



SEND Annual Summary Report

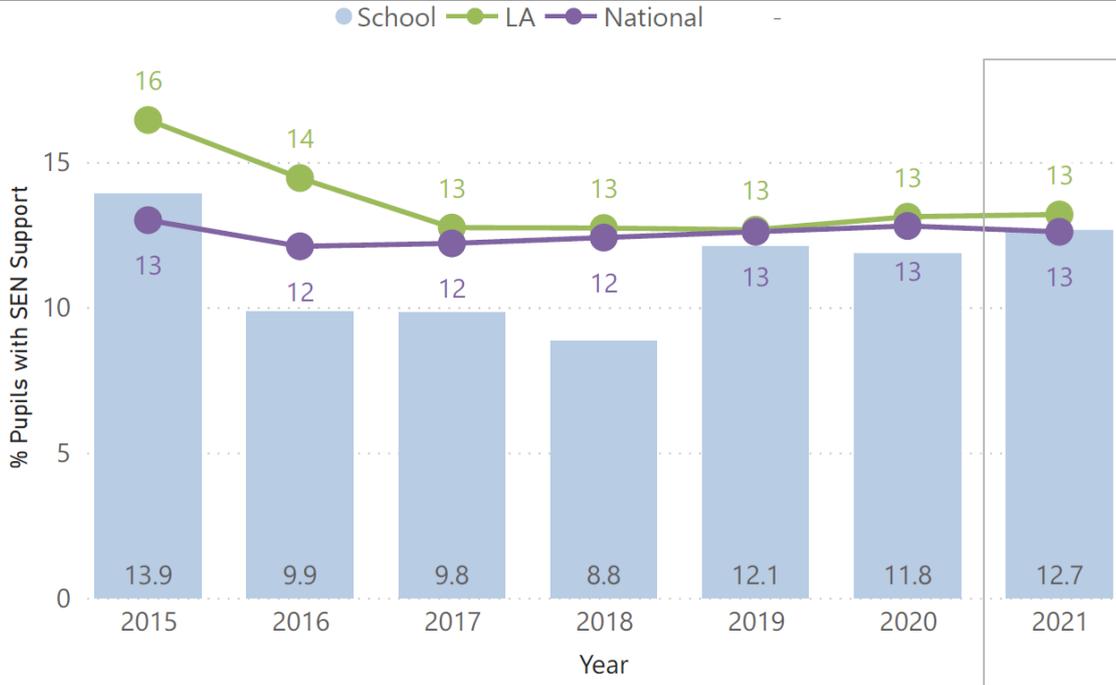


Covering Academic Year 2020 – 2021

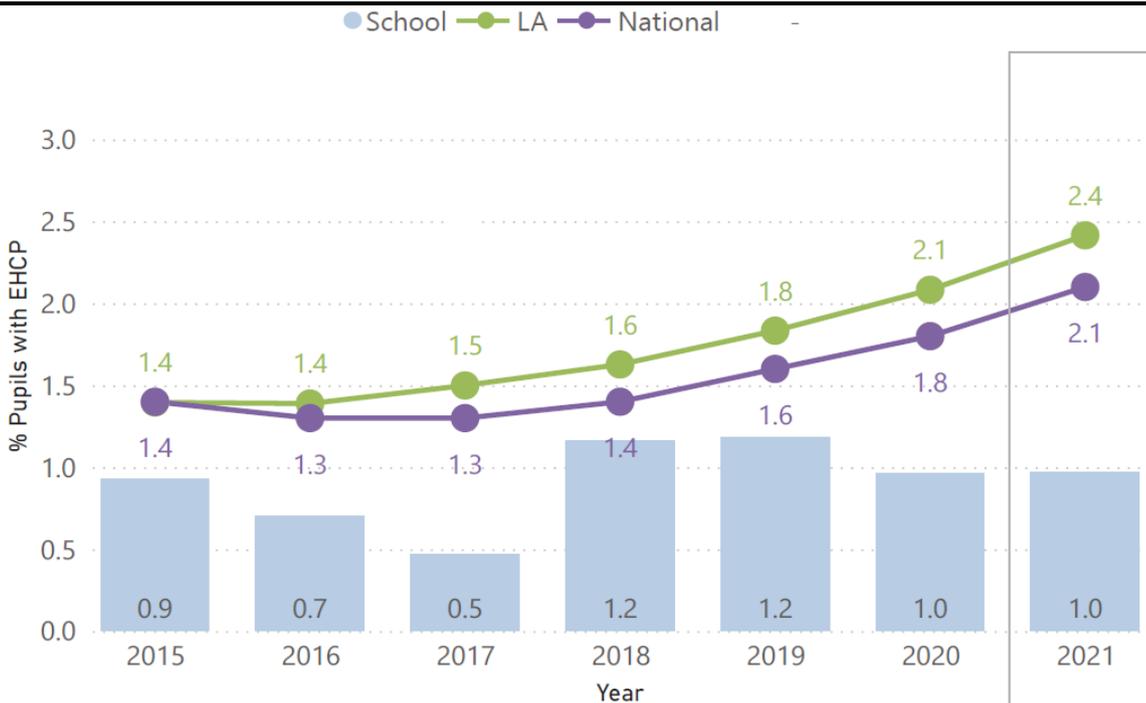
Context of School

The following data is taken from the September 2021 School Information Pack sent to all head teachers as well as information from SIMs which is our data collection computer system in school. The data information pack and SIMs data covers the previous academic year. The SEND register will vary throughout the year as we are constantly reflecting on children’s attainment and working in conjunction with outside agencies to identify need and progress.

