

Annual SEND Report to Governors

2019/2020 Primary



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Academy** | | | | | | | | **Star Academy Sandyford** | | | | | | | | | | | | |
| **SENCO** | | | | | | | | **Leigh-Anne Eptlett** | | | | | | | | | | | | |
| **Date of Report** | | | | | | | | **23rd October 2020** | | | | | | | | | | | | |
| **SEN Governor** | | | | | | | | **Fr Chris Routledge** | | | | | | | | | | | | |
| **SEN profile** | | | | | | | | | | | | | | | | | | | | |
| **Total Number of pupils on SEN register 2019-20** | | | | | | | | | | | | | | | | | | | | |
| SEN Support | | | | Education, health and care plans | | | | | | Statements | | | | % of academy population | | | | | | |
| **35** | | | | **8**  **(of which 2 are draft)** | | | | | |  | | | | SEN support  16% | | | | EHCP  4% | | |
| % boys and girls  **Boys = 70%**  **Girls = 30%** | | | | SEN and Pupil Premium % of SEN cohort  56% | | | | | | ***Please see below for the Audit of need template*** | | | | | | | | | | |
| **Identifying pupils with SEND**  Please see attachment at the bottom of the document.    Pupil progress meetings will also have an SEND section where pupils are identified and actions noted. KW to inform LE. LE also has access to all class monitoring sheets and FFT data.  To also introduce standardised testing for pupils who show difficulty as an early identification tool | | | | | | | | | | | | | | | | | | | | |
| **Progress made by pupils with SEND**  KS2 – reasonable adjustments made for the SEN child who was at age related. These visual adjustments allowed him to be successful and access the quality first teaching on offer.  The other SEN child in Year 6 made accelerated progress in year 5 and 6 after intervention allowed him to work with his one to one to access the quality first teaching in appropriate year groups where behaviour management techniques and routine supported good learning environments.  KS1 – There are 8 children with SEN needs in this cohort. Two of the children have extreme learning and behaviour needs which impacted on the learning for all. One to one interventions were put into place so that these children had bespoke curriculums outside of the classroom setting with time set aside for socialising. Additional phonics interventions were put into place and adults used to support the quality first teach. We began to see progress being made prior to lockdown but the impact of this was not measured.  Reading squad interventions were put into place in November 2020. The KS2 results suggest that this was a working intervention but the lockdown measures meant that our SEN children lost momentum and their learning stalled. | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **EYFS (GLD)**  **National**  **All/SEN** | | **ALL** | | | | **SEN** | | | **Non**  **SEN** | | | **Comment** | | | | | | | | |
|  | | **34%** | | | | 0% | | | **43%** | | |  | | | | | | | | |
| **KS1** | | **ALL** | | | | **SEN** | | | **Non**  **SEN** | | | **National**  **All/SEN** | | **Comment** | | | | | | |
| Reading | | **45%** | | | | 0% | | | 62% | | | N/A | | **Results as of March 2020.**  **Full year not complete due to Covid 19 therefore no national data available.** | | | | | | |
| Writing | | **38%** | | | | 0% | | | 52% | | | N/A | |
| Maths | | **59%** | | | | 17% | | | 76% | | | N/A | |
| **KS2** | | **ALL** | | | | **SEN** | | | **Non**  **SEN** | | | **National**  **All/SEN** | |
| Combined | | **52%** | | | | 50% | | | 55% | | | N/A | |
| Reading | | **65%** | | | | 50% | | | 70% | | | N/A | |
| Writing | | **61%** | | | | 50% | | | 65% | | | N/A | |
| Maths | | **52%** | | | | 50% | | | 55% | | | N/A | |
| **Progress**  **KS1 to KS2** | | **ALL** | | | | **SEN**  **EHCP** | | | **SEN**  **Support** | | | **Non**  **SEN** | | **National**  **All/SEN** | | | **Comment** | | | |
| Reading | | **-17** | | | | **-4** | | | **-21** | | | **-18** | | **N/A** | | |  | | | |
| Writing | | **-19** | | | | **-1** | | | **-18** | | | **-20** | | **N/A** | | |  | | | |
| Maths | | **-29** | | | | **-4** | | | **-18** | | | **-31** | |  | | |  | | | |
| **Summary**  Progress in reading and writing was similar to the non-send children. Progress in SEN maths was better than for NON-SEN children. This was due to the progress of the visually impaired child from the KS1 starting point | | | | | | | | | | | | | | | | | | | | |
| **Other year groups- % of SEN pupils who met or exceeded end of year expectations (Based on TA)** | | | | | | | | | | | | | | | | | | | | |
|  | **Reading** | | | | | | | **Writing** | | | | | | | | **Maths** | | | | |
| **Yr** | **SEN** | | | | **non SEN** | | | **SEN** | | | | | **non SEN** | | | **SEN** | | | | **non SEN** |
| **1** | **80%** | | | | **54%** | | | **60%** | | | | | **37.5%** | | | **80%** | | | | **62.5%** |
| **3** | **0%** | | | | **28%** | | | **0%** | | | | | **16%** | | | **0%** | | | | **36%** |
| **4** | **20%** | | | | **42%** | | | **0%** | | | | | **21%** | | | **20%** | | | | **37%** |
| **5** | **20%** | | | | **66%** | | | **20%** | | | | | **83%** | | | **20%** | | | | **58%** |
|  | | | | | | | | | | | | | | | | | | | | |
