



## Simonside Primary School

### Annual SEND Report 2023-2024

***At Simonside Primary School, we work as a team to ensure that all the children receive the best possible education in a happy, secure environment.***

***Our school motto 'Dream, Believe, Achieve' underpins our desire to ensure that all of our children can reach their full potential. We strive to provide a rich, vibrant curriculum which stimulates the children's interest, offers challenge to all, and support where appropriate; making learning fun.***

**Key Staff: Mrs A Alderson– Special Educational Needs Co-ordinator (SENCO)**

**Charlotte Osgerby– Special Educational Needs Governor**

The information in this report relates to the academic year 2023/24. It reflects how school has used SEN funding to meet pupils' needs and should be read in consultation with the SEN information report, The SEND policy and the Accessibility plan. This information report covers the relevant points detailed in the SEND Code of Practice (Section 4.34 -4.36 and 6.79-6.83)

#### SEN profile of the school

**Number of children on the SEND register altogether in July 23= 78/300 (26%)**

**Number of children at SEN support/ SEN without EHC plan= 66/300 (22%)** This is compared to a national average of 13.6%

**Number of children with EHCP: 12/300 (4%)** This is compared to a national average of 4.8%

Level of Need	Number of pupils
EHCP	12
School Support	66

SEN by year group			
Nursery	1/ 37	Reception	7/39
Year 1	9/42	Year 2	10/36
Year 3	12/33	Year 4	11/33
Year 5	9/35	Year 6	19/45
TOTAL	78		

SEN by primary need	
Communication and interaction	33
SEMH	20
Physical/ Sensory	1
Cognition and learning	24
Total	78

## Attendance

	Attendance 23-24
SEN support/EHCP	93.97%
Non SEND	94.19%

**Exclusions:** There were 4 fixed exclusions relating to 4 children, all of these children have significant SEMH (social, emotional and mental health) difficulties and involvement from outside agencies. No permanent exclusions.

## 2. Identifying Pupils with SEN

We have a robust system for identifying children with SEN.

Any small concerns are initially logged on CPOMS (school recording system). If a member of staff is concerned a child in their class has SEN needs, they will complete an 'initial concerns' form. These concerns are shared with parents by the class teacher and/or the school SENCO. Parent views are recorded on this form. A decision will be made by the school SENCO alongside SLT as to whether or not the child will be added to the SEN register. The child must be receiving provision that is different or additional to their peers to be added to the SEN register. We also have a monitoring register for those children who may only need short term support.

Once on the SEN register, the child will be given an 'SEN Support plan' that outlines the support in place for that child

## 3. Progress and attainment of pupils with SEND at Simonside

The progress of children with SEND is reviewed three times a year and new targets are set for the next term. Data and results from classroom assessments are also analysed in progress meetings. Any child who does not appear to be making the expected progress required will be discussed in more detail. At this point, outside agencies (such as specialist teachers) may become involved or other interventions may be put in place.

### **End of Key stage 1 attainment**

	% Working at expected standard for reading, writing and maths (combined)	
<b>Year 2 2023-24</b>	Simonside	National (provisional data)
All pupils (36)	58.3%	58.9%
SEN (10)	30%	
Non SEN (26)	73.08%	

	% Working at expected standard for reading		
<b>Year 2 2023-24</b>	Simonside	Newcastle (provisional data)	National (provisional data)
All pupils (36)	75%	70.9%	71.4%
SEN (10)	40%	30.6%	36.1%
Non SEN (26)	80.77%		

	% Working at expected standard for maths		
<b>Year 2 2023-24</b>	Simonside	Newcastle (provisional data)	National (provisional data)
All pupils (36)	72%	71.4%	72.1%
SEN (10)	60%	34.9%	39.4%
Non SEN (26)	88.46%		

	% Working at expected standard for writing		
<b>Year 2 2023-24</b>	Simonside	Newcastle (provisional data)	National (provisional data)
All pupils (36)	64%	62.9%	63.4%
SEN (10)	40%	23.1%	25%
Non SEN (26)	65.38%		

