



SEND Annual Summary Report

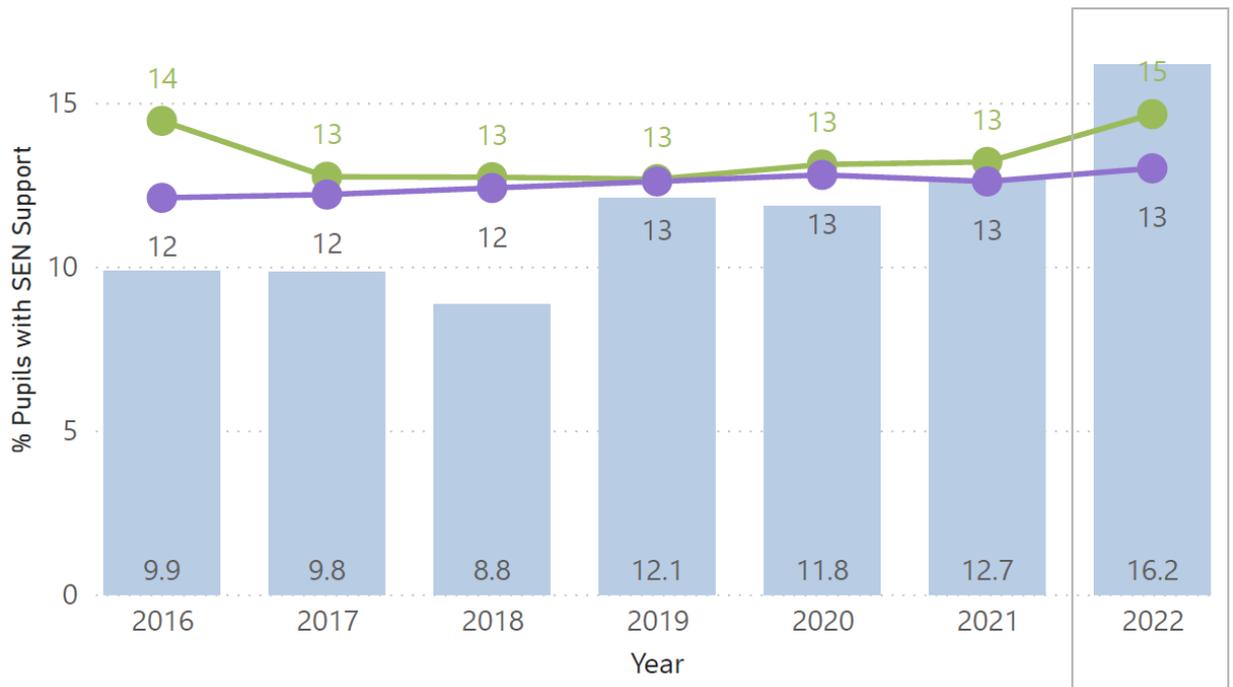


Covering Academic Year 2021 – 2022

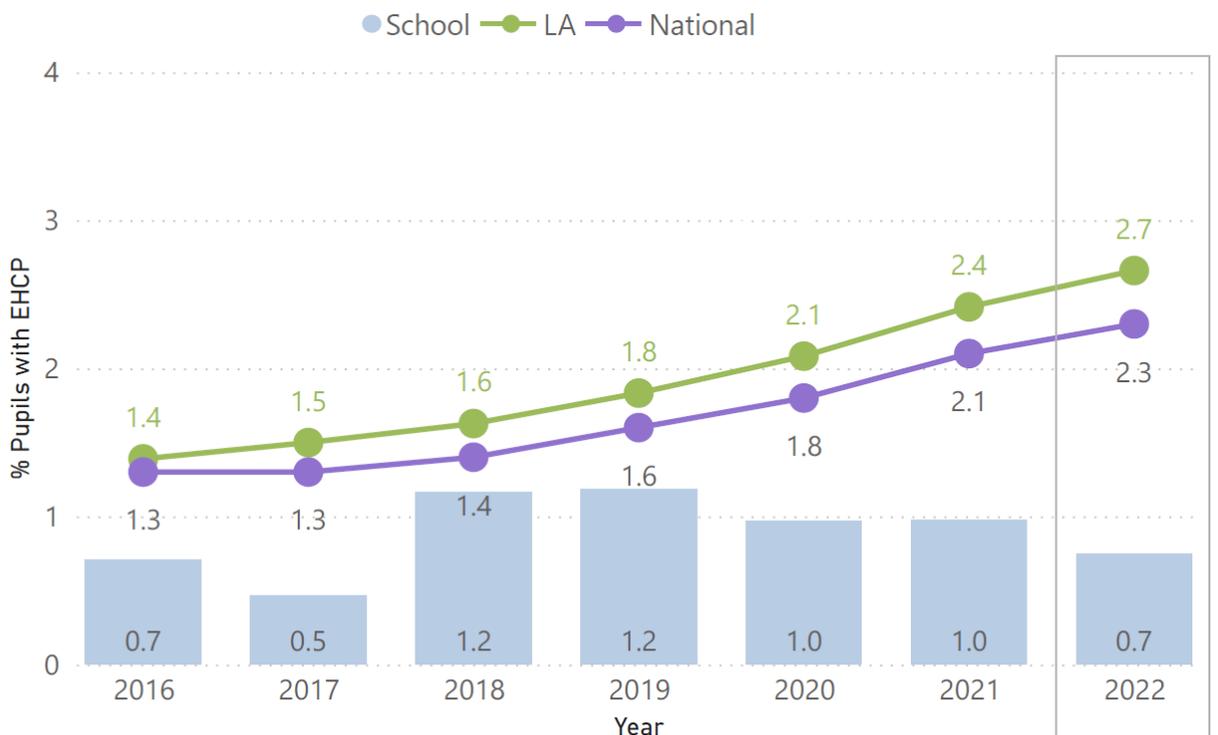
Context of School

The following data is taken from the September 2022 