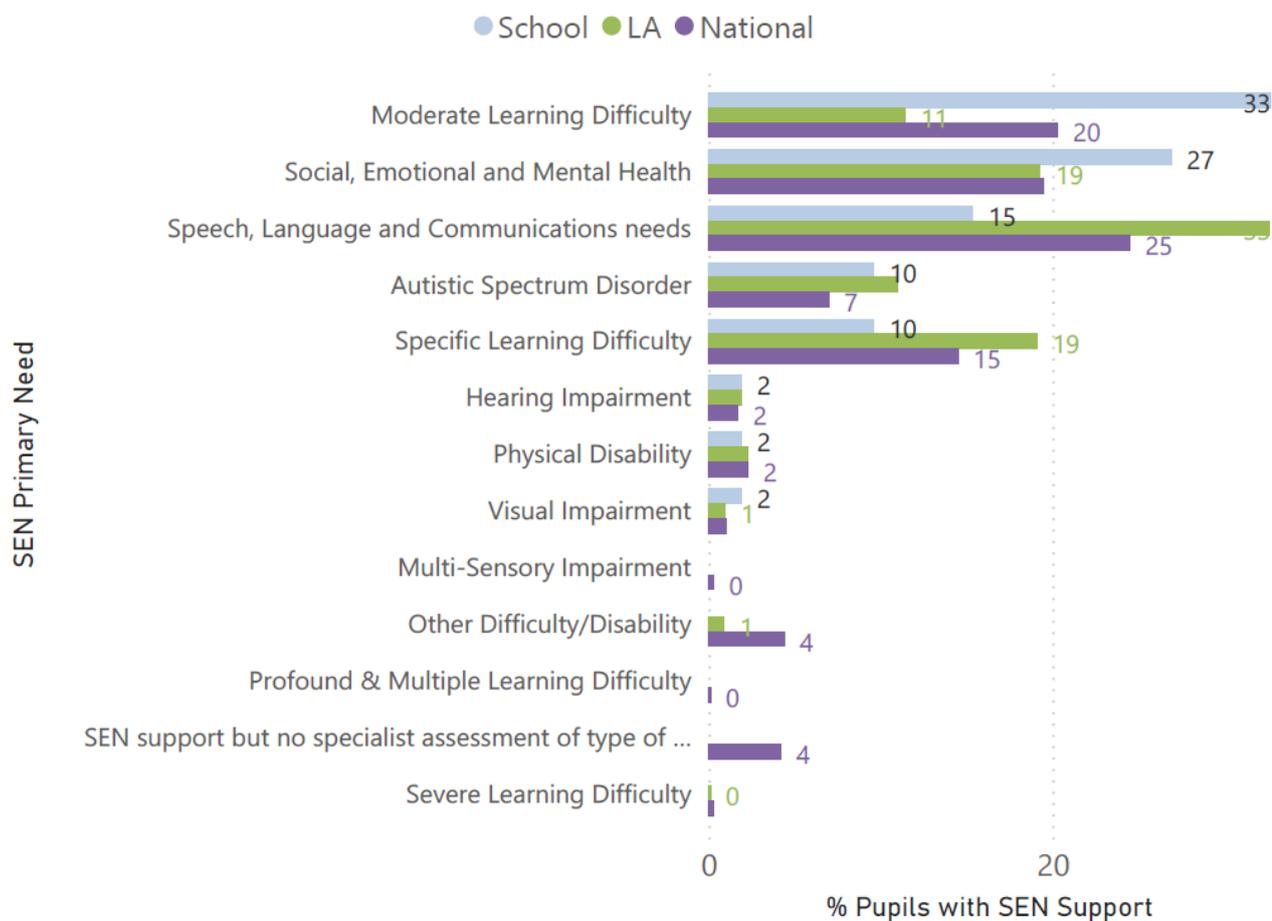
Pupils receiving SEN support



