

# Newtown Primary School

## SEND Annual Report FEBRUARY 2023 - FEBRUARY 2024

<b>SCHOOL POLICY AND PROCEDURE</b>									
<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils?</li> </ul>	<p>The ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2021 and again in January 2023. The SEND strategic lead (K Burns) is currently working with ACE strategic leaders to update the policy, which will include our ACE approach curriculum strategy.</p> <p>SENDCos, the ACE inclusion team along with the LGB will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice. It also references the DFE's latest guidance - <a href="https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sennd/">https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sennd/</a></p> <p>The policy includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 code of practice and the requirements schools must undertake for all SEND pupils.</p> <p>Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school's accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website. Our local offer has recently been amended to ensure it reflects our ACE approach. The ACE SEND policy also includes a glossary which governors may find useful.</p> <p>The SENDCo along with the Headteacher creates a SEND action plan that aligns with the policy and the annual school improvement plan.</p>								
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><b><u>Key actions 23/24-Impact for SEND pupils</u></b></p> <ul style="list-style-type: none"> <li>• Priority pupils are identified early to ensure progress is made towards aspirational target instantly</li> <li>• The current EHCP/ILP provision is reviewed</li> <li>• SEND interventions based on metacognition and character development are explored</li> <li>• Child friendly SEND support in journals with targets which include academic excellence, metacognition and character development are to be embedded</li> <li>• The lowest 20% are identified and provision is planned to ensure gaps are filled</li> <li>• Teachers are coached and supported in identifying the small steps in learning through regular drop in sessions</li> </ul> <p><b><u>Key Lines of Enquiry for 23/24 (see SEND action plan)</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"><b>Objective 1</b></td> <td style="padding: 5px;"><b>Quality of Education (Intent, Implementation and Impact)</b></td> </tr> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"></td> <td style="padding: 5px; color: purple;"><b>The implementation of the ACE curriculum at Newtown provides an excellent example for other Trust schools to follow</b></td> </tr> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"><b>Key Result 2</b></td> <td style="padding: 5px;">Pupils make, at least, the expected progress to meet their aspirational target.</td> </tr> <tr> <td style="background-color: #4CAF50; color: white; padding: 5px;"><b>Key Result 4</b></td> <td style="padding: 5px;">SEND pupils are closing (&lt;15%) the attainment Gap</td> </tr> </table>	<b>Objective 1</b>	<b>Quality of Education (Intent, Implementation and Impact)</b>		<b>The implementation of the ACE curriculum at Newtown provides an excellent example for other Trust schools to follow</b>	<b>Key Result 2</b>	Pupils make, at least, the expected progress to meet their aspirational target.	<b>Key Result 4</b>	SEND pupils are closing (<15%) the attainment Gap
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	<b>Key Result 5</b>	All planning exemplifies effective provision for key groups with a particular emphasis on the lowest 20%																		
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How does the school identify children with special educational needs?	The identification of children with special educational needs will include one or several of the following: <ul style="list-style-type: none"> <li>- Outcomes (identified in progress meetings and ongoing assessments)</li> <li>- Class teacher's assessments and observations</li> <li>- Concerns expressed by the parent</li> <li>- Children with significant social and emotional challenges that are disrupting or preventing children from learning</li> <li>- School and national assessments (including whole class language link assessments in EYFS - to be introduced)</li> <li>- Liaison with the child's previous setting, other school or agencies involved</li> <li>- Referrals from other agencies</li> </ul>																			
How many children in the school have special educational needs? How many EHCPs are in place?	<table border="1" data-bbox="422 659 1833 1153"> <thead> <tr> <th data-bbox="422 659 852 769">PRIME AREA OF NEED</th> <th data-bbox="852 659 1331 769">NUMBER OF PUPILS- 22 (16.5%)</th> <th data-bbox="1331 659 1833 769">PUPILS WITH EHCP- 5 (INCLUDED IN OVERALL SEND)</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 769 852 841">Communication and Interaction</td> <td data-bbox="852 769 1331 841">5 pupils 22.7% of SEN register</td> <td data-bbox="1331 769 1833 841">3 ( 60% of pupils with EHCP)</td> </tr> <tr> <td data-bbox="422 841 852 912">Cognition and Learning</td> <td data-bbox="852 841 1331 912">6 pupils 27.3 % of SEN register</td> <td data-bbox="1331 841 1833 912">2 ( 40% of pupils with EHCP)</td> </tr> <tr> <td data-bbox="422 912 852 1013">Social, Emotional and Mental Health (behaviour)</td> <td data-bbox="852 912 1331 1013">9 pupils 40.9% of SEN register</td> <td data-bbox="1331 912 1833 1013">0</td> </tr> <tr> <td data-bbox="422 1013 852 1084">Sensory or Physical</td> <td data-bbox="852 1013 1331 1084">2 pupils 9.1% of SEN register</td> <td data-bbox="1331 1013 1833 1084">0</td> </tr> <tr> <td data-bbox="422 1084 852 1153">ASD Autistic Spectrum Disorder:</td> <td data-bbox="852 1084 1331 1153">3 pupils 13.6% of SEN register</td> <td data-bbox="1331 1084 1833 1153">2 ( 40% of pupils with EHCP)</td> </tr> </tbody> </table>		PRIME AREA OF NEED	NUMBER OF PUPILS- 22 (16.5%)	PUPILS WITH EHCP- 5 (INCLUDED IN OVERALL SEND)	Communication and Interaction	5 pupils 22.7% of SEN register	3 ( 60% of pupils with EHCP)	Cognition and Learning	6 pupils 27.3 % of SEN register	2 ( 40% of pupils with EHCP)	Social, Emotional and Mental Health (behaviour)	9 pupils 40.9% of SEN register	0	Sensory or Physical	2 pupils 9.1% of SEN register	0	ASD Autistic Spectrum Disorder:	3 pupils 13.6% of SEN register	2 ( 40% of pupils with EHCP)
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How many children have met the exit criteria and no longer need that support?	<p>The Current Picture:  There are 22 pupils on our current SEND register (3 new to the register in January 2024) including 5 pupils with Education Health and Care Plans.</p> <p>Of the 22 children on our SEND register there are 13 boys and 9 girls. 5 children with EHCPs, 2 are in KS1 and 3 in KS2. 6 children have been removed from the register since last year as they left the school in the last academic year, including 2 Y6 pupils moving onto Secondary school.</p>																			

