

## **Annual SEN Report 2023/24**

Evaluating the Effectiveness of Christ Church CE Primary School's provision for SEND.

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

At Christ Church our Christian vision and values guide us in our provision for children with SEND. All children are unique and special and are treated with dignity and respect.

### ***Vision – Reach for the Stars – Living Life in all its fullness John 10-10***

#### **Values**

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building on a solid foundation to encourage and inspire us to reach for our own star.

#### **Mission**

- ❖ We put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be.
- ❖ We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- ❖ We develop social growth and an understanding of compassion for others.
- ❖ We create a school environment that embraces difference where all children are equal. We cherish each other and ourselves and form healthy relationships offering respect, kindness and dignity.
- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them.

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

#### **Context :**

- 36 children on SEND register (29% of school population).
- 6 children with an EHCP (4.8% of school population).
- 1 additional child also received additional funding from SENDOS for higher needs.
- The primary needs of children with SEND at Christ Church CE Primary School are : Communication and Interaction – 44%, Cognition and Learning – 36.6%, SEMH – 19.4%, Sensory and Physical – 0%.

#### **Data :**

- At the end of KS2, 6 children were identified with SEN. 1 child was working at end of year expectations in English and Maths. 5/6 children made good progress over the year in English and Maths.
- At the end of KS1, 6 children were identified with SEN. 1 child was working at age related expectations in English and Maths. 5/6 children made good progress in English and Maths.

#### Next Steps

- SENCO to continue to monitor school data 2024/25 at 3 assessment points throughout the year to identify children not making progress, monitor provision and consider referrals to external agencies.
- SENCO to continue to respond to staff concerns regarding pupil progress throughout the year and seek external support if needed.
- SENCO to focus particularly on Year 2/3/4 cohorts 2024/25.

#### **Staff Training and Expertise :**

- LA consultant supported SENCO throughout the year with regular meetings.
- SENCO led staff meeting May 2024 on Descriptors of Need and shared plan for moving school forward. SENCO and EYFS lead highlighted descriptors of need for children with EHCPs and added to support plans.
- SEMH team delivered training on ADHD to all teaching and support staff June 2024.
- LA Assistant Educational Psychologist delivered training 1/3 sessions on the Zones of Regulation to all teaching and support staff June 2024.
- Educational Psychologist Sam McKeown delivered training re Selective Mutism to SENCO and key staff July 2024.
- SENCO carried out performance management for most TAS in school and identified future training needs.
- SENCO monitored support plans at 3 intervals over the year and provided informal support where needed to ensure targets were SMART and related to primary area of need.
- EYFS lead who is SENCO trained made 1 referral for an EHC needs assessment and referrals to SENASAP, SALT and School Nursing Team through SPOA for children in EYFS setting.
- Staff in EYFS were supported by a specialist nursery nurse and specialist communication and interaction teacher from SENDOS.

#### Next Steps

- SENCO / EYFS lead to highlight descriptors of need for all children with higher needs in addition to children with EHCPs.
- SENCO to attend LA moderation training re Zones of regulation
- SENCO to arrange for further training for staff from Assistant Educational Psychologist / SEMH team re. Zones of Regulation strategies
- SENCO to ensure all classrooms have a consistent visual timetable and Zones of Regulation display
- SENCO to continue to monitor support plans termly, and provide support for identified teachers, to ensure all targets on support plans are SMART and related to children's primary area of need

#### **Working with Outside Agencies :**

- During the year 2023/24 we worked with a range of Outside Agencies.
- SENCO and EYFS made 7 referrals to SENASAP for specialist advice from EEAST, Specialist Communication and Interaction Teachers, SpLD teacher, SLIT teacher from SENDOS and Hadrian school Outreach service.
- 1 higher needs child in KS1 and 1 child in EYFS was given IPS funding from SEN ASAP

- School used SENDOS Specific Learning Difficulties team (SpLD) to carry out assessments with 2 children with whom we had concerns about Dyslexia
- 1 child was diagnosed with mild concerns for dyslexia.
- Specialist Language Impairment Team Teacher (SLIT) came in to work with 1 child with Speech and Language difficulties and provided advice
- SALT came in to review progress and support 3 children with Speech and Language needs.
- Specialist Autism SALT team came in to assess and provide advice for 2 children.
- Hadrian Specialist school Outreach service provided advice for 1 child with cognition and learning needs.
- 1 child received a place at a Communication and Interaction ARP for year 7.
- SEMH team provided support for 2 children with SEMH needs.
- SEMH team came in and conducted an audit of classrooms and resources in relation to SEMH provision.
- School counsellor provided support for 3 children with SEMH needs.
- 4 children were referred to CYPS during the academic year 2023/24 and are awaiting a full neurodevelopmental assessment.
- 3 other children are also still awaiting a full neurodevelopmental assessment through CYPS who were referred in 2022/23.
- 3 children received a diagnosis of autism.
- 1 child received a diagnosis of ADHD.
- 3 requests for an EHC needs assessment were sent in – 2 children were successful in getting an EHCP. 1 request was still pending at the end of July 2024. The LA have since decided not to issue this EHCP. Parents and school are going to mediation with the LA.

#### Next Steps

- SENCO to continue to identify children where further support / advice should be sought from Outside agencies
- EYFS Lead to continue to make referrals for younger children to ensure early intervention and funding is available
- SENCO to priorities referrals to CYPS, Specialist Communication and Interaction Teachers and to SpLd team for children in Y2/3/4 2024/25.

#### **Pupils Views**

- The views of children on our SEN register are sought termly. These are recorded on Support plans
- The views of children are sought as part of EHC needs assessment requests.
- SENCO monitored pupil voice within plans 2023/24 informally.

#### Next Steps

- SENCO to share good practice, with teachers where pupil voice has been incorporated effectively within new support plans 2024/25 - Staff meeting time.

#### **Parents/Carers' Views**

- The views of parents of children on our SEN register are sought termly in our discussions with parents about their child's individual targets. These are recorded on Support plans.
- SENCO monitored parent voice within new support plans 2023/24 informally.
- SENCO has continued to signpost new parents, where relevant, to other services via the Local Offer for families of children with SEND.

#### Next Steps

- SENCO to share good practice with teachers, where parent voice has been incorporated effectively within new support plans 2024/25 – Staff meeting time.
- SENCO to work with LA consultant to investigate where to signpost further support for families of children with SEND.

Link to Local Offer :

<https://www.newcastlesupportdirectory.org.uk/>

**Date :** February 2025 – H. Allison / S. Furno