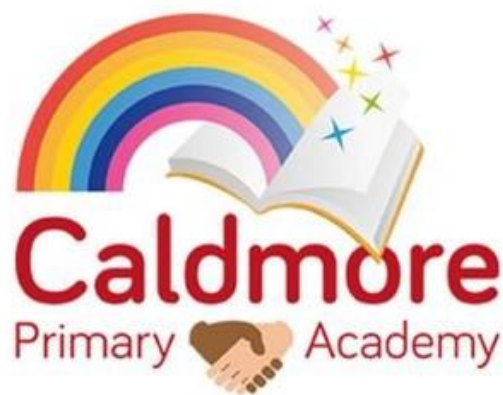




SEND Information Report 2020-21

Caldmore Primary Academy



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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.

- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Mrs Emma Brereton	SENCO	ebrereton@caldmore.attrust.org.uk
TBC	LAC Governor	We are waiting for a new governor to be appointed.
Mrs Johanna Byrne	SEND TA- support	jbyrne@caldmore.attrust.org.uk

Contact details of support services for parents of pupils with Special educational needs:

Walsall Special Educational Needs and Disabilities Information and Advice Support (SENDIAS)

- Telephone Phone: 0808 802 6666.
 - Email Walsallsendiass@family-action.org.uk.
 - Write to: Manor Farm Community Centre, King George Cres, Walsall WS4 1EU.
- Website: www.walsall-sendiass.org.uk.

Walsall Parent Partnership - <http://www.mywalsall.org/fis/walsall-parent-partnership>

There are many other services available to support parents of pupils with Special Educational Needs. See below.

Young Minds <http://www.youngminds.org.uk>

Young Minds offer free, confidential online and telephone support, including information and advice, to any adult worried about the emotional problems, behaviour or mental health of a child or young person up to the age of 25.

British Dyslexia Association <https://www.bdadyslexia.org.uk>

The BDA is the voice of dyslexic people. Our vision is that of a dyslexia friendly society that enables dyslexic people to reach their potential.

The Ear Foundation <http://www.earfoundation.org.uk>

The Ear Foundation is the only national UK charity to support and to provide activities for deaf children and young people with cochlear implants, their families and supporting professionals.

I CAN <http://www.ican.org.uk/>

I CAN is the charity that helps children with speech and language difficulties across the UK. The charity works to create a society where their special needs are recognised, understood and met, so that they have the same opportunities in life as other children.

MENCAP <https://www.mencap.org.uk>

Mencap is the UK's leading learning disability charity working with people with a learning disability and their families and carers.

National Autistic Society <http://www.autism.org.uk/>

The NAS exists to champion the rights and interests of all people with autism and to ensure that they and their families receive quality services appropriate to their needs.

National Deaf Children's Society <http://www.ndcs.org.uk/>

The National Deaf Children's Society is the only UK charity solely dedicated to providing support, information and advice for deaf children and young people, their families and professionals working with them.

Information on where the local authority's offer is published:

<https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

A link can also be found on our school website.

Caldmore Primary Academy's Local Offer

Children at SEND Support level are placed onto our SEND Register. Children with additional needs not classed as significant or permanent may still receive provision within the school, may not be on the register. We can make provision for every kind of frequently occurring special educational need with or without an EHCP. Special Educational Needs and Disability are generally thought of in the following four broad areas of need:

1. The kinds of special educational needs provided for:

- **Cognition & Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. SEN 10 Code of Practice (2015, p. 97)
- **Social, Emotional, mental health needs.**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. SEN Code of Practice (2015, p. 98)
- **Speech, Language, Communication & Social Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. SEN Code of Practice (2015, p. 97)
- **Physical & Sensory Needs.**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. 11 These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. SEN Code of Practice (2015, p. 98)

The academy provides for a range of needs within these areas and works with outside agencies to ensure each child's needs are catered for to the best of our ability.