## ONGOING AND DAILY SUPPORT FOR PUPILS

How are pupils with SEN ensured access to the curriculum?	<ul style="list-style-type: none"> <li>● Quality First teaching including carefully adapted planning to respond to children's' needs</li> <li>● Daily reading sessions and additional phonic sessions</li> <li>● Individualised plans that identify small steps for progress</li> <li>● Individual timetables (often visual)</li> <li>● Scaffolded/supported learning in class</li> <li>● Additional learning sessions eg pre-teaching and over teaching e.g. 3 reading sessions a day</li> <li>● Interventions such as Read, Write inc</li> <li>● Pastoral support</li> <li>● Use of additional adults -TAs</li> </ul>
	<ul style="list-style-type: none"> <li>● Physical support eg adapted chairs/dyslexia coloured acetates as appropriate</li> <li>● Multi-sensory learning</li> <li>● Speech programmes-Language link to be introduced</li> <li>● Use of emotion bands and the 5-point scale to aid self-regulation</li> </ul>
What are the targets for children with special education needs?	<p>Targets are set on an individual basis. These are included on the front covers of our learning journals and any other relevant exercise books so that children with additional needs, and the adults supporting them, are very clear about the outcomes they need to achieve. They take into account the child's needs and may involve parents and outside agencies such as the educational psychologists. Plans are reviewed half termly and parents discuss progress towards the targets at parents evening.</p>
How are interventions timetabled so that children are receiving additional support?	<p>Teachers begin pre teaching sessions and one to one interventions during the very first 15 minutes of the day. Key staff are used to support our most vulnerable children during the first 15 minutes of the day. Our phonics, reading sessions and other reading interventions are timetabled so that the whole school participates in daily reading sessions. Pastoral programmes mostly take place in the afternoons with additional interventions. Interventions are reviewed at least once a half term to ensure the children on roll for the intervention are appropriately timetabled or moved on.</p>

