



Annual SEND Report to
Governors
2019/2020 Primary

[#TransformingLives](#)

| | | | |
|--|---|--|--------------|
| Name of Academy | | Caldmore Primary Academy | |
| SENCO | | Emma Brereton | |
| Date of Report | | October 2020 | |
| SEN Governor | | Julie Bills | |
| SEN profile | | | |
| Total Number of pupils on SEN register 2019-20 | | | |
| SEN Support | Education, health and care plans | % of academy population | |
| 22 <i>Additional 15 children have SALT targets.</i> 37 | Statements 3 (Applied for 1 and in process of applying for 1 more- Applied for Top Up Funding for 2 children.) | SEN support 5% <i>Including SALT= 8.8%</i> | EHCP 0.7% |
| % boys and girls Boys = 18 (72%) Girls = 7 (28%) | 13 are Pupil Premium 52% of SEN cohort | <i>SEND needs breakdown should be shared with Governors using needs analysis template</i> | |
| <p>Identifying pupils with SEND</p> <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 for example: SALT or behavior support.</p> <p>Other times of the year, if a teacher has concerns they will speak with the SENCO and fill in a referral sheet highlighting what they have done in response. The child will then be observed or assessed by the SENCO or SEN TA Johana Byrne. This is the first part of our graduated response. Targets are put into place or resources given to support the child to overcome their barriers for example; colour overlays and paper. After an agreed number of weeks if these immediate interventions have not worked 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. (The pupil will have their own Plan, Do, Review)</p> | | | |
| <p>Progress made by pupils with SEND</p> <p>Pupils with SEND make good progress at CPA and are fully included in all curriculum areas and aspects of school life.</p> <p>Due to partial school closure in March 2020, formal assessments have not taken place to assess the progress children had made within that academic year. However Spring data indicated that progress was made and since September 2020 we have continued to closely monitor the impact that Covid has had on their attainment as we predicted</p> | | | |

that many would have regressed. This is the case for many of the SEN pupils but not all. The biggest impact had been on some of their mental health. We had tried to minimize these effects during lockdown through daily and weekly phone calls. We also utilized the expertise of our SEN TA's who planned and sent home packs personalized to the pupils individual targets which would also help overcome their barriers to learning. An example of this was sending home enlarged text for a boy who is now in Year 2 and is severely visually impaired.

-These concerns directly fed into the Autumn milestones.

| EYFS (GLD) National All/SEN | ALL | SEN | Non SEN | Comment | | |
|--|---------|-------------|----------------|---------------------|---------------------|---------|
| KS1 | ALL | SEN | Non SEN | National All/SEN | Comment | |
| Reading | | | | | | |
| Writing | | | | | | |
| Maths | | | | | | |
| KS2 | ALL | SEN | Non SEN | National All/SEN | Comment | |
| Combined | | | | | | |
| Reading | | | | | | |
| Writing | | | | | | |
| Maths | | | | | | |
| Progress KS1 to KS2 | ALL | SEN EHCP | SEN Support | Non SEN | National All/SEN | Comment |
| Reading | | | | | | |
| Writing | | | | | | |
| Maths | | | | | | |
| Summary See Above | | | | | | |
| 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 | | | | | | |
| 3 | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| 4 | | | | | | |
| 5 | | | | | | |
| <p>Effectiveness of targeted interventions</p> <p>-SALT targeted interventions continue to lead to rapid improvements in children’s receptive and expressive language skills. Annual assessment by Annie Teather (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.</p> <p>- Where progress has not been rapid there is often a contributory factor such as attendance or Social and emotional issues.</p> <p>-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</p> <p>-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.</p> <p>-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. Flights paths have had to be altered due to Covid guidelines.</p> <p>- Social Stories are used to support children with social situations that may cause anxiety. Before returning to school pupils will sent a social story about their new teacher, classroom and routes around school.</p> <p>-Each pupil on the SEND register and those pupils with specific SALT targets receive 1:1 or small group interventions that specifically address the individual targets in a way that is personalized to their learning style or interests. These interventions are carried out 3x per week and recorded in a personalized Plan, Do, Review book. Within this book pupil’s progress towards meeting their targets is recorded and so are next steps. These interventions are effective as they are so personalized. As part of my role as SENCO I monitor these books termly.</p> <p>-Lego Therapy although is harder to run due to the restrictions of bubbles still has desired effect. Two boys in Yr2 are learning to listen and work together.</p> <p>-Doodle Club- a chance for pupils to discuss their worries and concerns in a safe environment. (Year 6 vulnerable boys.)</p> <p>-Beat Dyslexia has been used in 1:1. Interventions and it has impacted on pupils’ progress in Reading. (See assessments.)</p> <p>-Fine Motor Skills groups- this has had a huge impact. The majority of pupils who attend for 6 weeks do not then require to attend again.</p> <p>-Home school diaries as a way of communicating with parents.</p> <p>-Now and next cards to help pupils with organizational skills.</p> | | | | | | |