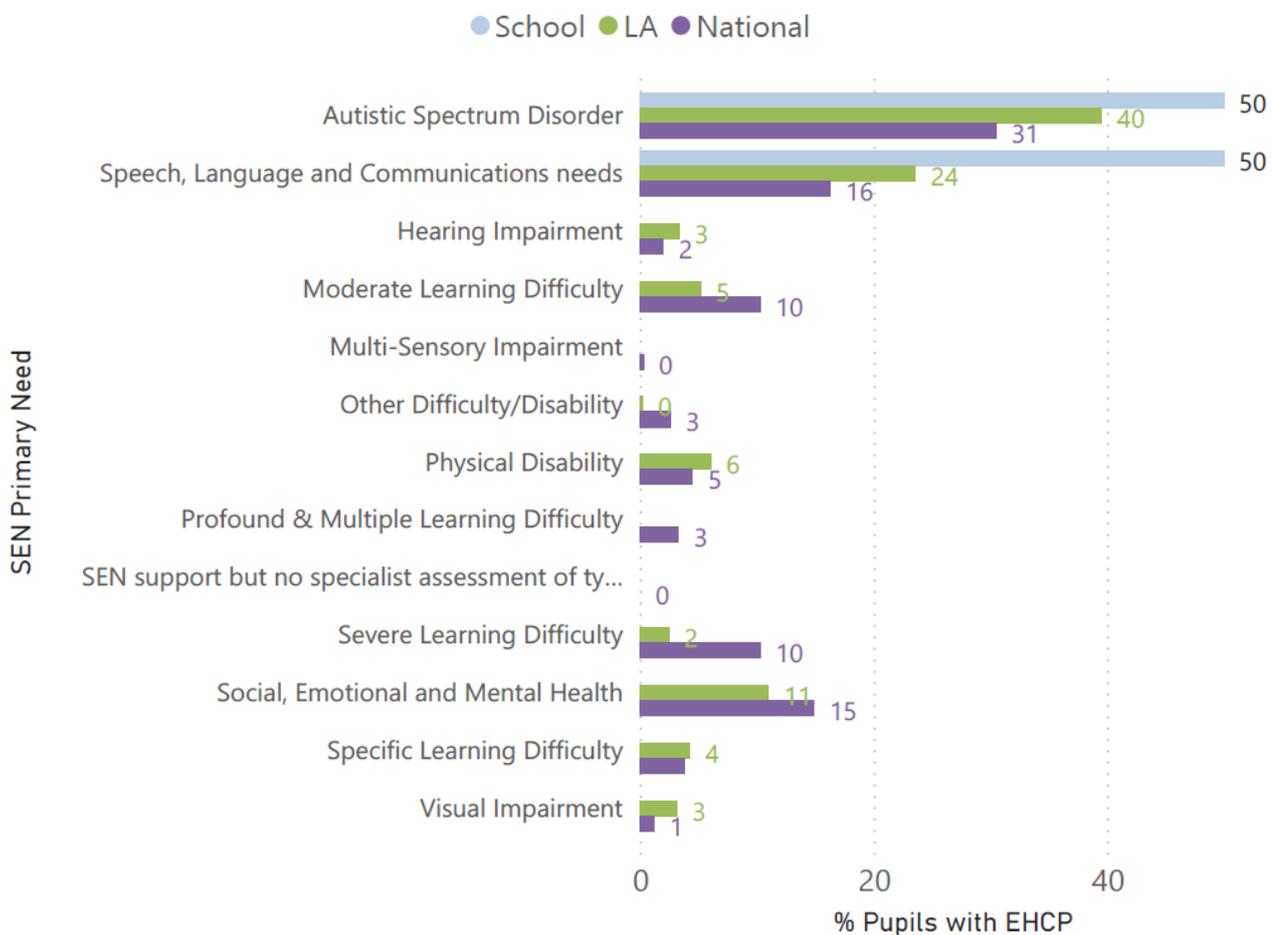
Pupils with Education, Health, Care Plans (EHCPs)