Refer also to Appendix A – Academy Needs Analysis

2. How the special educational needs of pupils are identified and assessed:

Formative assessment is embedded in daily practice across the academy. We monitor the summative progress of all pupils in reading, writing and maths three times per year, at Pupil Progress Meetings. We review academic progress and the impact of teaching, including interventions. We also use a range of assessments with all pupils at various stages, including 'Welcomm' assessments, phonics screening in Years 1 and 2 plus ongoing teacher assessments in writing, reading, SPAG and maths.

Where progress is not sufficient, even if a special educational need has not yet been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are: interventions focusing on reading, writing, maths or social skills. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents and carers, we will use a range of assessment tools to determine the barrier to learning.

These may include; • Welcomm Screening Tool • Sandwell Numeracy Test • Nessy Dyslexia Screening Tool • Boxall Profile (SEMH needs) • PHAB Test (Phonological awareness test) • YARK Reading Test.

We also have access to Speech and Language and other external advisors who are able to use additional assessment tools. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. This information will be shared with parents and carers and the pupil's class teacher. Agreed outcomes and targets will be recorded on a Provision Map or a Personalised Plan and reviewed regularly. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision which is additional and different to what is normally available. If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is recorded, parents and carers will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used

When considering whether a pupil has special educational needs any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas

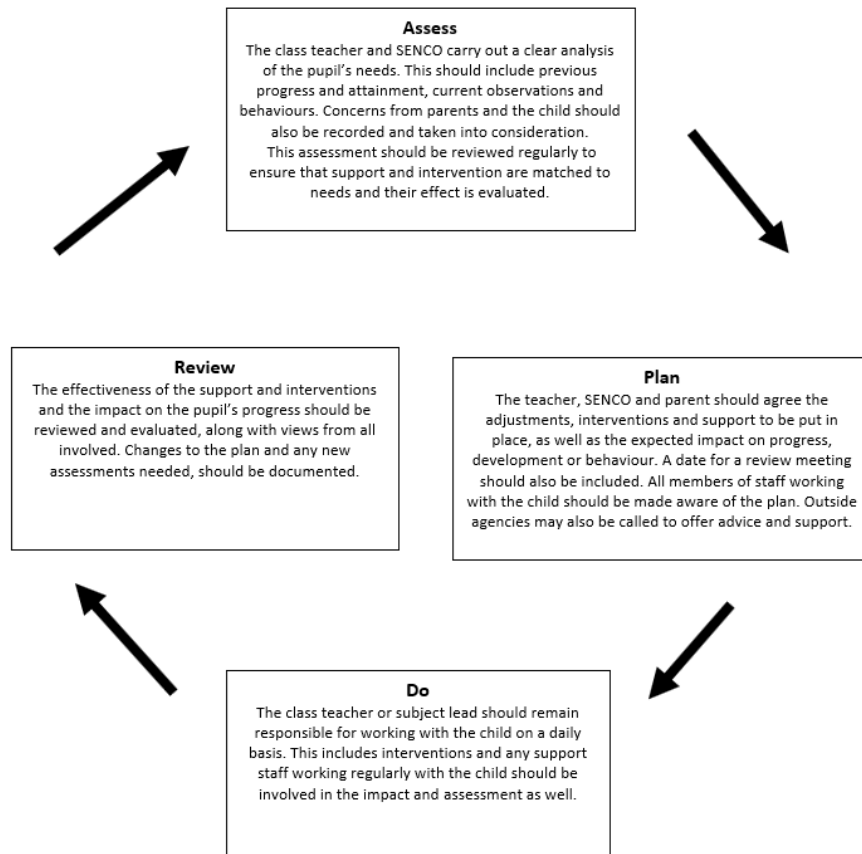
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

There are four broad areas that should be considered when assessing a pupil with a special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Students may have needs that encompass more than one of these areas and therefore detailed assessments must be undertaken in order to provide the correct support.

