



# North Road Community Primary School

*Enjoy learning, succeed in life*



## SEND Impact Report 2023

SENDCo	Miss Emma Westall
Headteacher	Mrs Sarah Stillie
SEND Link Governor	Dr Kerry Holland
Adopted	April 2023
Review date	October 2023
Renewal cycle	Annually from October 2023

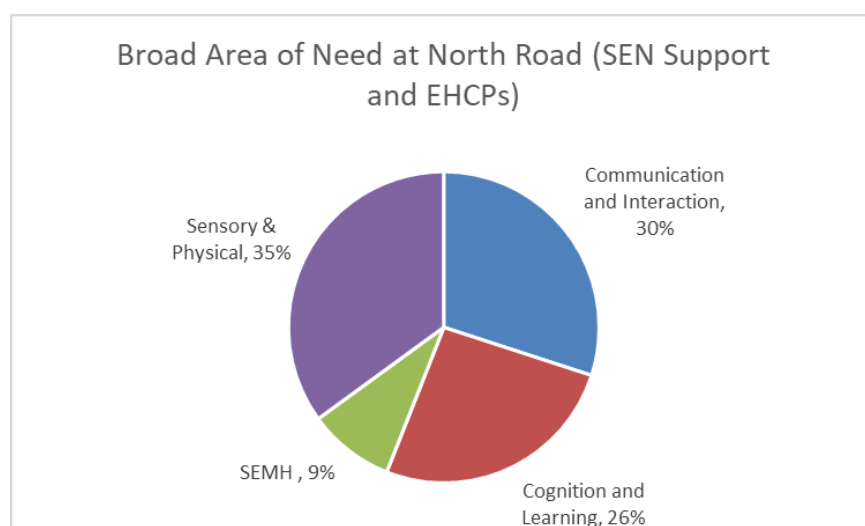
### SEND profile (as of 23.03.23)

	NORTH ROAD	NATIONAL	PRIMARY ONLY
No SEND	78.1	84.1	85.3
SEN Support	19.0	12.2	12.6
EHCP	2.9	3.7	2.1

Our figures are now above national averages, with 21.9% of our students in total experiencing a special educational need, compared to the national figure of 15.9%. This is due to a high needs cohort which has altered our profile. (Department of Education National Strategists published in July 2021, <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>)

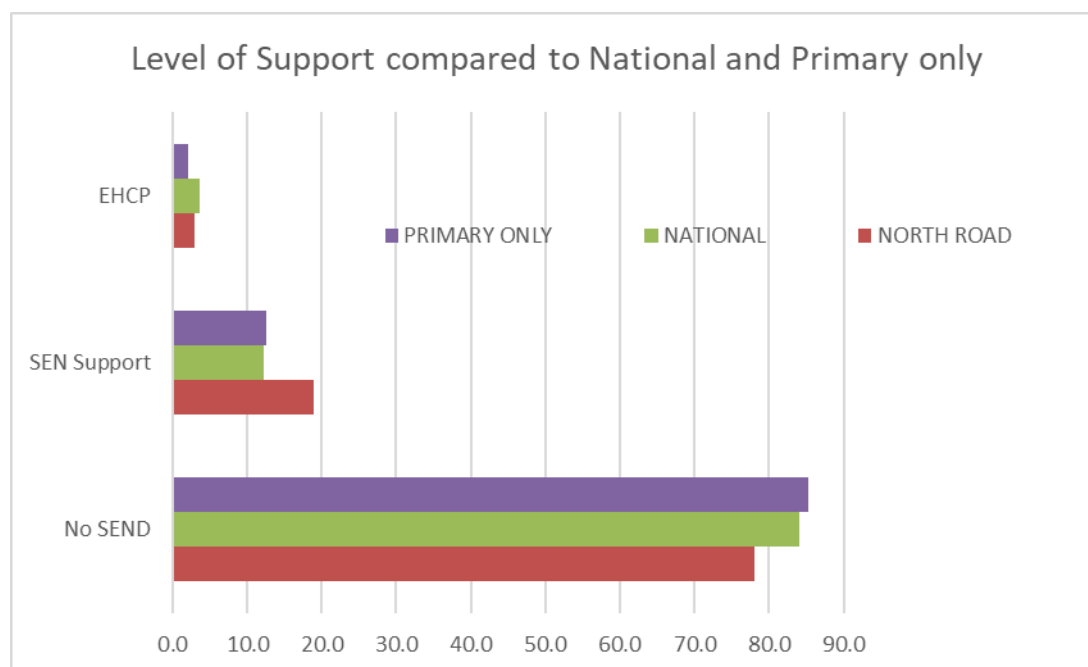
Our percentage of children with an Educational and Health Care Plan is broadly at national averages at 2.9%, compared to 2.1% nationally. However, we have two children for whom we are in the process of writing an application for a needs assessment.

Nationally, the most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs



Our EHCP data is in-line with the national picture (2/3 of our pupils with an EHCP have an Autism+ diagnosis). Our most common type of need is Sensory and Physical, this is due to the presentation of our children with Autistic traits, nationally these may be categorised as Communication and Interaction difficulties.

Our data for SEN Support is above National figures. We are very aware of trends to over-identify children at the SEN Support level. However, our increase is due to a high needs year 1 cohort (40% are on the register).