Primary Area of Need for Pupils with SEN Support



Primary Area of Need for Pupils with Education, Health, Care Plans



Gender of Pupils on SEND Register		
	Boys	Girls
EYFS (Reception)	1	4
Key stage 1 (Years 1 and 2)	15	1
Lower KS2 (Years 3 and 4)	17	4
Upper KS2 (Years 5 and 6)	21	13
Total	54	22

Progress for SEND pupils

Progress of SEND children in Year 1				
	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	75%	25%	0%	0%
% of pupils progress in Writing	100%	0%	0%	0%
% of pupils progress in Maths (number)	100%	0%	0%	0%
1 child = 12.5%	<i>This year group were severely affected by the Covid lockdowns. They have not received a full year of schooling since starting school due to a national lockdown in their Reception year and in Year 1.</i>			

Progress of SEND children in Year 2				
	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	75%	12.5%	12.5%	0%
% of pupils progress in Writing	87.5%	12.5%	0%	0%
% of pupils progress in Maths (number)	62.5%	37.5%	0%	0%
1 child = 12.5%				

Progress of SEND children in Year 3				
	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	66.7%	11.1%	22.2%	0%

% of pupils progress in Writing	100%	0%	0%	0%
% of pupils progress in Maths	88.9%	11.1%	0%	0%
1 child = 11.1%				

Progress of SEND children in Year 4

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	33.6%	33.2%	33.2%	8.3%
% of pupils progress in Writing	66.8%	16.6%	16.6%	0%
% of pupils progress in Maths	41.9%	8.3%	49.8%	8.3% (exceeded ARE)
1 child = 8.3%				

Progress of SEND children in Year 5

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	21.9%	42.6%	35.5%	21.3%
% of pupils progress in Writing	64.5%	14.2%	21.3%	0%
% of pupils progress in Maths	29%	28.4%	42.6%	21.3%
1 child = 7.1%				

Progress of SEND children in Year 6

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	5%	30%	65%	50%
% of pupils progress in Writing	15%	30%	55%	30%
% of pupils progress in Maths	15%	35%	50%	25%
1 child =5%				

Visual representation of SEND progress data for 2020-21

Reading - % SEND children making less than expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

Writing - % SEND children making less than expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

Maths - % SEND children making less than expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

Reading - % SEND children making expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

Writing - % SEND children making expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

No SEND children in years 1 and 3 made expected progress in writing.