SEN support should take the form of a four-part cycle where actions are revisited, refined and revised as the understanding of the pupil's needs grow and to ensure good outcomes are secured. This is known as the 'graduated approach' and draws on more detailed assessments, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the pupil. The graduated approach has four main parts: **assess, plan, do** and **review**



This cycle should be completed at least twice, over two terms. If no progress is made then the academy will apply for an Education Health Care Plan (EHCP) assessment, as shown in the table below:

SEN support	SEN+ (for data purposes only)	EHCP
<p>Despite high quality teaching targeted at areas of weakness:</p> <ul style="list-style-type: none"> The pupil is failing to make progress similar to that of their peers starting from the same baseline Progress is lower than made previously The attainment gap is not closing between the child and their peers 	<p>When a child continues to make little or no progress despite well-founded support the school should consider involving specialists.</p>	<p>A child continues to make little or no progress despite advice and support from specialists. Taking advice from the local authority and from specialists the decision is made to refer to the local authority for a statutory assessment (anyone can apply to LA for an assessment).</p> <p>This statutory assessment should follow on from planning already undertaken with parents and young people in conjunction with their setting and specialists.</p>

Referral for an Education, Health and Care Plan (EHCP)

The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary. This is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available. However, the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider, school, post 16 institution or another provider.

EHCP plans must be:

- Focused on the outcomes the child or young person seek to achieve across education, health and care
- Set out how services will work together to meet the child's or young person's needs
- Based on a coordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making

3. Our academy's approach to teaching pupils with special educational needs:

Caldmore Primary is a learning community in which everybody wants to continuously improve, is expected to continuously improve and has a duty to help others to do so. There is a relentless pursuit by all staff to create a happy, respectful and purposeful learning environment. Our motto, 'Aspire, Believe, Achieve', is central to the **inclusivity** of the academy; there are strong, nurturing relationships between staff and pupils and an unswerving commitment to help **ALL** of our children fulfil their potential. The image of the rainbow in our school badge depicts the way in which we are all unique, but in the most important ways, we are very much the same. All pupils, regardless of their starting points or backgrounds, are supported and challenged to be the very best that they can be. The teachers and support staff share the same belief that we are all teachers are children with Special Educational Needs.

4. How we adapt the curriculum and learning environment for pupils with special educational needs:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, small group learning, 1:1 work, teaching style, content of the lesson and using positive role models.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, writing slopes and concentration toys to add focus.
- Differentiating our teaching for individual children, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or providing post teaching support to repeat and embed learning.
- Colleagues will be aware of targeted areas of specific children and will interweave this learning throughout the school day to support progress.

- There are areas within school that are specifically used for children with different SEN needs, for example; The Rainbow Room, The Garden Room (with outside space.) work Stations in and out of classrooms and The Hygiene Room. Simple adjustments are made too, for example seating positions, foot rests and chair arms.
- Support staff (LSA, TAs, HLTAs) work as whole class support, mixed ability group support, small group support, intervention support and as a key adult, where required. 1:1 support for children with an identified need will be discussed at Multi Agency Meetings and at a Senior Leadership Team level to ensure strategies are appropriate and will develop independence and progress of children.

5. Additional support for learning available to pupils with special educational needs:

- We have a weekly visit from our Speech and Language therapist, Annie Teather (annieteather@walsallhealthcare.nhs.uk) who assesses and sets targets for the pupils. These targets are then delivered weekly to the pupils by highly skilled and experienced teaching assistants.
- We buy into CADMUS inclusive services who work closely with the children in school and provide training for staff. (bhawes@cadmussupportservice.co.uk)
- We have a full time SEN TA who is also ELSA trained.
- We run an inhouse Level 3 Speech & Language group called Little Rainbows.
- We work closely with many other outside agencies for example; Outreach, OT and Visually Impaired teachers to ensure the best support is given to each child regardless of their differences and needs.
- Colourful Semantics and Word Aware runs throughout the academy.
- Other interventions we deliver include: Lego Therapy, Wellcomm, Dyslexia friendly programs (Beat Dyslexia and Active Literacy), Social and emotional intervention, Wellbeing groups, Friends groups, Toe by Toe and Precision Teaching.