| Wider Outcomes effectiveness for this cohort | | | | | |
|---|-----------------|---|---|---|-----------------|
| 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 |
| SEND excl EHCP = 96% SEND inl EHCP= 79.2% EHCP= 62.4% | 95% | 9.5% (KE and ZM) This is based on 6 pupils. 4 others are due to x codes because of COVID | 90.5% the PA students are not SEN | 0% | 0% |
| Successes and next steps to improve attendance and lower exclusions -KIT calls -Communication through Class Dojo -Home/School diaries -Letters home. The attendance for EHCP pupils looks particularly low as one child has not been in school since we returned in September. He was asked to shield for 2 weeks in preparation for an operation, he had the operation on one of his ankles and then had to wait for the operation on his 2 nd ankle. During this time he has received daily phone calls from his LSA and work sent home for him to complete. We have also been able to speak to dad daily as he collects his other child from Yr2. SALT have also had family conversations during this time. | | | | | |
| Ongoing training for staff in the last 12 months Assisting people to move (Outreach @ Lindens) - 2LTS, Johanna Byrnes and Sonia Hussain. Early Talk Boost- Emma, Katie B and Katie Gardner Understanding Autism- Adele Cornes and Sharon Fletcher Winston's Wish- Adele Cornes, Emma Brereton and Nick Tuck Partial School Closure- All teaching staff and TA's completed Safer Schools and Nasan Training. Understanding Dyslexia- Johanna Byrnes | | | | | |
| Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes Use of Home School Diaries. Introduction of a graduated response. | | | | | |

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.

Our curriculum encompasses a curriculum that is broad and enriched by a variety of first hand experiences using a learning model which helps our children including those with SEND needs to build confidence, concentration, curiosity, creativity, be inquisitive and have an enthusiasm for learning. This shared aim is enhanced by our ethos and vision to create an environment where ALL children can and will achieve ensuring that we are an integrated learning community.

Highly skilled practitioners ensure that ALL children make strong and sustained progress from the start. This clear and shared vision ensures that the curriculum is delivered consistently and our children are able to overcome the disadvantages and deficit which they face therefore diminishing the huge vocabulary gap.

Although a consistency of approach, established routines and methods provide security, no one day is the same at Caldmore. We aim to ensure that our children believe in their abilities, are able to manage risk and have high expectations of themselves.

We aim to develop children's skills and knowledge with a huge focus on core skills to ensure that children have strong foundations which can then be transferred and applied across all areas of learning as they move through our school and beyond. Reading and empowering our children to keep themselves safe are golden threads which weave throughout our curriculum and school life.

We see parents as partners and strive to actively engage them with their child's learning. We ensure that half termly workshops are delivered and parent's views and needs are met.

All pupils receive quality first teaching and this is especially important for those with SEND. These strategies include;

- The use of Colorful Semantics so that pupils understand word clarification and sentence structure.
- Peer support and mixed ability groupings to ensure there are no limits put on individuals learning.
- Within lessons pupils are asked to 'flashback' to previous learning so that they can make the connections and build upon their knowledge and skills.
- Access to a broad and engaging curriculum that focuses on building skills acquisition.
- Phonics and spellings interventions through the RWI program.
- The use of wobbly wallets to reinforce sounds.
- Access to a language and vocabulary rich environment and curriculum.
- The use of Word Aware and how it is implemented in Wider Curriculum lessons.
- Class dojo as a way of engaging with parents.
- The use of visual timetables in class.