Maths - SEND children making expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

No SEND children in Year 1 made expected progress in Maths

Reading - % of SEND children exceeding expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

In Year 1, there were no SEND children who exceeded progress expectations for Reading.

Writing - % SEND children exceeding expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

No SEND children in years 1, 2 or 3 exceeded progress expectations in Reading.

Maths - % SEND children exceeding expected progress



■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6

No SEND children in years 1, 2 or 3 exceeded progress expectations in Maths.

Key points from the SEND data in academic year 2020-21

- In years 1 and 2, SEND children are making less than expected progress in reading than in all other year groups. (Expected progress is 1 sublevel per term for an age-related peer)
- In years 1 and 3, SEND children are making less than expected progress in writing than in all other year groups. (Expected progress is 1 sublevel per term for an age-related peer)
- In year 1, SEND children are making less than expected progress in maths than in all other year groups. (Expected progress is 1 sublevel per term for an age-related peer)
- In year 1 and 3, no SEND children made the expected progress in writing.
- In year 1, no SEND children made expected progress in Maths.
- In year 6, they have the highest percentage of SEND children exceeding the progress expectations for across the board in Reading, Writing and Maths than in all other year groups.
- No SEND children in Years 1 to 5 were at Age Related Expectations (ARE) in writing at the end of the 2020 – 21 academic year.
- It is clear to see that progress for SEND children in years 1, 2 and 3 is lower than that documented in years 4, 5 and 6. There are a number of reasons for this.
 - Children's reading ability develops more as they get older and are able to apply all the skills of reading together. Children are then able to read and access learning across the whole curriculum.
 - The data does indicate that we need to focus on early identification of SEND, early intervention and support and ensure that all support for these years is thoroughly documented.
 - The impact on the Covid-19 lockdowns on early schooling and teaching early reading skills enabling children to access the wider curriculum and work that was set during this period of time.
- We need to consider how progress of wider SEND such as SEMH needs is catalogued. All of this data is from the National Curriculum Expectations for Reading, Writing and Maths. We know our children with SEND needs have made progress in other areas but have not been able to log this. This will be an area to be developed furthermore in the school possibly with the help of the Special Schools and their systems of recording progress.