### End of Key Stage 2 attainment

	% Working at expected standard for reading, writing and maths.		
<b>Year 6 2022-23</b>	Simonside	Newcastle (provisional data)	National (provisional data)
All pupils (45)	46.6%	<b>62%</b>	<b>60%</b>
SEN support (12)	33.3%	30%	26%
EHCP (7)	0% (6 children disapplied)	6%	9%
Non SEN (26)	61.54%		

### Children passing year 1 phonics screen

	Pass		
<b>Year 1 2022-23</b>	Simonside	Newcastle	National
All pupils (42)	33/42= 79%	78%	79%
SEN (9)	4/9= 44.4%	52%	52%
Non SEN (20)	30/33= 90.91%		

Those SEN children who have not passed the phonics-screening test have individual phonics targets in their SEN support plans. All these children have increased their phonics screening scores since the beginning of the year.

## End of EYFS attainment

	Good level of development achieved		
<b><u>Reception</u></b> <b><u>2022-23</u></b>	Simonside	Newcastle	National
All pupils (37)	23/ 37 = 62%	65.6%	67.7%
SEN ( 7 )	0/ 7= 0%	27%	25%
Non SEN ( 3 )	23/30=76.6%		

The 7 children on the SEN register have significant difficulties across all areas of learning and 2 children have a diagnosis of autism with EHCP's in place. We will also be applying for an EHCP for another child. All of these children have achieved targets identified in their SEN support plans.

SEND pupils may not always reach the required standard but the majority make good progress from their prior attainment.

### **4.Implementation of the SEND System at Simonside Primary School**

#### **SEN plans**

Children on the SEN register have individual support plans with specific and measurable targets. Children on the SEN register must have a reading, writing and maths target linked to raising their attainment. We use a template provided by Newcastle local authority, which this year has been developed to include 'descriptors of need' which help to assess and identify the needs of children and young people, and to put in place appropriate support

SEN support plans are discussed during parents evening and the SENCO is available to meet with parents throughout the year.

#### **Deployment of Staff and Resources**

At Simonside, the deployment of staff is continuously reviewed to ensure that the right provision and intervention is provided for pupils in order to ensure their progress. During the year, staff have been employed to support children with SEND in the following ways:

- Providing 1:1 speech and language programmes recommended by Speech and Language Therapy Service
- In EYFS, working with small groups of children to develop speaking skills
- Creating calm environments for support staff to work with key children
- Providing motor co-ordination support to key children
- Providing social, emotional and mental health support to individual pupils and groups of pupils through nurture group time/Kalmer counselling/time with our Parent Support Advisor
- Supporting key pupils during less structured times of the day
- Carrying out phonics and reading interventions in EYFS and KS1
- Delivering a range of intervention programmes eg, NESSY, Toe by Toe, Direct Phonics, Talk Boost/Memory Magic/Action Words/ Precision Teaching

- Providing bespoke support to small groups of pupils and individual pupils to enhance their learning in reading, writing and maths
- Following recommendations made by professionals eg, Educational Psychology support, Speech and Language, Specific Learning Difficulty specialists, Behaviour Support Specialist, CYPS and school health workers.

We follow the ‘Newcastle Graduated Approach’ to meet the SEND needs of children in our school. As part of this, we use strategies from the ‘Universally available guidance’. Children on our SEN register will benefit from the strategies outlined below.