- Use of widget symbols so that pupils can identify places within the school.
- Use of Jigsaw Recovery unit in PSHE to aid pupils' mental health and dispel anxieties.
- Safeguarding team members to support and check in with pupils and their families.
- From September 2020 a planned English and Maths recovery programme to address the gaps in learning caused by school closure.
- A successful Concrete, Pictorial and abstract approach to Mathematics that now feeds into many areas of the curriculum.
- Blended Learning has also ensured that quality learning can take place at home in addition to school. This has helped with those who are persistently absent.
- WELLCOMM screening and intervention in EY have dramatically reduced the number of referrals we make to SALT.
- Introduction of Early Talk Boost in Nursery. This was working really well but unfortunately we had

Outline of objectives for 2020-21

The Autumn Milestones for SEND link with the whole school EIP and the KLI's, as the Quality First Teaching is consistent across the academy the needs of the SEN pupils are in line with the needs of all the children it is just that they need monitoring a little more closely and adapting to ensure there are no needs gone un met. An example of these are below and others are addressed within the SEN EIP.

B&A- To monitor the use of the home school diaries as they will be essential as it is now difficult to speak to parents daily. (Communication and home/school relationships are important to maintain.)

Curriculum- To review previous Plan, Do and reviews to check that they are still relevant. Update accordingly for the new half term. (Predictions are that pupils with SEN will have regressed.)

SG- For all pupils to receive PHSE lessons around the areas of Covid and reconnecting, these then to be followed up with a check in by myself Jo B or a TA to ensure the most vulnerable pupils feel safe and secure.

L&M- Working with CADMUS to support pupils and staff CPD

To ensure transitions were planned for and delivered.

Qof E- To ensure SEND pupils were included in catch ups and interventions where appropriate.

Following our return to the academy after the partial school closure, we have identified an increase in pupils showing signs of potential issues with their mental health. This was expected and addressed in our use of the Jigsaw recovery program but many of the SEN pupils are more susceptible to suffering from poor mental health. In response we have decided to investigate the use of 'Friends for Life.' As we know this has been successful in one of our cluster schools. This would also feed into developing the new sensory garden, rainbow room and Garden Room. (Training will be required for those who deliver the groups.)

Other interventions;

- We have re-deployed a TA who will now build capacity to target individuals who are SEN and vulnerable. This will be beneficial as it will overcome some of the issues that have come about following Covid.
- We are hoping with the new rooms which include a reflection room will help those pupils who struggle at lunchtimes and break times. E will be developing these areas over the coming months.
- We are investing in an online program 'Provision Mapping' where we will be able to write Plan. Do, Reviews and also track interventions. Teaching staff will receive training for how to use the program from the company.
- Teaching staff will also receive CPD from CADMUS to ensure that all staff are able to articulate the primary area of needs for CPA and strategies to overcome them.
- 'Friends For Life' training for Johanna Byrnes, Jade Downen, Adele Cornes and 1 other.
- Johanna Byrnes is booked on an Understanding Dyscalculia course.

| 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 (25) | | No. of Pupils | % of SEN D pupils | % of all pupils |
| Communication and Interaction | Speech, Language and Communication Needs (SLCN) | 3 | | |
| | Autistic Spectrum Disorders (ASD) | 3 | | |
| Cognition and Learning | Moderate Learning Difficulty (MLD) | 7 | | |
| | Severe Learning Difficulty (SLD) | 5 | | |
| | Profound and Multiple Learning Difficulty (PMLD) | | | |

| | | | | |
|---|-------------------------------------|---|--|--|
| | Specific Learning Difficulty (SpLD) | | | |
| Social, Emotional and Mental Health (SEMH) | | 5 | | |
| Sensory and/or Physical Needs | Visual Impairment (VI) | 1 | | |
| | Hearing Impairment (HI) | | | |
| | Multi-Sensory Impairments (MSI) | | | |
| | Physical Disability (PD) | 1 | | |