



Annual SEN Report 2021-22

Evaluating the Effectiveness of Archibald First School's 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 Archibald First School has used SEN funding to meet pupils' needs during the academic year 2021-22.

Context:

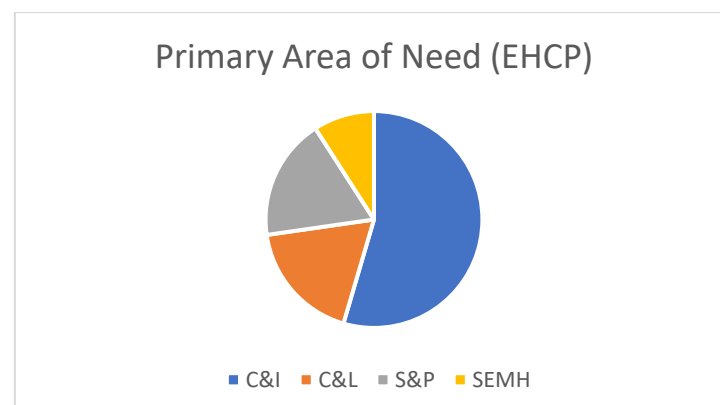
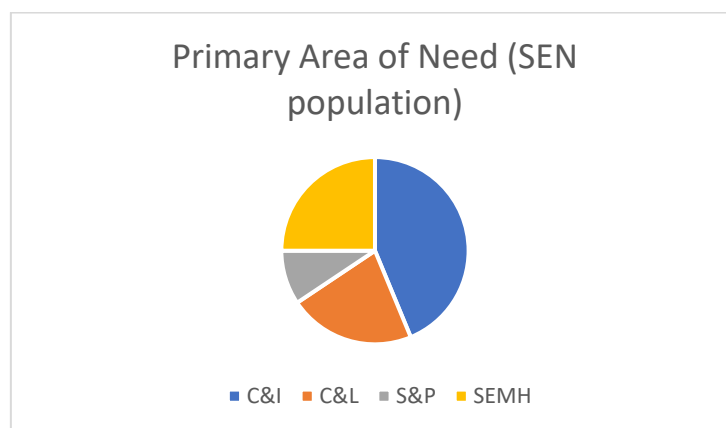
Number of children on roll: 337

Number of children on SEN Register (% of whole school population): 33 (9.8%)

Number of children at SEN Support (%): 23 (6.5%)

Number of children with EHC Plans (%): 10 (3.3%)

Number of LAC/P-LAC children on register (% of SEN population): 9 (27.3%)



These trends reflect national trends with C&I (particularly ASD) being the main primary area of need but with SEMH being an area of significant growth.

Data information:

- All SEN pupils have made three steps' progress, either in terms of tracker steps or according to an individualised assessment grid, and many are at age-expected levels of attainment.
- Attendance for pupils with SEND was in line with the rest of the school population, averaging 97%.
- There have been no exclusions during this period for children with SEN.
- Engagement in clubs is well monitored, and our SEN population continue to be well-represented in clubs at school.
- Interventions are closely tracked over a half-term with tight objectives that are closely monitored.

How do we evaluate the effectiveness of SEN provision?

- At the termly review meetings, the progress made by individual pupils with SEND is discussed and explained to their parents. The views of parents on how successful the provision has been in enabling their child to attain their set outcomes is sought. This information feeds into the targets set for the child on their next individual Pupil Support Plan.
- The progress and attainment of those children with SEND is measured termly by the SENCo and discussed with the Senior Leadership Team during Planning and Progress meetings. This enables the provision for each child to be evaluated. We aim for all children, including those with SEND, to make at least expected progress throughout each school year and we expect them to meet the targets they have been set. If the termly data suggests that the progress made keeps them on track for meeting their targets, we know their provision is successful; if the progress made suggests they may not meet their targets, we know provision needs to be changed in order to ensure they do.
- The SENCo compiles an annual data report about the attainment of SEND children. This is shared with the SLT and the Governing Body. It is also available for any required external moderation, e.g. Ofsted.
- The data report and Planning and Progress information all feed in to planning and provision mapping for the following academic year.