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 (2021-2022). 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.

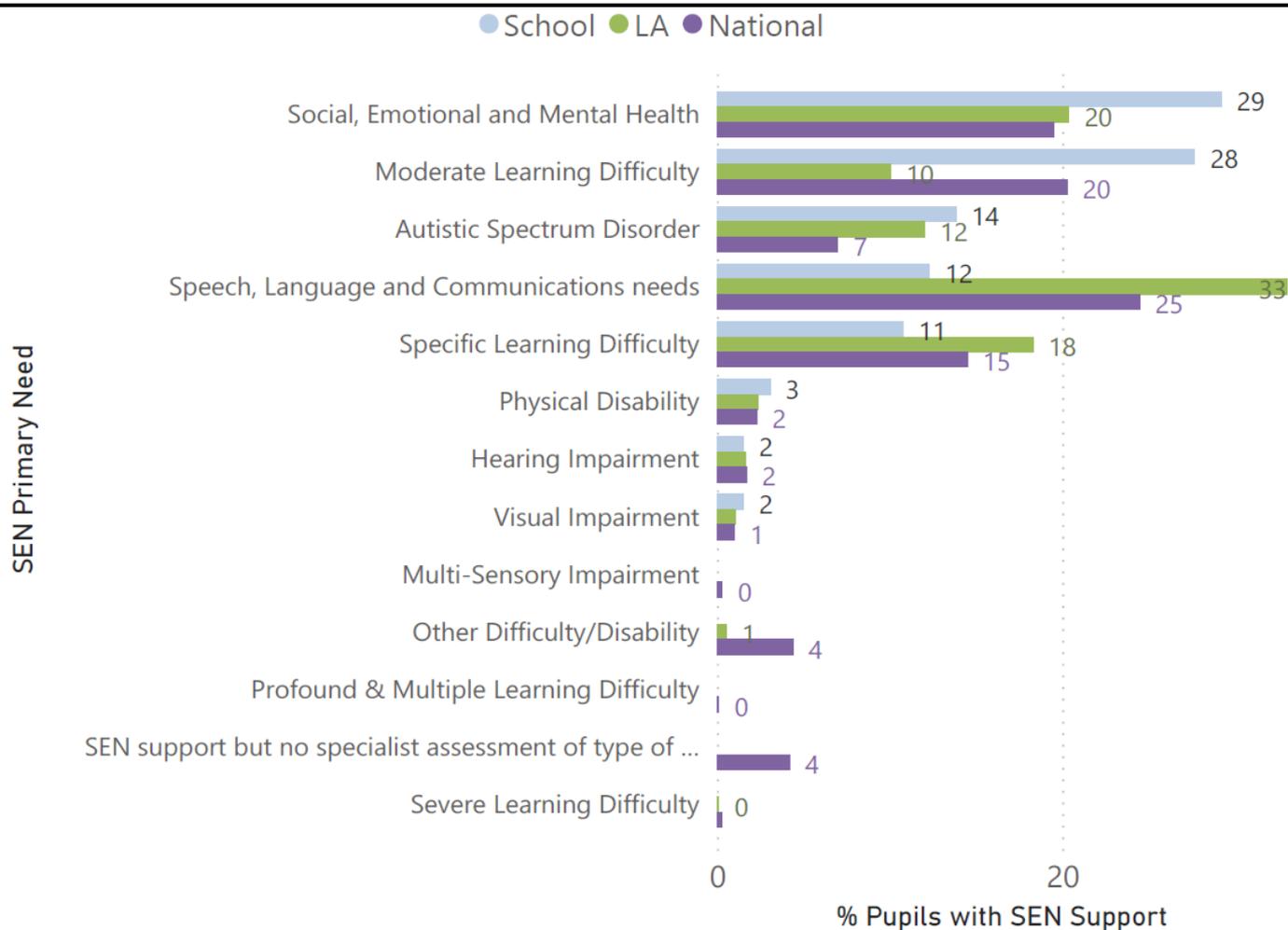
Pupils receiving SEN support ● School ● LA ● National



