



Annual SEND Report to  
Governors  
2018/2019 Primary

Improving Education Together.

This report reflects academic year ending July 2019			
Name of Academy		Caldmore Primary Academy	
SENCO		Emma Brereton	
Date of Report		December 2019	
SEND Governor		Adele Fanshaw	
SEND profile			
Total Number of pupils on SEND register			
SEND Support	Education, Health and Care Plans		% of academy population
			SEND support      EHCP
28	5		6%      1%
% boys and girls		SEND and Pupil Premium % of SEND cohort	<b>SEND needs breakdown should be shared with Governors</b>
Boys 61%	Girls 39%	53% of SEN children are Pupil Premium	93.3% of SEN children are EAL 40% of SEN children are NTE 61% classified as Pupil Premium 14% of SEN children are Autumn born, 28% are Spring born and 58% are Summer born. 67% of SEN children are under Speech and Language for support 3% of SEN children have had IBSS involvement Average attendance of SEN children is 95.2 %. 64% of SEN children have attendance over 95% 11% of SEN children have attendance between 90 -95% 21% of SEN children have attendance below 90% (RH •, TU, AB•, SK, MQ, ZZ) •G Codes
<b>Identifying pupils with SEND</b>			
<p>All pupils are discussed at Pupil Progress meetings. If a child is raised by staff then they are closely monitored by the SENCO who will carry out observations, track assessments and refer to support services if needed Eg: SALT</p> <p>SEN assessments may be carried out which give more detailed information about what a child can and cannot do.</p> <p>Once a child has been identified with SEN, strategies/interventions are put in place and their progress is monitored closely by the SENCO.</p>			

### Progress made by pupils with SEND

**General overview and a breakdown of progress data as below and add a descriptive section describing the impact of specific interventions that have been successful in enabling pupils with SEND to progress and those that have not been successful and why.**

*SALT targeted interventions continue to lead to rapid improvements in children's receptive and expressive language skills. Annual assessment by Sumaya Rasool (SALT) show that most children make good progress towards their individual targets and some children have made such good progress that they are discharged completely as they are now within ARE for their language skills. Where progress has not been rapid there is often a contributory factor such as attendance or Social and emotional issues.*

*Alphabet Arc – a multi –sensory activity which develops a child's sequencing skills and working memory. This also reinforces key language for example next, before, lastly*

*Precision Teaching/Sparkly folders – a multi –sensory activity which reinforces key vocab/high frequency words and is highly successful with children who have working memory problems.*

*Use of time out cards for children with anger management/social and emotional problems – children are able to bring themselves away from possible triggers and use distraction activities/time with an adult to calm themselves down or seek support so that they are better able to deal with a situation when they are less emotional.*

### Attainment of pupils with SEND compared with pupils without SEND

	Reading	Writing	Maths
Pupils with SEND	13.6%	9.1%	22.7%
Pupils without SEND	51.8%	48.9%	57.7%
Attainment gap	38.2%	39.8%	35%5

### Update on the School's implementation of the SEND system

- Ofsted recognized that SEN pupils make the best possible progress and that they are supported well. They are confident and their self - esteem is good. They are included fully in all areas of the curriculum and have full access to the wider curriculum. They take part in all Academy activities.
- We are awaiting the outcomes of 2 EHCP referrals. One that was submitted in April 2019 and one in July 2019.

### SEND funding

- The SENCO has full responsibility for the SEN funding of £3000. This is used for resources, training and extra support from Outside Agencies. This is additional to the SLA for SALT.
- Pupil Premium funding for SEN pupils is used to ensure Quality first teaching and to address individual barriers. Eg: Counselling

### Attendance and exclusions

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
95.2	96			0	0.25

### Ongoing professional development on SEND for staff in the last 12 months and any issues relating to time and resources to enable the SENCO to carry out their duties.

Assisting people to move (Outreach @ Lindens) - R Kauser/K Begum October 2018

Attachment Training - All teaching and support staff 05.11.18

SEN Forum (ATT) - Hilary Mitchell Autumn term

Sensory Needs with Johanna Grace Rushall Inclusion Team - Jo Byrne 18.01.19

Specific Learning Difficulties strategies - All teaching staff 04.03.19

SEN Conference – Wolverhampton University - Hilary Mitchell/Jo Byrne 19.03.19

Talk Boost – Rushall Inclusion Team - Jo Byrne 03.12.18

Key Skills for Learning effectively in the classroom - Rushall Inclusion Team - Jo Byrne 04.04.19

Understanding children and young people's mental health Cache NCFE Level 2 - Group of staff (voluntary). June 2019

**Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the school and the impact they have.**

Continued liaison with Nicky Martin from North Star Inclusion Service to ensure that barriers to learning are removed for all children in order to achieve maximum progress and reach their full potential. Nicky has supported with observations/action plans which have been submitted successfully for EHCP applications for two children.

Continued liaison with EYFS SEN team to support children with SEN within the EYFS setting.

EYFS inclusion funding accessed for 2 Nursery children in order to provide some additional 1:1 support within the learning environment.

Adele Cornes (1:1 SEN LSA) attended 'Little Learners' once a month with a Year 1 child and her parents in order to build capacity of support and work with SALT and parents to ensure continuity for the child and maximize progress.

Continued support from SALT to target children with Speech and Language needs.

**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.**

Ofsted recognized that SEN pupils make the best possible progress and that they are supported well. They are confident and their self - esteem is good. They are included fully in all areas of the curriculum and have full access to the wider curriculum. They take part in all Academy activities.

The curriculum intent is for all learners at CPA.

**Outline of objectives for 2019-20**

- High quality induction of new SENCO through coaching and mentoring
- GL assessments are used throughout the Academy to inform staff of an SEN pupil's progress in greater detail and to inform IEP targets.
- Through the use of Inside/Out pupils will have further opportunities to

*practise/develop their IEP targets within a whole class setting*

- *JB and NT to run structured lunchtime clubs for children with social and emotional needs/vulnerable children and evaluate the impact on behaviour/progress.*
- *Buy in extra Speech and Language Therapy to target children who need assessments/support. EB and HM to meet with SALT to ensure children who need most support are prioritised.*
- *Monitor and target parental involvement in IEP meetings ensuring that any parents who don't attend parents' evenings are then approached at different times.*

#### Attachments

1. Needs analysis
2. SEND EIP
3. Academy Information Report