### **Updates on the Implementation of the governing body's policy for pupils with SEND**

#### **Update on Aims from the Policy:**

- *Meet the needs of all pupils who may have additional needs by offering them a broad, balanced and differentiated curriculum*

We support the view that, whenever it is possible, it is desirable for the child to receive in-class support and remain part of their peer group as part of quality first teaching. However, there are times when children require a more specialised programme through targeted interventions. These interventions are carefully timetabled to ensure that a child does not miss a core subject or a subject in which they excel. Interventions are normally planned around transitions e.g. first thing in the morning or just after break, to limit disruption.

As part of the handover process, all teachers received a document called Classroom Strategies. This detailed, through a simple tick list, the strategies each child with SEND needs to ensure they are able to access learning in the classroom. This may, for example, include details of where they should sit in the classroom, the use of equipment such as wobble cushions, or the resources such as visual word mats.

Interventions are carefully planned and implemented. They are tracked using a Provision Map to make sure that they are affective.

- *Secure high levels of achievement for pupils who have SEND.*

Children with SEND are tracked through two means – through the Provision Map and through the school-wide tracker.

The school-wide tracker is based on the valued judgements of individual teachers and tracks academic progress. This is discussed at Pupil Progress Meetings which are run by the Head Teacher and attended by the SENDCo who has a particular remit to try and remove any barriers to learning.

We recognise that academic progress does not track a child's many other abilities, talents and needs. For this, we use a Provision Map, this tracks progress individual to the child, for example the correct use of a sound, their involvement in a lesson or their ability to recognise their emotions etc. For children with an EHCP, teaching assistants complete a weekly assessment so these, 'softer' targets are tracked. These interventions are RAG (red, amber, green) rated to give a clear oversight of which interventions are working.

These two means of tracking are brought together in termly SEND meetings which are held between the teacher and SENDCo. At this meeting, all pupils with SEND are discussed, all progress analysed and a strategic plan is made for the next term.

- *Ensure that all children learn to appreciate and value their own strengths, feel equally valued within the school community, secure high levels of achievement and are motivated by their future ambitions.*

Pupil voice was taken in June 2022. It provided both qualitative and quantitative data, this was also taken in June 2021 and the findings were analysed. Pupil voice is taken into account when planning interventions or classroom strategies. For instance, it was recommended that one child uses a laptop for all writing, but through pupil voice we identified that they found that the laptop 'got in the way,' we therefore stopped using the laptop for some lessons.

We have taken part in Makaton training (Dec 2021 – Jan 2022), this whole school approach supports inclusion and speech and language skills for all pupils. We have also run individualised programmes to support children to identify themselves as an Autistic person and have taken part in Neurodiversity Celebration Week in March 2023.

The SENDCo took on the role of Pastoral lead from September 2022. Together with our ELSA, Sandbox therapist, parent support advisor and Educational Psychologist, this team supports all pupils - including those with SEND - with their mental health needs.

- *Build upon success and to encourage pupils to recognise their own achievements and take some responsibility for their learning.*

Children completed Pupil Passports in September 2022. Together with their pupil voice, in July 2022, this has helped us to plan their provision. The My Plan format, completed three times a year, also asks for pupil voice and provides an opportunity for children to reflect on their learning.

- *Empower all children to be active in decisions about their education.*

Our Ofsted in October 2022 commented that 'Pupils and parents are involved in the setting of individual targets.' However, we continue to build this element to ensure pupils can see the clear link between what they say and what we do.

- *Attain high levels of involvement and satisfaction from parent and carers.*

Formal meetings with parents and the SENDCo in June 2021, 8 of our 15 parents engaged. These meetings were really helpful in gaining parent feedback. In June 2022, these took place again 11 out of our 24 parents engaged. For parents with pupils with an EHCP, we have asked for individual feedback on SEND TAs, these have been overwhelmingly positive. We believe co-production to be key in achieving the best outcome for our pupils.

- *Work cooperatively with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of pupils who have SEND*

This year North Road Primary School has had support from Occupational Therapy, Educational Psychologist, Speech and Language Therapists, Inclusion Support, Behaviour Support, Teacher of the Deaf, the Early Years Advisor, the 0-25 team at the local authority, alternative provision bases, resource bases and a Specialist school.

- *Support all children to make a successful transition throughout each milestone of their education.*

Supported transitions were provided for children both joining and leaving the school. This involved visits to previous and next settings and meetings with pupils, professionals and parents. All children transitioned well into EYFS and our anecdotal evidence has been that children have transitioned well into secondary schools.

One of our pupils has not transitioned from EYFS to KS1 successfully, we have been working hard to support this child.

### **Staffing for SEND**

North Road Primary School employs a SENDCo and five SEN TAs to support pupils with EHCPs together with four further teaching assistants.

### **Training of Staff to Support children and young people with SEN**

The SENDCo has taken on the Appraisals of all TAs (this was previously just SEN TAs). Observations and appraisals were completed in Term 2 and good practice shared at termly TA meetings. Further observations will take place in May.

All staff completed Makaton training this year, all staff have also had training on Foetal alcohol and drug trauma. Teaching assistants also had an Inset day focusing on maths.

The SENDCo has attended training on Speech and Language, Team Teach training, the Banding Model and taken part in a three-part session on the Engagement model. I have also been asked to be a mentor for the NASCO SEN Award in Bath. This will also provide continued professional development. One of our SEND TAs has attended Team Teach training, Attention Autism training, and PECs. Another has completed Autism training and another training on Specific Learning Difficulties.

Good practice is shared at termly TA meetings.