6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

All children regardless of if they have special needs engage in **ALL** activities with their peers and are provided with the same opportunities. On occasions individual plans will be put into place to ensure inclusivity including additional risk assessments when attending trips. All staff are made aware of which pupils may need to take a different approach to lessons and this includes the Sport Coaches that deliver many of the PE lessons. Each subject lead has assessed the barriers to learning their subject may pose and have compiled a list of how these barriers can be overcome. Many of our SEN pupils have a key worker who is there to ensure that they are fully included. We also seek support from outside agencies who inform our transition planning and have the knowledge to help us plan ahead.

7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

- All students are supported by their class teacher and class teaching assistants. We also have a pastoral support team who can help with specific difficulties.

- Caldmore Primary Academy have achieved their Bronze Award in attachment awareness and are working towards their Silver and Gold Award.
- We teach Jigsaw and have an embedded PSHE curriculum.
- We have a SEN TA who is ELSA trained.
- We have half termly Healthy Body, Healthy Mind Days.
- The Rainbow room is a place that pupils can visit to get emotional and wellbeing support.
- Individual children have regular 'check-in' points or cards to use throughout the day.
- Lego Therapy
- Each class has a Worry Monster but individual children carry around their own smaller monster.
- Quiet places to go at dinner times and playtimes. (Garden Room.)
- Calm areas in classrooms and flight paths for individuals.
- Pupils who are vulnerable have a keyworker of their choice, this can sometimes be the class TA, a member of the Safe Guarding team or any other member of staff that the pupils feel they can talk to and is happy for them to check in with them.
- There are strong relationships between ALL staff and pupils.
- We build strong relationships with parents so that any concerns can be shared.
- Where required, pupils will have individual Health Care Plans. The pupils are always involved in the creation of these.

8. How we assess and review the progress of pupils with special educational needs:

- Pupils progress is tracked in various ways for example the Plan, Do, Review process as above.
- Provision Map and intervention evaluations.
- Family Fisher Trust that is completed termly by teachers.
- Annual reviews for those pupils with an EHC plan.
- GL assessments, Yarc and Sandwell assessments in particular.
- Intervention Books
- Assessments from SALT
- Assessment where needed from CADMUS Inclusive.

9. The expertise and training of staff in relation to pupils with special educational needs:

The SENCO is an experienced member of SLT who is working towards achieving the National Qualification for SENCOs, she has allocated time dedicated to overseeing the provision of SEN

Colleagues share the ethos that, 'all teachers are teachers of children with Special Educational Needs.' Through Initial Teacher Training and through continued professional development all teachers and staff are equipped to deal with a diverse range of needs.

Caldmore Primary Academy plan staff training, development and support to strengthen individuals and groups where and when required.

This academic year, teaching staff and learning support staff have received training from Provision Mapping and also CADMUS inclusive services. This included; Precision Teaching, overcoming the barriers to learning through QFT and Multi-Sensory Learning.

ALL staff including lunchtime supervisors were invited to attend training around how to safeguard pupils with SEN and Attachment Awareness Training.

Early Years staff have taken part in 'Autism Awareness' training.

2 staff members have received Makaton Training to support children with speech and language difficulties.

SALT have provided training for a number of TA's that work with our children with complex speech and language difficulties through supporting in the delivery of our Little Rainbows group.

Two learning support assistants attended Lego Therapy training and are now able to run their own groups.

A Visually Impaired teacher visits school regularly to support the SENCo and LSA with a child with an EHC plan and OT support with 'Safer Handling' training for a child who is dependent on a wheelchair. OT also have an input in his personal hygiene plan and handling plan.

SALT also work closely with individual TA's to ensure that they carry out the interventions correctly.

CADMUS Inclusive have also provided support for teaching assistants on strategies and programmes to support individual children.

The SENCo and SEN TA have attended Dr. J Nock training on Attachment and Trauma Demystified- the next steps and PDA. (Pathological Demand Avoidance.)