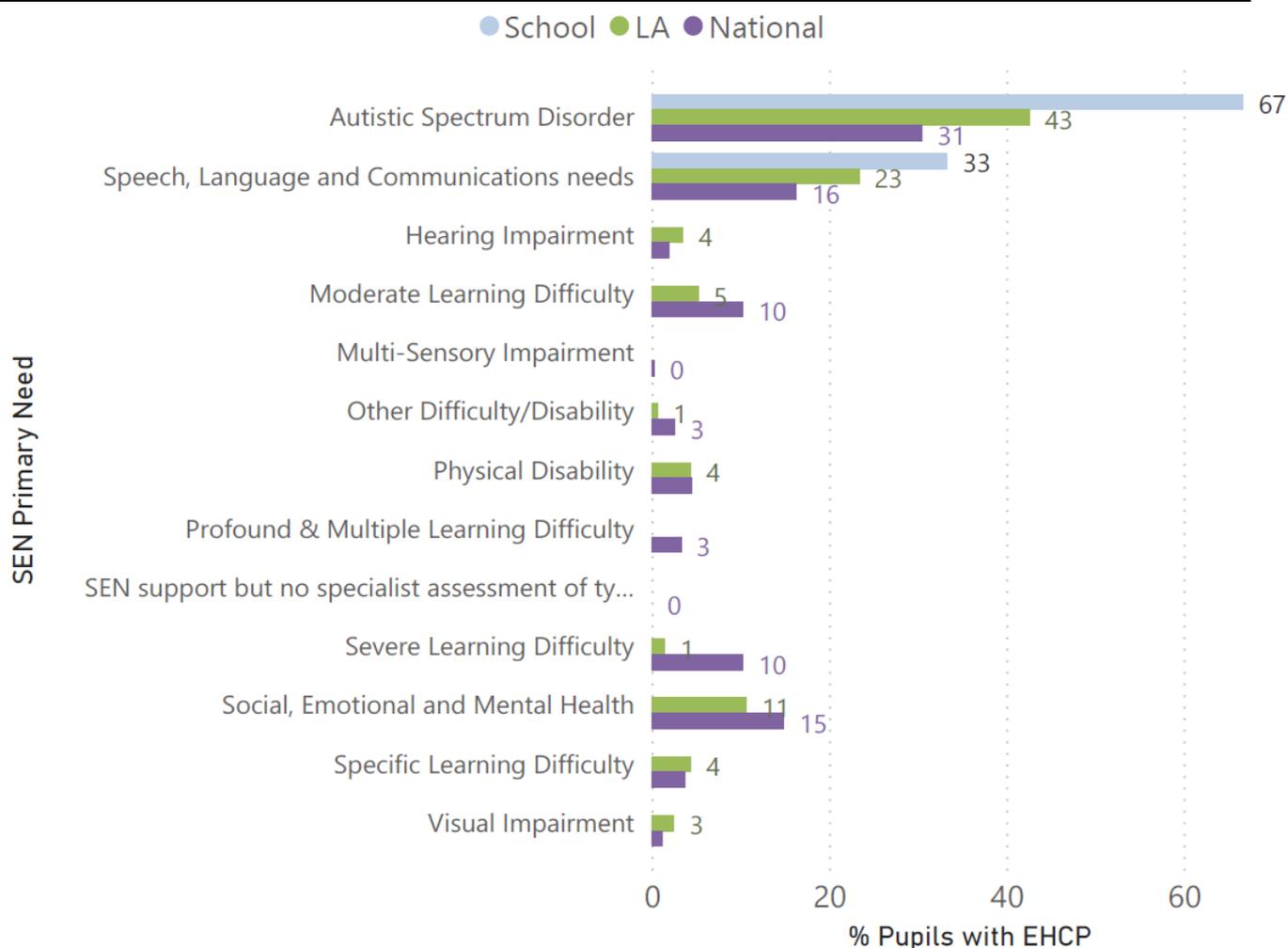
Pupils with Education, Health, Care Plans (EHCPs)



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 – Numbers taken from Feb 2022

	Boys	Girls
EYFS (Reception)	1	1
Key stage 1 (Years 1 and 2)	9	3
Lower KS2 (Years 3 and 4)	16	3
Upper KS2 (Years 5 and 6)	22	8
Total	48	15 (63 in total – 2 discrepancies from statistics likely due to fluctuating SEND register between census and end of year.)

