



Annual SEN Report 2020-2021

=====

Evaluating the Effectiveness of Broadwood Primary School's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

This report reflects how school has used SEN funding to meet pupils' needs.

At Broadwood Primary School, we believe it is essential to provide a well-balanced and challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality and accessible curriculum. Children's all round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for the future.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

At Broadwood, we prioritise the teaching of basic skills and the curriculum is rich, from early years onwards, with opportunities for children to develop reading, writing and mathematical skills. High staffing levels are a feature of school since we believe that providing children with high levels of effective instruction, feedback and support will enable them to make the best possible progress. During morning sessions, the preferred teaching style is "direct teaching", with skills and knowledge being taught in a systematic, progressive manner over sequences of lessons. During morning sessions, all children have the opportunity to engage in reading, writing and mathematics activities. If additional intervention or support is required for reading, writing or mathematics then this occurs during afternoon sessions in small groups or 1-1 teaching. Staff informally assess children and plan lessons based on individual starting point making learning bespoke to the children.

Our school is part of the West End Schools Trust, which is made up of eight schools across the West End of Newcastle. Working as part of a Trust has many advantages, with the main benefit being the dissemination of good and outstanding practice practise across the trust, in order to improve educational outcomes for children. As a result of working with eight other schools we are exposed to a range of approaches which can then benefit the children at Broadwood Primary School.

SEN profile of Broadwood Primary School:

Total number of learners on roll: 241 **children**

Number of learners with SEN: **children 49**

Number of learner at SEN support level: **30 children**

Number of learners at High Needs level: **19 children**

Number of learners with our ARC: **children 12**

Number of learners who are SEN and Pupil Premium: children **32 children**

Number of learners who are SEN and EAL: **18 children**

Number of learners who are SEN, Pupil Premium and EAL: 6 children

Number of learners with SEN who are girls: **21 children**

Number of learners with SEN who are boys: **28 children**

Breakdown of needs

Social, Emotional and Mental Health	8
Cognition and Learning	5
Physical/ sensory	12
Speech and Language or Communication Need	24
Total	49

Provision at Broadwood

All pupils are fully included within Broadwood, all pupils receive a quality first education and the curriculum has been re-designed in light with the on-going pandemic. The catch-up curriculum has focussed on basic skills within Maths and English and additional reading for all children, with a focus on every day reading for the lowest 20% of children. The introduction of 'Hi-5' in maths, pre and post assessments in maths has meant all children have recapped previously taught skills. Reading plus and Lexia has also been used to support reading fluency, comprehension as well as phonics and spelling. The school has been supported by the Literacy Hub and the Great North Maths Hub. Last year saw the introduction of 'Talk for Writing' in English which has helped develop children's confidence in speaking and taken an active approach to learning and used pictures to support the working memory.

During the spring lockdown all children on the SEN list, who were classed as vulnerable or had an EHCP were invited into school. These children were offered bespoke activities based on their individual needs. Devices were given out to all children who needed them and work was set up on Seesaw and paper copies were given out also. Some children still benefitted from on-going Play therapy work and work with Zone West in school.

The OFSTED inspection in March 2021 was an 'additional, remote monitoring inspection' stated:

'Pupils with special educational needs and/ or disabilities (SEND), including those in the enhanced provision, continue to receive an education matched to their individual needs. Staff have received training to provide a bespoke curriculum for pupils with SEND. You told us you continue to engage with external agencies, such as speech and language therapists to offer support to their families.'

A further OFSTED inspection occurred in May 2021 stated, ' you have ensured that teachers plan carefully for pupils with SEND and for those speaking English as an additional language. This includes pupils who attend the enhanced provision. The special educational needs co-ordinator works well with teachers. She has prioritised training for staff and ensures bespoke support through resources, planning and help from adults.'

On-going steps for 2021-22

- Continue to attend the Literacy Hub and Great North Maths Hub

- Great North Maths Hub, Early number sense
- OPAL to develop outdoor area

Additional Provision:

We are fortunate to have additional resources in school for up to 12 children with hearing impairment. Children within the provision are fully included in classes and access the same opportunities as their peers.

Data

No formal assessments have taken place this year due to the spring lockdown and on-going pandemic.

On-going steps for 2021-22

- Assess using pre and post assessments in maths to assess starting points
- Use target tracker and PiXL data to assess National Curriculum levels
- Use SCART (Sir Charles Parsons Assessment and Recording Tool) for complex SEN
- The lowest 20% of children in the school will continue to be a high priority in book looks, phonics assessments and reading with children. Additional interventions for these children such as lexia, additional phonics, basic skills in maths and reading plus, as well as bespoke speech and language programmes are also going to be given to the bottom 20% of children. Additional training and reading sessions will be set up in autumn term.