Our SEN TA through Walsall LEA training is now qualified to deliver ELSA to pupils and guide others in its delivery.

10. Equipment and facilities to support pupils with special educational needs:

- We have a specialised SEN TA who works full time to support those children with more complex needs.
- Caldmore Primary Academy has a hygiene room with an electric bed for changing pupils who are unable to carry out self-care.
- We have two lifts within school so that the building is accessible for all.
- We have a sensory room
- The Rainbow Room is accessible throughout the day to support those with SEN and in particular those pupils with emotional, mental and social difficulties. It is also a space where our Speech and language therapist is able to assess and work with children.
- The Garden Room is a low stimulus room used for interventions that also has the advantage of leading into a safe and secure outside area.
- We have access to many cause and effect toys that are used with pupils in EYFS and Key Stage to develop early language skills.

11. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

Parents are encouraged to be fully involved in the identification, planning and evaluation process. They are invited to attend reviews and their contributions and views are considered essential.

Parents are given the opportunity to communicate regularly with their child's teacher, face to face, in home school-diaries and on Class Dojo.

Parents and the academy have to fulfill their obligations under home-academy agreement which sets out expectations of all parties

Parents take heed of an academy's information report, which outline the support available in the academy.

Parents of a child with an EHC plan also have access to the Walsall EHCP Hub, where they can share their views and aspirations. Where the parents or carers have EAL or are NTE, we invite them into the academy so we can help them with this process. We have teaching assistants that work in school who are happy to be interpreters when needed.

12. How we consult pupils with special educational needs about, and involve them in, their education:

We ensure that pupils feelings and wishes are always taken in to consideration. We sit with the pupils to complete an 'All About Me' document that is then shared with professionals and staff within school. This is regularly updated. We ask the pupils what they feel would help them overcome their barriers to learning? This can sometimes be as simple as where they sit in the class or extra resources they need. Our children are also confident enough to say if something is not working for them, for example; 'I find it easier to write without the slope.' When pupils have the understanding, we ask them when reviewing their targets how well they feel they have worked towards achieving their targets and their views are included on the Plan, Do, Review document. Older pupils are consulted when planning flight paths and quiet zones and their opinions are always taken into consideration.

13. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

The academy understands the importance of careful planning for transition. 'All About Me' documents help the staff to gain an understanding of each child including their worries, difficulties and in some cases triggers. A session is put aside for receiving teachers to talk to current staff about each child.

Pupils have many opportunities to visit their new classrooms and other areas before transitioning. For example; SEN pupils in Early Years go into their new classrooms with their current teachers for story time and other activities so that they become familiar with the environments.

New members of staff visit the pupils in their current environment so that it is less threatening. Previous staff will also visit the pupil in their new environments to provide reassurance.

Where needed pupils have a social story to aid their transition. The social story will include photographs of staff, pegs, toilets, desks, playgrounds and anything that is unfamiliar to the child. Adults will talk through the social story with the child and then it will be taken home so that parents can continue to do so during school breaks. This works well and eliminates pupil's anxieties.

Each classroom has a Rainbow Folder, which contains information about the SEN and vulnerable pupils within the class. This ensures that any adult working with the children have the knowledge needed.

14. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

We have a school nurse assigned to the academy who will deliver workshops for the pupils and parents. In addition, we can make referrals to the School Health Team for any child we have health concerns about.

We can also make referrals to OT and work with Walsall Early Years SEN team.

We buy into CADMUS Inclusive services who come into school to assess and work with our SEN pupils. Cadmus also provide CPD for all the staff.

We have weekly visits from a Speech and Language therapist.

Where pupils and families are in need of Early Help, referrals are made by the DSL or a member of the safeguarding team. This is all monitored through CPOMS.

15. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

16. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

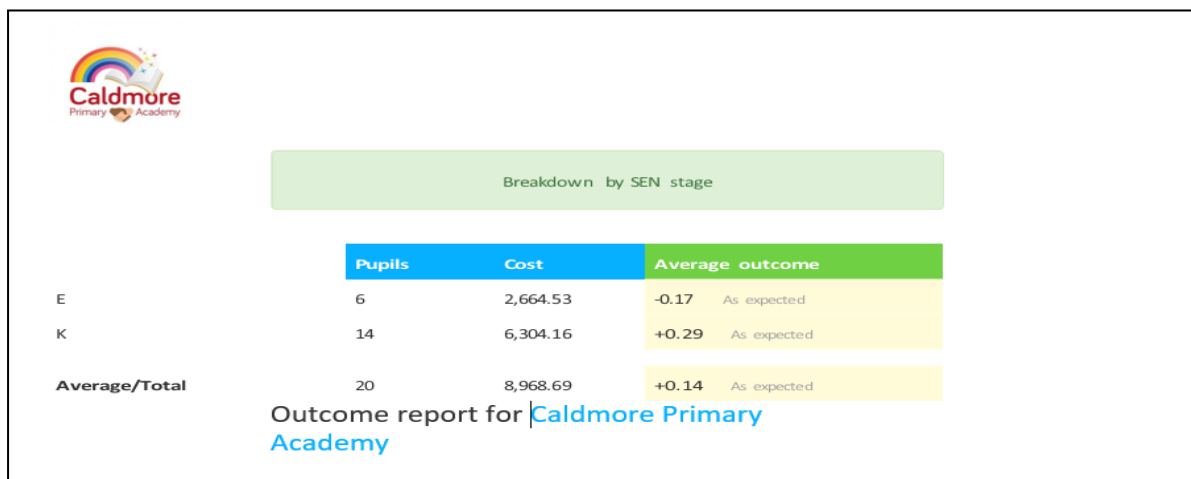
EYFS (GLD)	ALL	SEN	Non SEN	Comment
National All/SEN				
We were not required to report on GLD last year, but none of the children who were SEN were on track to achieve GLD because of their communication needs.				

This evaluation report reflects academic year ending July 2021			
SEND profile			
Total Number of pupils on SEND register			
SEND Support	Education, Health and Care Plans		% of academy population SEND support EHCP
27	5		6% 1%
With additional 15 pupils receiving SALT intervention.			
% boys and girls 70% boys	SEND and Pupil Premium % of SEND cohort	SEND needs breakdown should be shared with Governors using needs analysis template	
Boys 19	Girls 8	52%	

Progress made by pupils with SEND:

Due to Covid, we had a disruptive school year where there were partial school closures, isolation periods and 'normal' assessments were unable to take place. The SEN pupils still had their plan, do, reviews and made progress toward their individual targets and Speech and Language targets.

Provision Mapping also shows expected progress for our SEN children.



Effectiveness of targeted interventions

Successes

- Outside agency support has continued despite the pandemic. (CADMUS, SALT, OT and VI)

- Strong progress made in the speech and language interventions.
- Many of the children requiring speech and language interventions are now age appropriate and no longer require the support.
- Provision Mapper is now being used for PDR.
- 1 child received their diagnosis of Autism. (MR)
- Little Rainbows SEN SALT group up and running with support from Jayne Sedgwick, which has had a significant impact on the children who would have previously attended outside SALT groups.
- SEN TA trained to deliver ELSA.
- 2 EHCP's granted (RO and KW)
- ZM had the opportunity to go to Whiz Kidz at outreach.
- Bronze attachment awareness award achieved.

Not so successful

Covid has had a significant impact on a large number of our SEND children. Many of the children have memory difficulties and often require lots of repetition in order to secure new skills. Tracking of the key subjects has been less frequent than previous years due to the pandemic and issues with bubble closures. This has been the case for all of the children not just the children with additional needs.

We have many pupils in Early Years that require EHCPs and these have been delayed by Covid because of collecting the evidence required.

We have a number of pupils who require specialist support (SEN school placements.) There are no places and this is putting pressure on staff and resources.