Staff Training and Expertise:

- Year 2 Makaton upskilling (throughout the year)
- Reception staff and parent Autism S&L training
- Gosforth Trust SENCo network meetings
- City-wide SENCo and SENTA network meetings
- SENCo working as part of Newcastle LA AET training hub
- Attachment training (AW)
- AET training (AW delivering to EYs settings, key staff receiving training)
- SLCN training (EYs staff)
- VI training (KS1)
- Moving and Handling training (KS2)
- Zones of Regulation (whole school)
- Makaton refresher (whole school)

Next steps:

- Continue to roll out Makaton and Moving and Handling training throughout the school, as need arises.
- More Autism training throughout the whole school.

Working with Outside Agencies:

Include work with other professionals and the impact on attainment, progress, pupil involvement etc

- S&L – implementation of programmes for specific children and up-skilling staff
- OT – implementation of programmes for specific children and up-skilling staff
- Physiotherapy
- SENDOS Early Years Team
- SENDOS VI And HI teams
- Teacher for the Deaf
- Educational Psychology Team
- RCAS
- Continence Nurse
- CYPs
- LA SEN School Improvement Team
- SENDOS specialist teachers for C&I and C&L
- Educational Psychology Service (allocated EP and Virtual Schools' EP)
- S&L (NHS {ASD, Learning Difficulties team, Paediatric}, Private)
- OT (NHS and private)
- Physio (NHS and private)
- Percy Hedley School (support for child with split-placement)
- Hadrian School (support with moving and handling and support for specific children)
- Visual Impairment team (twice weekly sessions with one child plus half-termly visits and rebound therapy)
- Virtual Schools
- Northern Guild counsellors (weekly sessions)
- NEC counsellors (weekly sessions)
- GPs/Paediatricians
- LA SLD team
- Dyslexia NE (two diagnoses this year)

Next Steps:

- Continue to develop these links and share expertise within staff.
- Provide opportunities for staff to visit other settings, e.g. Hadrian, Percy Hedley, Regent Farm VI ARP.
- AW to continue to deliver EYs AET Autism CPD.

Pupils Views:

- Pupils' views are regularly gathered by support staff and class teachers, particularly in the review and setting of pupil support plan targets and prior to termly reviews.
- When appropriate, pupils are invited to reviews to share their feelings and thoughts.
- Children expressed that they were supported well and knew who to ask if they needed help.

Next Steps:

- Explore other ways of gathering pupils' views at an age-appropriate level.
- Discuss with GST trust SENCos how they gather these views and opinions.

Parents/Carers' Views:

Parent/carers' views are gathered in a range of different ways:

- Parents evenings
- Termly reviews
- Parent questionnaires

- Coffee mornings/afternoons with SENCo/FSA
- GST SEN Fair (not held in recent years)

What parents say...

"The staff are creative and thoughtful in finding ways to include our daughter in school."

"If we have any concerns, we know just to mention them and we can arrange a meeting."

"School always goes above and beyond to help my child's learning and school experience."

"The school know my child's social, emotional and educational needs and meet all of his needs. He is a valued member of his school and couldn't be happier."

"The school have gone above and beyond for our child. He 100% loves the school and it is 100% down to the support he receives."

Next steps:

- Parents have said that they are keen to have more coffee afternoon/lunch sessions. This would provide an informal environment to gather feedback and to share information about local activities and organisations.
- Organise Parent/carer session with SEN link governor.

What OFSTED says...

'All groups of pupils, including those who speak English as an additional language, those who are potentially vulnerable, are disabled or have special educational needs make excellent progress. This is because the school is committed to equality of opportunity. Pupils' progress is checked regularly and carefully. Where there is any chance of pupils slipping behind, they are offered effective support from the class teacher and the teaching assistants.'

'Disabled children and those with special educational needs are assessed quickly and have the support they need from an early stage, often provided directly by the school. As a result, they are nurtured very well and make similar progress to their school friends.'

OFSTED April 2015

Link to Local Offer

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

Angela Ward September 2022