Attendance:

Due to the pandemic, attendance was significantly disrupted so attendance could not be fully analysed accurately

On-going steps for 2021-22

- The whole school continues to improve attendance so that it is about 96%
- The whole school aims to reduce the number of Persistent absentees

Engagement in clubs and Extra-curricular activities:

All clubs and extra-curricular activities are fully inclusive and can be attended by any pupils in our school. Broadwood Primary School offers a range of clubs and extra-curricular. During the pandemic children were offered a reduced number of clubs these included:

- Cooking
- Cycling
- Art
- Reading

On-going steps for 2021-22

- Continue to offer a wider range of clubs to ensure inclusive practice
- Closely monitor how many SEND pupils attend clubs and act accordingly

Staff training and Expertise

- Safeguarding refresher – emotional well-being

- The SENCO attended SENCO network meetings and the SEN conference. This has provided updated information and ways to improve SEN practice in the school as well as making an informed decision for the support Broadwood needed to buy into (SEN consultants, Educational Psychologist and SENTASS support).
- SENCO trust networks – working with schools within the trust virtually
- Two members of staff went on GNM Hub – developing mastery training
- School part of English hub with a phonics focus on the bottom 20%
- Head Teacher and SENCO attended 'Good Autism Practice'

On-going steps for 2021 -22

- Continue to engage in relevant training to meet SEN needs.
- An inclusion team is being developed so NELI training and Talking and Drawing training has already been identified as relevant to the needs of the school.

Working with Outside Agencies

Last year part of the SEN budget was spent on buying traded services including:

Our Educational Psychologist has continued to provide valuable information to build up an accurate profile of specific individual children. School has bought into the service again for the next academic year.

Broadwood has continued to be supported by SENTASS both in assessing the needs of the children and offering support in suggested strategies.

The WEST trust has purchased silver level so Broadwood will continue to be supported by the SEN consultants

Broadwood has also been supported by the following agencies:

- Speech and Language
- CYPs
- Single Point of Contact
- Educational Psychologist
- School Health
- Play therapist
- HI Team
- VI Team
- Zone West
- SENDOS

Next steps:

SENCO to monitor classroom practice on how additional support and advice from professionals is being used within the classroom to support pupils.

Supporting the Emotional Wellbeing of pupils

Our school has a Play therapist, who works with three children 1:1. Throughout the year, the safeguarding team has strengthened by meeting regularly to discuss vulnerable children and decide which pupils need therapy.

The annual Health and Well-being event at St James' Park had to be cancelled; however was ran within classes.

Additional meetings with secondary transfers were arranged for specific children, who it was felt needed extra transition. This year these were virtual.

Twelve children from Year 4 and 5 were selected to be part of the Zone West programme, which aims at supporting children and helping them with regular sessions to support emotional resilience.

Digital well-being sessions were delivered within all classes and Y5 and Y6 had specific sessions delivered by Clennell services.

On-going steps for 2021-22

- Continue to monitor the impact of Zone West and Play therapy through regular meetings and monitoring of children.
- Continue to monitor digital well-being, discuss at safe guarding meetings and plan specific sessions within each year group

Pupils Views

From informal discussions pupils with SEND and through classroom observations, pupils appear to feel happy and safe to attend Broadwood. The majority of pupils enjoy learning and taking part in lessons. Several pupils commented on how they enjoyed learning and their class teachers. Most pupils felt well supported in their learning and know who they can ask if they are stuck.

On-going steps for 2021-22

- Use Ipad to record pupils during reviews
- Continue to invite children to share their work during quality monitoring exercises. Pupil voice needs to be more explicit on IEPs so children are given an opportunity to discuss how they feel their learning is going.

Parents/Carers' Views

Parent carer views will be gathered in Autumn 2021 at parent's evening with a specific focus on parents of SEND children in January 2022.

On-going steps for 2021 - 22

- Have SEND leaflets in the school office for further information regarding services that work alongside school

What OFSTED says:

- Leadership of SEND is a strength. Pupils with a hearing impairment receive excellent support from staff in the enhanced mainstream provision (HIARC) and when integrating with their peers in some school classrooms.
- Teaching assistants are well led, receive effective training and are deployed sensibly across the school.
- Most pupils with SEND make good progress from their different starting points.
- Leaders know pupils well. They have developed a thorough understanding of pupil's pastoral needs and family circumstances. In this way, leaders ensure that pupils are given opportunities to broaden their spiritual, moral, social and cultural development.

- Pupils with special educational needs and/or disabilities (SEND), including those in the enhanced resource provision, continue to receive an education matched to their individual needs. Staff have received training to provide a bespoke curriculum for pupils with SEND. You told us that you continue to engage with external agencies, such as speech and language therapists, to offer support to pupils and their families

March 2021

- You now have fidelity to one phonics scheme. Pupils' reading books match their reading abilities. This supports pupils in the earliest stages of reading to be confident readers. This includes pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and pupils who speak English as an additional language.
- You have ensured that teachers plan carefully for pupils with SEND and for those who speak English as an additional language. This includes pupils who attend the enhanced resource provision. The special educational needs coordinator works well with teachers. She has prioritised training for staff and ensures bespoke support through resources, planning and help from adults. Work in these pupils' books shows that the changes made to the curriculum are supporting them with their learning.

May 2021

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Date: September 2021