How are staff deployed to ensure progress for SEND pupils?	Where we can, we avoid assigning children a one to one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support. We continually look for opportunities to share best practice through learning walks that share feedback and positives via email. Additional staff are used to support pupils who have EHCPs. Teaching assistants take targeted phonics groups, support children in class for Maths and English and then begin interventions for the remaining of the day. These are only stopped where TAs cover teachers PPA time or other cover.
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### PROVISION, INCLUDING STAFFING FOR SEND PUPILS

Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	<p>All children are on our SEN register stating their prime area of need and the support that is in place for them. Our staff use their planning and assessment to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed. Each class has a provision map stating the support that is in place. We provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed.</p> <p>ILPs are reviewed half termly and shared with the child and parents who have an input into the plan. The SEND register is reviewed half termly by the SENDCo and teachers, with supporting information given by teaching assistants. We aim to use all the evidence acquired to consider what type of plans will deliver the best progress for each child. Where children are not responding well to a plan or intervention we adapt the provision.</p>
How are school resources deployed?	<p>Resources are deployed dependent on the individual needs of the children. Some children at our school require 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.</p> <p>We currently have 2 HLTA's, 3 TA's (one is part time) and a part-time SENDCo to provide support for the children.</p>

<ul style="list-style-type: none"> <li>▪ How many LSAs</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	<p>External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such as Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child's needs are fully met and any advice given taken on board.</p>
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Are there any budget/resource issues in terms of SEN provision?	Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school. At Newtown Primary we are looking at using cost effective provisions and ensuring that we are evaluating the effectiveness of the interventions we are using to ensure we are using our budget effectively.
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## PROGRESS FOR SEND PUPILS

How is SEND progress monitored?	<ul style="list-style-type: none"> <li>● Ongoing assessments by class teachers and TA supports</li> <li>● Progress against small steps and ILP targets</li> <li>● Use of entry/exit data for specialist programmes and interventions</li> <li>● Regular review of provisions</li> <li>● Use of Insight and tracking facility to look at progress</li> <li>● Teacher daily/weekly/termly assessments</li> <li>● Ongoing Monitoring and observation plan/peer reviews</li> <li>● Observations by external agencies and educational psychologists</li> <li>● PEP meetings and parent meetings</li> </ul>
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How is progress for SEND pupils measured?	<p>Teachers at Newtown continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child's progress will be reviewed every half term. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SENDCo to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TAs leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps.</p> <p>The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us. The targets will explicitly link to the Ace trust's core values of academic excellence, the explicit teaching of learning to learn which includes the development of metacognition, and character development within the individual child.</p>
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<p>What Progress are SEND children making?</p>	<p>SEND children at Newtown Primary School are making good progress towards their ILP targets. Targets are reviewed regularly to ensure that they are SMART and fit for purpose, giving out SEND children the best chance at making progress.</p> <p>Children who have an EHCP have annual reviews to track progress against long-term and short-term targets. Interim reviews can also take place if circumstances change or funding review is needed. Targets are broken down into 'I can statements' as targets set can be very broad.</p>
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## STAFF TRAINING AND OTHER AGENCIES