End of Summer Term progress for SEND pupils

Progress of SEND children in Year 1

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	100%	0%	0%	0%
% of pupils progress in Writing	66.6%	33.3%	0%	0%
% of pupils progress in Maths (number)	33.3%	66.6%	0%	0%
1 child = 33.3%				

Progress of SEND children in Year 2

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	11.1%	55.5%	33.3%	0%
% of pupils progress in Writing	22.2%	77.7%	0%	0%
% of pupils progress in Maths (number)	44.4%	33.3%	22.2%	0%
1 child = 11.1%				

Progress of SEND children in Year 3

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	36.4%	27.3%	36.4%	9.1%
% of pupils progress in Writing	63.7%	36.4%	0%	0%
% of pupils progress in Maths	91%	9.1%	0%	0%

1 child = 9.1%

Progress of SEND children in Year 4

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	50.4%	35.5%	7.1%	0%
% of pupils progress in Writing	63.9%	21.3%	14.2%	0%
% of pupils progress in Maths	49.7%	28.4%	21.3%	0%
1 child = 7.1%				

Progress of SEND children in Year 5

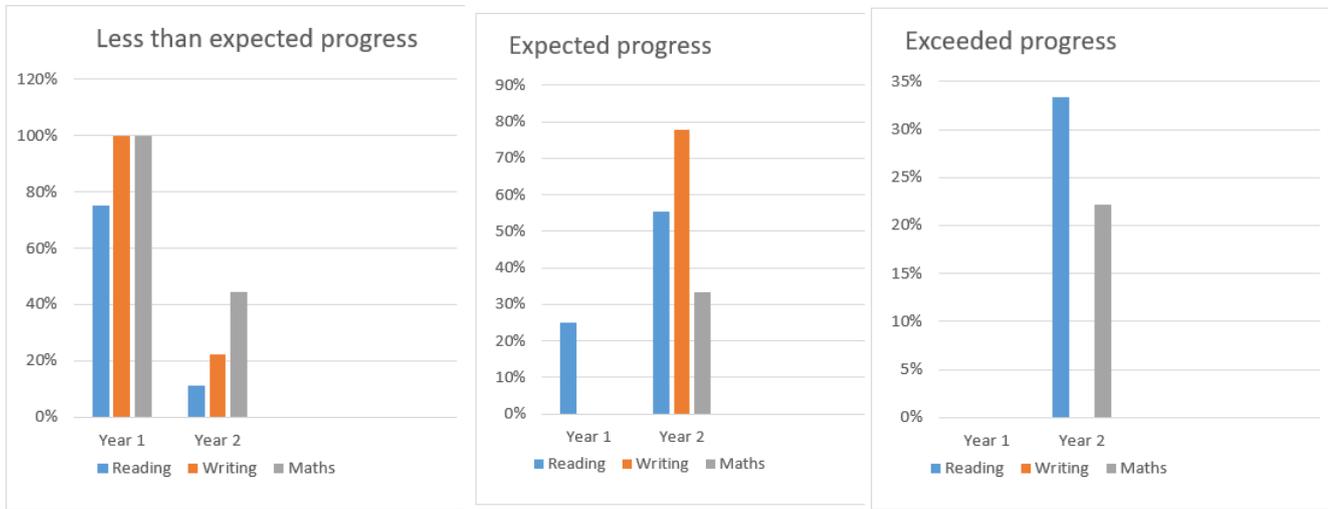
	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	37.5%	31.3%	31.3%	18.8%
% of pupils progress in Writing	37.5%	43.8%	18.8%	12.5%
% of pupils progress in Maths	25%	43.8%	31.3%	25%
1 child = 6.25%				

