hughes (LEA for Statutory Assessments)
- 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 early in the academic year; this child has made great progress and is expected to return to us in October 2019.

**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.

### **Next steps:**

Review pupil participation form-implemented in July Reviews.

Pupil Passports begun in Year 5 in preparation for High school transitions.

Pen portraits written for each child in school on SEN register.

Questionnaires to be completed each year to ascertain all stakeholder views (Survey Monkey) and paper copies.

Break out room and garden to continue to be utilised.

Mrs Henderson to work with Year 6 and Year 1 cohort (SEN) supporting in Numeracy and Literacy

Mrs Crawford to be trained in 'Skill streaming' to benefit early years and KS1.

Emotional Literacy- look at Leuven Scales/Zones of Regulation as a staff.

Ways to monitor SEN progress (small steps) LEA developing scheme to replace P scales (Sept 2018), however we have bought Lancashire P scales because of breadth and their updating alongside developing an emotional scale for us to use

### **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. This support was commended by SENDIASS team and Parent Partnership Services.

We have had to take the lead on four Early Help Plans this Year.

We have made 12 referrals to CYPs for children to be assessed for a number of complex/emotional needs.

We have made 9 referrals to OT for sensory and other needs to be assessed-sadly waiting times are up to 18 months currently.

We had training and support from Sensational Classrooms (OT service) and have put some strategies in place and bought some resources.

Staff have been trained to work with a child with diabetes, who has an insulin pump, but has to be tested at least 4 times a day (Not allowed any financial support for this)

**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

Transition of pupils to high schools (One child has EHCP)

Reviewing Provision for new register estimation of **32** children

Updating website-constantly

Provision for child transferring back from ARC

Involvement with Catholic cluster

Funding bids

Further applications for EHCP's

Increased involvement with EEAST team

School Provision costings 2018-2019 presented to Governor's- available to view

**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:** June 2019