<p>Has the SENDCO undertaken the necessary training? What training has the SENDCO taken part in the last year?</p>	<p>The SENDCO attends forums and LA meetings. SEND trust improvement TIGs are held termly where best practice is shared. Our school works closely within work in a Hub team dependant on each school's needs. SENDCOs meet every term to work collaboratively and share good practice.</p> <p>The current SENDCO is new to Newtown and the ACE trust. She has completed online safeguarding training through Flick since beginning her role in December as well as a range of training, including autism training, in the past year in her previous SENDCO post.</p>
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<p>Have the relevant staff members received appropriate training? What training have they undertaken over the last year?</p>	<p>The SENDCO regularly meets with and supports the CPD of staff at Newtown Primary School, including recent training and support around the setting of and use of targets and ILPS. She is able to direct teachers and TAs to training courses available to them to enhance their teaching. The SENDCO also supports our Pastoral Lead in developing the Inclusion provision for our most vulnerable children. Through the use of Learning Walks, staff have access to coaching opportunities directly from SLT and the SENDCO to continuously improve practice.</p>
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<p>Which external agencies and support agencies are the school working with and how well is this working?</p>	<p>We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists, Advisory Teachers and other medical services. These relationships are very positive and work well to support the children.</p> <p>We work very closely with Specialist Advisory Teachers within Communication and Interaction, SEMH and Inclusion. This proves beneficial for staff working with children and also the parents. We work with Educational Psychologists who comes into school regularly to complete assessments on children and provide support and training to staff. We work closely with the EWO in relation to our SEND children to ensure they are attending school regularly.</p>
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## WORKING WITH FAMILIES

What communication strategies are in	As part of our ethos, we have an 'open door' policy in which parents are able to discuss any issues / concern or have questions answered as they occur. We have official meeting times; these are as follows;
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place for parents/carers of children with SEN?	<ul style="list-style-type: none"> <li>● Termly meetings to discuss ILP's</li> <li>● EHCP annual review meetings</li> <li>● Parents' evening meetings</li> <li>● Meetings arranged by appointment when necessary</li> <li>● Parent / Educational Psychologist / Class Teacher meetings</li> </ul>
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What do parents say about the provision offered by the school?	Feedback from parents continues to be very positive. Parents acknowledge the great efforts all staff go to, to deliver appropriate and relevant lessons and interventions. They appreciate our continued support and accessibility across the academic Year. Parents know who they can go to if they have any worries or concerns and feel confident enough to do so. This is promoted through conversations with parents and messages on Class Dojo.
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**REVIEWING SEND ACROSS THE YEAR**

What is going well?	<ul style="list-style-type: none"> <li>● A highly skilled support team that understand how to respond effectively around individual needs</li> <li>● A knowledgeable SENDCo who knows our SEND children's needs</li> <li>● Implementation of the graduated response</li> <li>● All interventions are recorded onto the Provision maps used by all teachers to track and monitor progress.</li> <li>● There are good links and communications between teachers and teaching assistants.</li> <li>● Focus on ensuring targets are shared with in a child friendly manner with the individual child</li> <li>● Star system introduced to evidence target work completed in learning journals and relevant books</li> <li>● Pastoral Support across the school for individual and small group work according to need</li> <li>● A variety of interventions that have impact and are led by skilled teaching assistants</li> <li>● Phonics support sessions</li> </ul>
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What is going less well and needs to be part of a SEND action plan?	<ul style="list-style-type: none"> <li>● As a setting we must ensure that our newly updated processes are rigorously followed</li> <li>● Ensuring regular visits and communications with an education. psychologist have become more problematic as the workload increases and the systems at local authority level are limited. We are working closely with external agencies, but the support these children need is considerable and their needs are complex.</li> <li>● We continue to look at assessment systems to track our SEND pupils so we can better measure the impact of our work</li> <li>● COVID has left a legacy of increased need and additional supports</li> </ul>
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How has the school continued to secure more rapid progress for SEND learners?	Our SEND learners access a wealth of support at school which is continually reviewed by staff. Teachers carefully adapt learning and this continues to be timely and challenging. TA timetables ensure that our most vulnerable learners have impactful interventions that are short and frequent. This ensures that our pupils with SEND have access to both a broad and balanced curriculum alongside their bespoke interventions.