Progress of SEND children in Year 6

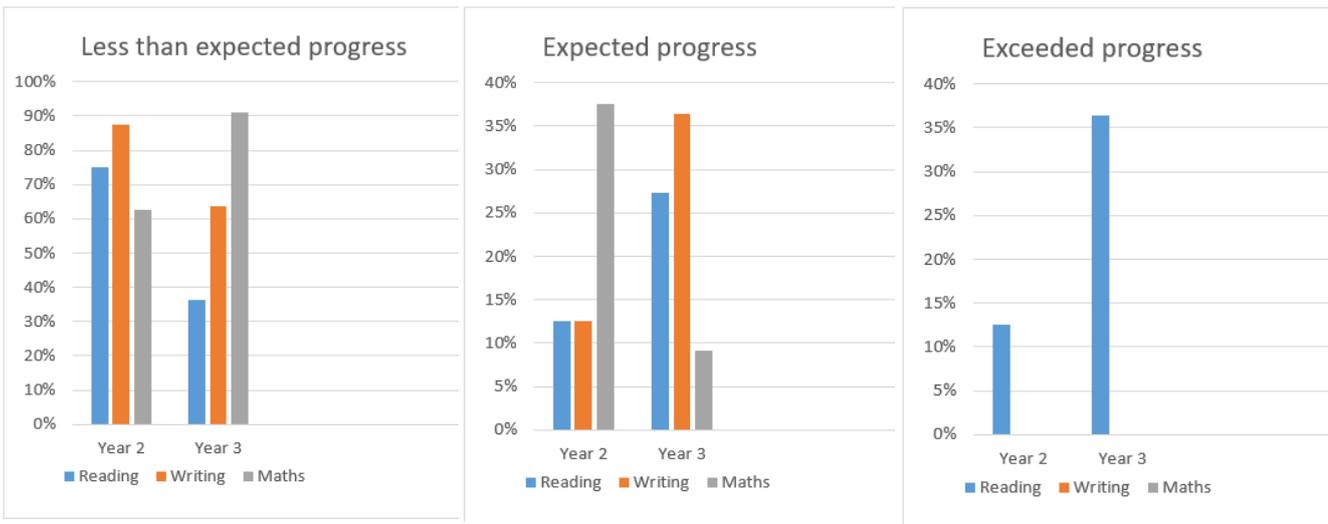
	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	7.1%	28.4%	63.9%	56.8%
% of pupils progress in Writing	0%	42.6%	56.8%	14.2%
% of pupils progress in Maths	0%	49.7%	49.7%	42.6%
1 child = 7.1%				

Visual representation of SEND progress data for 2021-22 in comparison to 2020-21 (Y2 – Y6):