Key Events, Initiatives and Activities this year

- There was a National Lockdown in Nov 2021 – although school remained open heavy restrictions were put in place stopping all external services and professionals from coming into school to carry out observations and assessments.
- There was another National Lockdown that lasted from the beginning of January until the end of March 2021. This effected all children across the school with only keyworker children allocated places in school as needed and no external services and professionals coming into school. EHCP provision was maintained in school for this lockdown too.
- SENCo returned from Maternity Leave at the end of January 2021.
- 4 children have received support from our school counsellor during academic year 2020-21.
- SENCo met with both Varndean and Dorothy Stringer SENCos to aid transition. Transition visits were arranged for all key SEND pupils going into these 2 main feeder schools. SENCo had telephone conversation with Patcham SENCo and specialist unit for other few children not going to Varndean or Dorothy Stringer.
- Teaching Assistants received training on the use of Clicker 8, Clicker Write and Wordshark. These are specialised literacy support programs that children use to scaffold their English spelling and writing in class.
- The Speech and Language Therapist has assessed 5 children this year (predominantly in the EYFS) and continues to support 7 other children in school. The SENCo continues to attend termly meetings, make referrals and ensure programmes are implemented.
- Reception, Y1 and Y2 TAs received a day's worth of training for KS1 Talk Boost Intervention in preparation for implementing Talkboost in Autumn Term 2021. This is in replacement for the School Start Language intervention. This is due to the school start lasting 30 weeks and only targeting 4 pupils. Talkboost allows more pupils to be given support and a quicker intervention. Additional school kit ordered to support KS1.
- 8 children with ASC were observed by the ASC specialist from BHISS. 2 of these observations formed part of the EHCP process. 5 of these children were observed after receiving a new diagnosis.
- 4 members of staff (Teacher and x3 INAs) attended 'Introduction to ASC Training' to support their work with children in school
- X2 members of staff attended 'Transition to Secondary' training run by BHISS.
- X3 members of staff attended 'Autism and Managing Anxiety' training run by BHISS.
- SENCo attended regular cluster meetings with the city centre partnership – these were online due to Covid restrictions in place.
- Teachers had termly SEND review meetings with SENCo to discuss children, their progress and the support in place. This gives regular opportunity to review provision and highlight other children who are starting to cause concerns.
- The Educational Psychologist assessed 3 children as part of the EHCP process.
- Edukey subscription was cancelled after a staffing questionnaire about its use. APDR paper learning plans were instead implemented. SENCo has further refined these to be more parent and teacher friendly and include further opportunities for 2-way communication between home and school to feed into a child's provision and support in school.
- SENCo has completed 4 EHCP requests and had 3 of those accepted. 2 were accepted and in place for the Y6 – Y7 transition to secondary school.
- SENCo began her NASENCo training for accreditation.
- Sam Barfoot, Inclusion Mentor, completed Attachment Lead training.
- SENCo attended a local authority SEND Conference, where our Chair of Governors was also speaking about her work for PACC. Workshops attended during the conference included Working with TAs effectively, Developing a Sensory Profile and Supporting Children with Specific Learning Difficulties.
- SENCo ran Summer Term parent consultations for parents of children on the SEND register. These were conducted online via Teams.
- Tammy Bowles remained the school's Communication Champion and attended the relevant training to maintain this.
- SENCo, Carla Kemp, remained as the school's ASC Champion and attended the relevant training to maintain this.

- Selected pupils that were classed as 'Pupil Premium' in Year 5 accessed the National Tutoring Program for English and Maths catch-up in the Summer Term.

Next Steps for Academic Year 2021-2022

The key priorities for next year are:

- To embed the Assess, Plan, Do and Review Learning Plans as part of our ongoing monitoring of children with SEND.
- To increase our monitoring of children so more early identification can happen – this is going to be done by using a whole-class provision map of all interventions and support put in place for all children in the class.
- Whole-school focus on 'SoundsWrite' phonics initiative and 'Kinetic Letters' handwriting approach to aid in children's English development.
- Prioritise Year 2 (Year 1 on this report) for support and interventions from the Inclusion Team to try and increase progress for SEND children in class.
- To ensure pre and post assessments are carried out for all interventions and support including when children are working with the Inclusion Mentors. This will be through formal intervention assessments and Boxall profiling.
- Increase the use of technology in class for children with SEND needs through the Chromebooks acquired from the pandemic and the subscription to Clicker and Wordshark.
- To start to decrease our waiting list for children awaiting being seen by the Educational Psychologist - additional budget to buy more EP time.
- To ensure efficient use of Inclusion Mentors time and skillsets to meet the needs of children with SEND across the school and continue to maintain links and communication with parents/carers of children with SEND.
- To develop relationships with parents of children with SEND through coffee mornings/ meet ups with Covid restrictions lifting in Sept 2021.
- To update staff on effective Autism strategies and the use of Just Right in the classroom to support all learners.
- Continue to monitor interventions and their effectiveness.
- To develop a maths intervention for SEND learners based on fluency through the use of 'Number Sense'.
- To plan and start to develop an assessment system for children with SEND that helps to catalogue smaller steps of progress made so that we can measure both academic and social and emotional progress made.
- The creation of a website page for SEND and Inclusion with parent links, school information and SEND/Inclusion notices to be set up.
- Continuation of The National Tutoring Program for children in Years 2 and in Year 6. Groups for English and Maths in both year groups and targeting children who are Pupil Premium and/or SEND.