Wider Outcomes effectiveness for this cohort

Cadmus Inclusion We have really benefited from Beccie Hawes's expertise over the past academic year. She has delivered a range of CPD sessions including sessions on Lego Therapy, Precision Teaching, Overcoming Barriers to Learning for SEND pupils, Safe Guarding SEN pupils and Multi-Sensory Approach to learning. Beccie Hawes will work with children directly and offer detailed reports that can be used to inform new targets for individual pupil plans as well as offer advice for adapting the classroom environment. These reports have helped support the school's documentation in order to gain additional support from the EHCP applications. Teaching and support staff have found her training, reports and consultations highly valuable in ensuring adaptations are made in order to meet the needs of all pupils.

We also invested in 10 sessions of behavioural support from Stella Wynn. This is something we felt the pupils needed as a result of COVID as it was apparent that the Mental Health of some of the older pupils with either SEND or Safe Guarding concerns had been negatively impacted. She observed pupils, worked 1:1 with identified pupils and delivered workshops to Year 6.

Due to Covid, Walsall health team have not been able to deliver their usual SALT groups for pupils in Early Years so this year we have implemented an SEN SALT group, named Little Rainbows. Jane Sedgwick mentored our specialist SEN TA and worked alongside her to deliver the group for a few weeks until she felt confident to run the group herself. All the children involved were baselined at the start and then re-assessed at the end of the term. The progress made was pleasing. Pupils' ability to

sit and engage in a motivational activity had improved and so had their ability to work in a small group and make their needs known.

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
88%	91%	0%	0%	0%	0%

As an academy we prioritise pupils' wellbeing. Our Healthy Body/Healthy Mind days, The Rainbow Room, ELSA and that we are invested in being an attachment aware school has impact on our FTE and PEx. We work closely with parents and believe that it should be 'time in,' and not 'time out.' There are strong relationships between the staff and the pupils.

Attendance this year has been difficult to gauge. We have had partial school closure, bubble closures and children who have had to self-isolate. We have still encouraged good attendance through keeping in touch calls, home visits and competitions with prizes for improved attendance.

Quality First Teaching

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 and knowledge 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

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.

-Subject leads have created documents for their subjects about the ways of over coming barriers to learning for all areas of SEN.

SEND Objectives for 2021-22

- To ensure all children in the Early Years become secure with key vocabulary and can use it independently. The Concept Cat scheme will be relaunched in addition to using 'Helicopter Stories.'
- Staff are confident when tracking SEN pupils progress towards curriculum objectives using FFT and that there is a way of tracking pupils who are not yet able to access the Early Years curriculum.
- To further develop the way pupil voice is gathered as part of EHCP reviews and termly learning plan reviews.
- To continue to develop the new Speech and language group, 'Little Rainbows.' to cater for the high number of nonverbal children we have in Early Years and Year One.
- Ensure that the ELSA trained member of the SEN team has the opportunity to put in place the interventions needed.
- Following COVID – to re-introduce Lego Therapy and Fine Motor Skills groups.

Appendix A

Academy Needs Analysis:					
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils (including Nursery.)	% of all pupils (not including Nursery.)
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	5	19%	1%	1.3%
	Autistic Spectrum Disorders (ASD)	3	11%	0.7%	0.8%
Cognition and Learning	Moderate Learning Difficulty (MLD)	10	37%	2.3%	2.3%
	Severe Learning Difficulty (SLD)	4	15%	0.9%	1.02%
	Profound and Multiple Learning Difficulty (PMLD)	3	11%	0.7%	0.8%
	Specific Learning Difficulty (SpLD)				
Social, Emotional and Mental Health (SEMH)					
Sensory and/or Physical Needs	Visual Impairment (VI)	1	4%	0.2%	0.3%
	Hearing Impairment (HI)				
	Multi-Sensory Impairments (MSI)				
	Physical Disability (PD)	1	4%	0.2%	0.3%