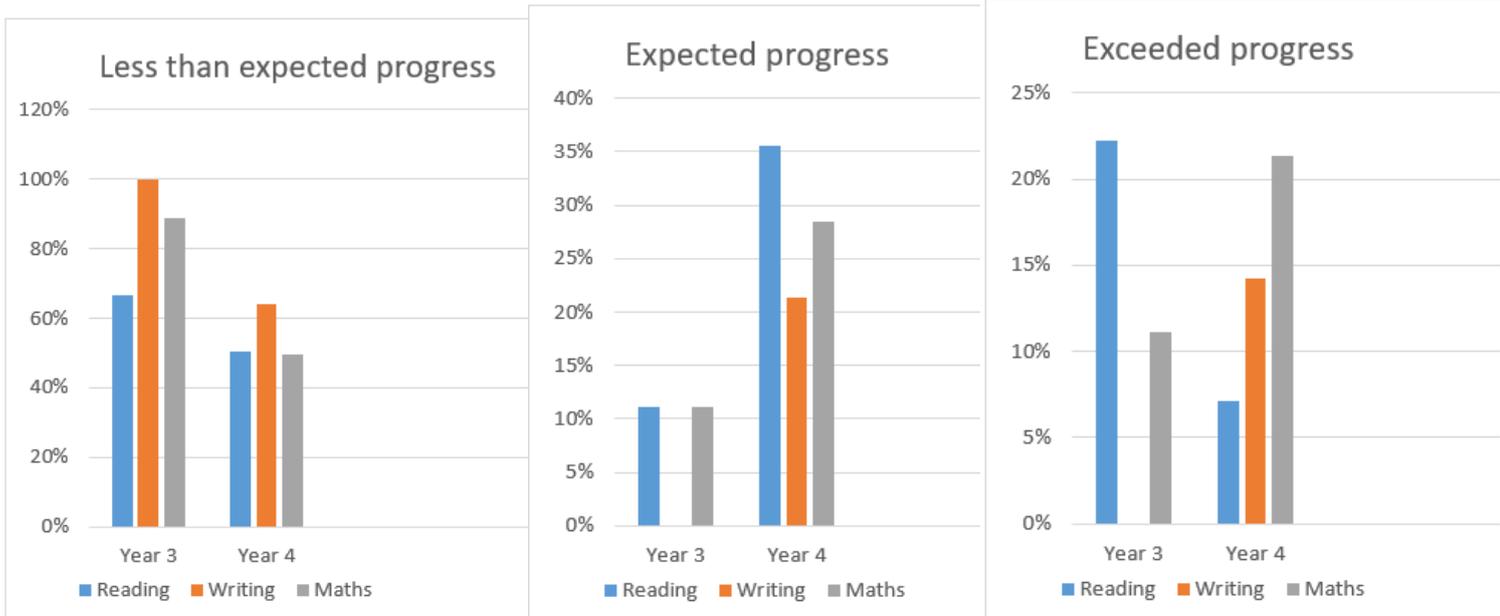
Year 2 cohort



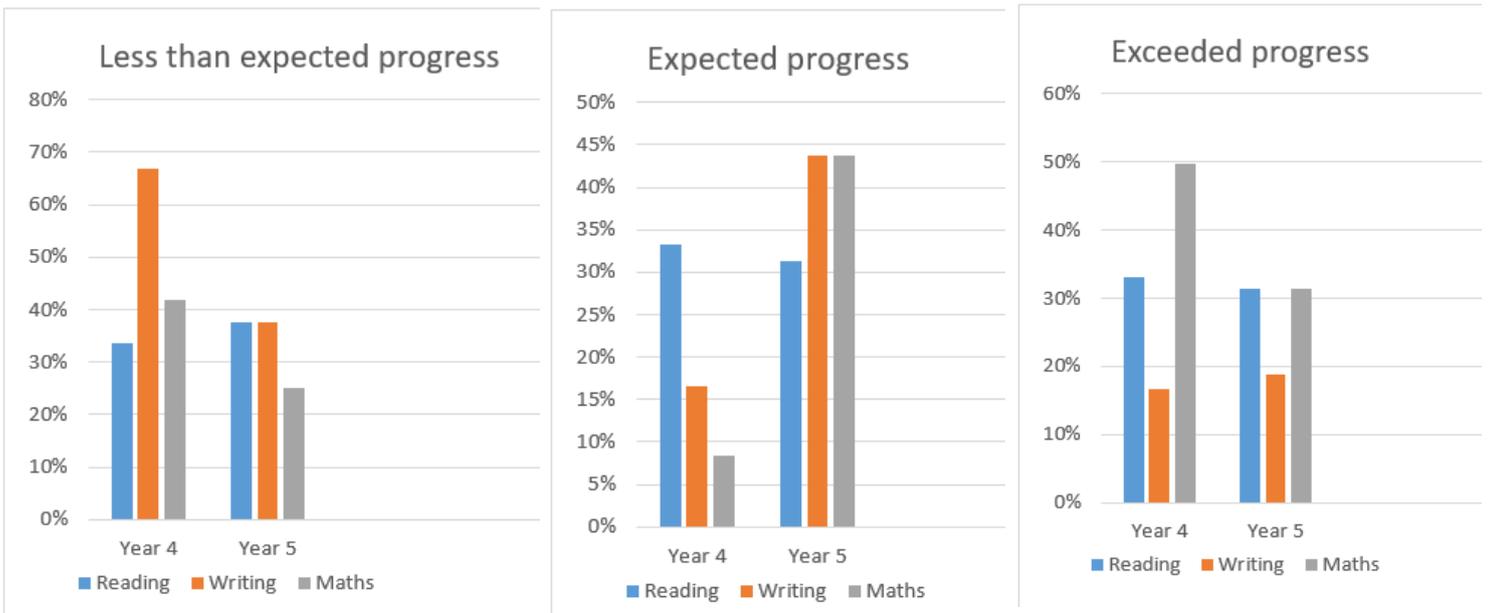
Year 3 cohort



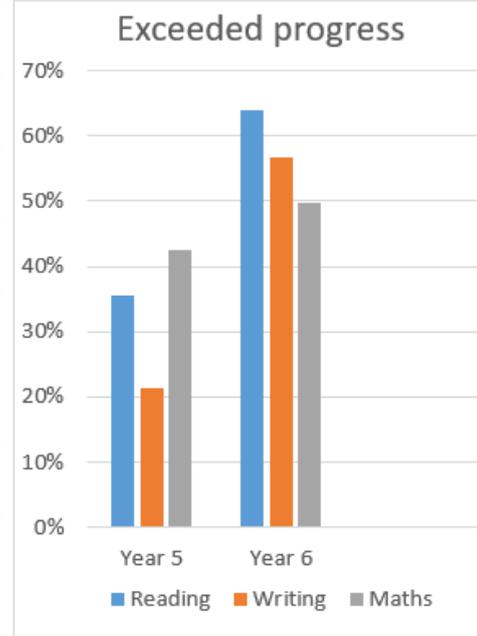
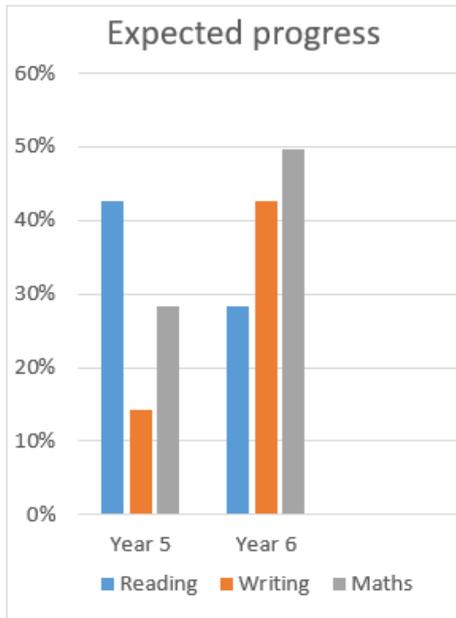
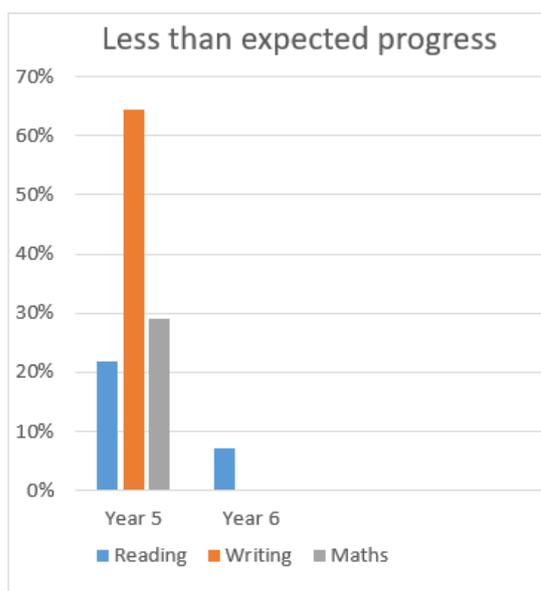
Year 4 cohort



Year 5 cohort



Year 6 cohort



Key points from the SEND data in academic year 2021-22

Key facts to note whilst reading the following:

- Year 1 has the lowest number of SEND children. This is due to children not yet presenting with needs.
- Year 5 have the highest number of SEND children
- Year 4 have the highest number of EHCPs in the year group.
- A child cannot be registered with a specific learning difficulty (SpLD) without a diagnosis. Until this happens, they will be registered with a primary need of moderate learning difficulty. We had a huge backlog of LSS assessments (mainly for the Year 3 cohort) due to the LSS specialist not being able to do these the previous year through Covid-19 restrictions. I suspect our official diagnosis of SpLD will increase over the next 2 academic years and primary category of need will change to reflect this.
- All children learn at different paces. Our key indicator is progress and wanting all children to make at least expected progress. This is more difficult for SEND children to achieve due to their needs and the barriers this often causes for them to learn in the classroom.

Expected progress – 3 sublevels (e.g. 1.3 to 2.3) This is the rate of progress that we expect all children to make.

Key Points:

- In year 1 all SEND children made less than expected progress in Reading. This drops to only 11.1% for SEND children in year 2.
- 33.3% of SEND children made accelerated progress in Reading in Year 2, with 55.5% of SEND children making expected progress.
- Year 1 have the highest number % of SEND children Writing
- In year 2, 77.7% of SEND children made expected progress in writing. The previous year, this cohort saw no SEND children make expected writing progress. This shows a dramatic increase of progress.