| **Effectiveness of targeted interventions**  Targeted interventions for children with speech and language difficulties in year 1 mean that the children have now come off the SEN register but are included in the numbers from last year.  Interventions to allow ASD pupils to engage in the classroom are successful through the academy and are reflective in these numbers.  Other children have made improvements through the intervention marking and feedback which takes place in all lessons.  Quality first teaching has improved and allows children to control their own learning paths through the starred activities. For some children this has removed the ceiling and raised their attainment, | | | | | | | | | | | | | | | | | | | | |
| **Wider Outcomes effectiveness for this cohort**  For some of the children, the nurture interventions put in place, and continued through lockdown, have seen improvements in their speech and language development allowing them to communicate more easily.  Structured, routine quality first teaching with visual timetables and now and next boards has supported accessibility of learning. This in turn has positively impacted on self-esteem for our learners and their behaviour for learning has improved. | | | | | | | | | | | | | | | | | | | | |
| **Attendance and exclusions** | | | | | | | | | | | | | | | | | | | | |
| **Overall attendance %** | | | | | | | **% of pupils PA**  **35/232** | | | | | | | | **% and number of SEND pupils FTE or PEx**  **7 FTE for 4 children** | | | | | |
| **SEND** | | | **Non SEND** | | | | **SEND** | | | | **Non SEND** | | | | **SEND** | | | | **Non SEND** | |
| **93.6** | | | **94.5** | | | | **(6/35)17.14** | | | | **(29/35) 82.86** | | | | **6/7 FTE for SEND**  **86%** | | | | **1/7**  **14%** | |
| **Successes and next steps to improve attendance and lower exclusions**  Our family support worker has had an impact on supporting the parents in issues they may have had.  We had introduced attendance weeks, where the parents and pupils know we are focusing on attendance.  First day contact happens to ensure we have had contact with all parents. EWO is sent out if patterns are starting to happen.  Teachers meet the children on the door to ensure we have a welfare check as they arrive.  Support given to ensure staff understand about engagement with pupils, secondary behaviours and allowing the child time to calm down. Behaviour policy reflects a positive approach and the opportunity to reflect on their choices. Children are given a warning dojo and time to correct their behaviour. | | | | | | | | | | | | | | | | | | | | |
| **Ongoing training for staff in the last 12 months**  Staff have had several sessions around the APDR cycle, although this is an ongoing process, with still a lot of work to do.  Support has been put into place around guided reading and how to support children in this area of learning. | | | | | | | | | | | | | | | | | | | | |
| **Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes**  LE has attended the New to Role training.  LE, RD and JP-B completed an SEN review to assess where the SEND provision is at. 19-20th November we will have 2 SEND reviewers in school wo support LE in a full SEND review. An action plan will then be written to reflect the outcomes. | | | | | | | | | | | | | | | | | | | | |
| **Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.**  All pupils will have QFT.  Targets will reflect their needs as outlines on the SEN register.  IEP’s and IBP’s will reflect the needs of the individual pupils.  T and LSA’s will carry out 1-1 or small group sessions at least 3 times a week to ensure targets are being supported.  T will write targets and therefore will be able to support targets in every lesson. | | | | | | | | | | | | | | | | | | | | |
| **Outline of objectives for 2019-20.**  To ensure all documents are correct and in place.  To ensure APDR cycles are adhered to and staff take ownership with these.  To ensure pupils are either meeting their targets or are signposted to the relevant teams at the earliest point.  To ensure, through rigorous monitoring, early identification on pupils who are struggling or not making progress.  To implement standardised tests for all SEN pupils.  **Other interventions**  Ensure all T and LSA’s are trained in a range of interventions.  To empower staff to feel confident in supporting SEND pupils, through training and support. | | | | | | | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| **Linked documents** | **Link on website** |
| Local Offer (Local Authority) |  |
| Academy Information Report/Academy’s Offer |  |
| Accessibility Plan |  |
| Needs Analysis | Appendix A to this report |

Appendix A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academy Needs Analysis:** | | | | |
| **Type of Need** | | **No. of Pupils** | **% of SEND pupils** | **% of all pupils** |
| **Communication and Interaction** | Speech, Language and Communication Needs (SLCN) | 9 | 22 | 3.9 |
| Autistic Spectrum Disorders (ASD) | 3 | 7 | 1.3 |
| **Cognition and Learning** | Moderate Learning Difficulty (MLD) | 18 | 44 | 7.8 |
| Severe Learning Difficulty (SLD) | 0 | 0 | 0 |
| Profound and Multiple Learning Difficulty (PMLD) | 0 | 0 | 0 |
| Specific Learning Difficulty (SpLD) | 1 | 2 | 0.4 |
| **Social, Emotional and Mental Health (SEMH)** |  | 7 | 17 | 3 |
| **Sensory and/or Physical Needs** | Visual Impairment (VI) | 0 | 0 | 0 |
| Hearing Impairment (HI) | 0 | 0 | 0 |
| Multi-Sensory Impairments (MSI) | 0 | 0 | 0 |
| Physical Disability (PD) | 3 | 7 | 1.3 |

![Table

Description automatically generated]()