<b><u>Provision</u></b>			
<b><u>Cognition and Learning</u></b> 1. Repetition, overlearning and consolidation 2. Concrete materials, manipulatives and scaffolds 3. Multi-sensory input and activities 4. Offer learners choices of how to engage with the task 5. Pre-teach key vocabulary	<b><u>Social, Emotional and Mental Health</u></b> 1. Opportunities for outdoor play and learning eg. 2. Greeting on arrival 3. Know something about each child/young person’s interests and strengths 4. Allow time and space to rest and breathe 5. Understand the impact of trauma on individuals and the positive impact of supportive relationships	<b><u>Sensory and/ or Physical</u></b> <b>Visual impairment:</b> 1. Say name to attract attention 2. Ensure they are wearing clean spectacles (all lessons) 3. Ensure optimal seating position to access all teaching points 4. Quality, not quantity of work produced 5. Give time to process what they are seeing <b>Visual Impairment</b> <b>Hearing impairment.</b> 1. Check that the hearing technology is being worn as required 2. Ensure optimal seating position 3. Provide a quiet environment 4. Check child/young person has understood what has been said 5. Give time to process and understand new language and learning	<b><u>Communication and Interaction</u></b> <b>Speech and language:</b> 1. Pre-teaching vocabulary 2. ‘Chunk’ instructions to ensure understanding 3. Visuals 4. Model and extend expressive language to provide consistently good grammatical models 5. Develop independent strategies for recognising when they don’t understand and what to do to seek help <b>Autism</b> 1. Communicate with clarity 2. Routine, predictability, and consistency 3. Structured work activities 4. Visuals 5. Support with understanding and managing anxiety

Children on the SEN register may also receive interventions. Below are the interventions we have used in school this year.

<b><u>Interventions</u></b>			
<b><u>Cognition and Learning</u></b> -1:1 daily reading -daily and group phonics -maths intervention	<b><u>Social, Emotional and Mental Health</u></b> -zones of regulation -nurture groups -lunchtime social group	<b><u>Sensory and/ or Physical</u></b> -occupational therapy sessions using	<b><u>Communication and Interaction</u></b> -NELI (early language intervention)

-reading comprehension -toe by toe (dyslexia intervention) -handwriting  precision teaching (starting September November 23)	-social stories -comic book conversations -counselling (Kalmer counsellor-Hollie)	recommendations from OT -timetabled movement breaks and heavy work	-1:1 speech and language sessions. -targeted communication and interaction sessions.
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## **5. SEND funding**

We have used the notional SEN budget to provide additional support to our children with SEN needs.

SEND funding has been allocated in the following ways.

- Emotional regulation resources and sensory equipment.
- Additional TA support in year 6 where there was a high level of SEN need this year.
- 1:1 support for individual pupils with SEMH needs.
- An educational psychologist to assess pupils with the highest cognition and learning needs.

Where a sum of higher than £6,000 (amount specified by the government) has been spent on a child, the SENDCO has applied for additional SEN funding from the local authority.

We have accessed individual pupil support funding (IPS) for 2 pupils this year and successfully applied for EHCP funding to be raised for 2 children with existing EHCP's. This has helped these children to be given increased targeted intervention and support. 7 EHCP's with funding attached to them were put into place.

Pupil premium funding has been allocated in the following ways which has benefited our children with SEND who are also eligible for pupil premium.

- High quality teaching of phonics following our phonics programme introduced throughout the school.
- The Write Stuff writing programme introduced throughout the school including sentence stacking for SEN children.
- Fully stocked, high quality fiction and non-fiction libraries.
- Increased staffing in KS2.

## **6. Staff CPD**

We have provided SEN training to match the needs of the children in our school.

This year we have had a large number of children with SEMH and behavioural needs. We have worked extensively with the Newcastle SEMH support team who have provided training to individual class teachers and teaching assistants. We also received training on the PACE approach from a behaviour specialist teacher. All staff were also trained in positive handling techniques.

Teaching assistants took part in training on the intervention programmes 'Precision Teaching' and action words, provided by an educational psychologist and specialist cognition and learning teacher.

## **7. Working with External Agencies**

During the course of the year we have sought advice from a range of outside agencies in order to support the children at Simonside, with Special Educational Needs and Disabilities, including:

- Speech and Language Therapy
- Educational Psychology Service
- Occupational Therapy Service
- Special Educational Needs Teaching and Support Services (SENTASS)
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- School Health
- Behaviour Support Service
- Social Care
- Community paediatrics
- Kalmer Counselling
- Newcastle SEMH team.

We also have a contract with a private educational psychologist who can provide assessment for the children in school with the highest needs. This has helped us to gather evidence for our Education Health Care Plan assessment requests.