- In year 4, 21.3% of SEND children made expected progress in writing. The previous year, this cohort saw no SEND children make expected progress in writing. This shows a positive upturn in SEND children making progress in this cohort.
- In year 3, more SEND children are making less than expected progress in maths than in all other year groups. This is closely followed by Years 4 and 2.

- In year 2, 22.2% of SEND children made accelerated progress in maths with 33.3% making expected and 44.4% making less than expected. In the previous year, no SEND children made expected progress in maths in this cohort.
- 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 for the 2nd consecutive year.
- No SEND children in Years 1 to 4 were at Age Related Expectations (ARE) in writing at the end of the 2021 – 22 academic year. Last year, this was Years 1 – 5.
- Last year, expected progress in years 1, 2 and 3 was lower than the other years. This is not the case for this year. Year 2 had the highest % of SEND children making expected progress in reading and writing than all other year groups. However, Years 1 to 4 still have no SEND children at age-related expectations for Reading, Writing and Maths (apart from one child in Year 3 for Reading) 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 cohesively together. Children are then able to read and access learning across the whole curriculum.
 - Last year was the first year that SoundsWrite and Kinetic Letters was introduced to Reception and Key Stage 1. Key Stage 2, in particular year 3, were not following these programs. These programs need to be further embedded into teaching and progress through the years, particularly year 3 and 4 to further support SEND children in lower key stage 2.
 - The impact on the Covid-19 lockdowns is still a factor. Years 2 and 3 were the most effected year groups.
- We need to consider how the 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 continues to an area to be developed furthermore in the school with researching what ways and programs this can be done by.

Key Events, Initiatives and Activities for 2021-22

- In Nov and Dec 2021 – the school went back into a pod system due to an increase in Covid infections effecting the school population. External visitors were stopped from coming into school over this 6-week period.
- 3 children have received support from our school counsellor during academic year 2021-22.
- We have an allocated Mental Health Support Trainee (MHST) and a trainee Art Therapist. This has extended our therapies provision in school.
- The MHST worked with 10 children over the course of the year and the trainee art therapist worked with 3. This is set to increase next year.
- The 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.
- Teaching Assistants received training on supporting children with Literacy difficulties in the classroom (delivered by our LSS specialist), Narrative Intervention and Lego Therapy. The BHISS language advisor also supported TAs in Reception and KS1 with the ongoing implementation of Talkboost.
- The Speech and Language Therapist has assessed and/or supported 11 children in school this academic year and delivered training alongside the BHISS Language lead to all teachers in a staff meeting in Summer Term. The SENCo continues to attend termly meetings, make referrals and ensure programmes are implemented.
- The introduction of the Talkboost Intervention in Reception, Y1 and Y2 has been a success with more children able to access this support (in comparison to School start which we previously did). Pre and post assessments from all children indicate an improvement and progress in all areas that the intervention covers.
- 13 children with ASC were supported by the ASC specialist from BHISS. There were 7 observations done in school.
- SENCo attended regular cluster meetings with the city centre partnership – these were online due to Covid restrictions in place.

- The SENCo sat on the Local Authority SEND panel for EHCP applications for Spring Term 2. This provided a valuable CPD opportunity.
- At the start of the academic year, we had 3 children with EHCPs. By the end of the year, we had 8. (1 will move onto secondary next year though). This is set to continue increasing with 2 applications submitted at the end of the year ready for September 2022.
- 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 4 children as part of the EHCP process and completed assessments on a further 4 children. Her time was also allocated as an advisory role for staff wellbeing due to a staff loss as well as part of an annual review and placement change in Autumn term.
- Use of APDR learning plans for the year with regular staff meetings given to completing these with SENCo advising and leading on this. SENCo proofreads all plans. Pupil voice section added to parent review proforma to allow for more opportunities for pupil voice to be shared.
- SENCo continued her NASENCo training for accreditation. This is due to finish in Spring term 2023. Extended due to online learning and COVID having an impact on this.
- SENCo and headteacher attended the annual Local Authority SEND Conference in July 2022.
- SENCo ran Autumn and Summer Term parent consultations for parents of children on the SEND register. These were conducted online via Teams.
- Tammy Bowles (Inclusion Mentor) left the Inclusion Team in July 2022. Sadie Mockford has increased her time as an Inclusion TA to offset the effects of this and is now the school's communication champion.
- SENCo, Carla Kemp, remained as the school's ASC Champion.
- Selected pupils that were classed as 'Pupil Premium' in Years 2 and 6 accessed the National Tutoring Program for English and Maths catch-up.
- Inclusion web page set up on the Elm Grove school website.
- Inclusion email set up and promoted.
- School counsellor left at the end of July. A new counsellor will start in September 2022 with a new caseload of pupils.

Next Steps for Academic Year 2022-2023

The key priorities for next year are:

- To continue to embed the Assess, Plan, Do and Review Learning Plans as part of our ongoing monitoring of children with SEND. To try and increase parental understanding and engagement with this process.
- To continue to use the whole-class provision map to track all pupil's intervention and support in place in class.
- Continued whole-school focus on 'SoundsWrite' phonics initiative and 'Kinetic Letters' handwriting approach to aid in children's English development.
- Individual SoundWrite phonics program written for SEND children in KS1 that can be followed into KS2. Typically, phonics sessions cease in Year 3 and lead into spelling. For some SEND children they still have phonetical gaps and need to have highly differentiated phonics sessions continued on.
- Prioritise Year 3 and Year 4 for interventions and support (continued effects of Covid lockdowns)
- 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.
- Intensive intervention offered for Year 3 children for LSS – increasing this specific provision from Y4 – 6 to include Y3.
- New subscription to Nessy (in addition to Wordshark and Clicker – Nessy also helps to target reading skills and spelling skills).
- To continue to decrease our waiting list for children awaiting being seen by the Educational Psychologist - additional budget bid 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 and workshops.
- To refresh all staff on supporting speech and language development in the classroom and training all TAs in Y3, 4 and 5 to run Narrative Intervention.
- Increase monitoring of SEND through in-class drop-ins, observations of interventions and gathering pupil voice.
- To work alongside the maths coordinator to implement a maths intervention to support children's basic number understanding and fluency skills.
- To research into 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.