



*'Enjoying and Excelling in the presence of God'*

## **Annual SEND Report 2023-2024**

### **Evaluating the Effectiveness of Provision for Pupils with SEND**



This is a report to reflect upon how school has used SEND funding to meet pupils' needs. It should be read alongside our SEND Information Report, the SEND policy and the Accessibility plan.

## **School Context**

St Alban's Catholic Primary is an averaged size school situated in the east of Newcastle Upon Tyne. The school caters for pupils aged 3-11. Pupil premium funding is above national average with 38% of pupils being currently in receipt of additional funding.



At St Alban's, we want to prepare our children not only for their next steps in their school journey, but also for life in the diverse world in which they live. We are committed to empowering every child in our school to be responsible and respectful citizens, who are confident, articulate and knowledgeable.

Underpinned by our Catholic and British values, we have a carefully structured, ambitious and knowledge-based curriculum for all children which is continually improving. It is clearly sequenced, progressive and has clearly defined end points. The substantive knowledge (facts/key ideas) we want the children to know is clearly identified within each subject area. The disciplinary knowledge (methods of working/action taken) enables children to make links between new learning and what they already know so they know more, remember more and can do more, over time.

Subject leaders have worked collaboratively to design short units of work for each year group which allow children to understand how their subject-specific knowledge is connected to other areas of the curriculum. In addition, coverage ensures that they are able to make effective use of transferable skills within their experiences both in and out of the classroom. Activities are engaging and meaningful, and all staff model and encourage a love of learning in safe, supportive and inclusive environments.

To help children retain what they have learned, regular repetition of information and opportunities for children to manipulate, deepen and refine their knowledge in all subjects are planned, with a focus on the correct use of vocabulary in a range of contexts.

Opportunities for children's personal development are also woven through the curriculum. These are enriched by extra-curricular clubs, activities, visits and visitors.

All staff have high expectations and ensure that every child is offered the fundamental right that they have to a good education. This enables each individual including those with SEND to thrive and achieve success, thereby enjoying and excelling in the presence of God.

## **SEND Profile for the last 12 months**

<b>Number of Pupils with SEND 2023/2024</b>	
<b>Total number of pupils on roll (including Nursery)</b>	<b>238</b>
<b>Number of SEND pupils on roll</b>	<b>45</b>
<b>Number pupils added onto the SEND Register this academic year</b>	<b>4</b>
<b>Number of pupils removed from the SEND register</b>	<b>0</b>
<b>Number of pupils with EHCP</b>	<b>6</b>
<b>Number of pupils in receipt of EYFS Inclusion funding</b>	<b>2</b>
<b>% of pupils with SEND</b>	<b>19%</b>



We make all reasonable adjustments possible to support a range of special educational needs (SEN) across 4 broad areas:

**Cognition and Learning (C&L):** This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include ‘Specific Learning Difficulties’ (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

**Communication and interaction (C&I):** Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism and speech sound disorders/delay.

**Social, Emotional and Mental Health (SEMH):** This might include difficulties such as experiencing high anxiety, stress, distress or anger that have an impact on accessing education.

**Sensory and/or physical (S/P):** This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitives and sensory impairment (i.e. Hearing Impairment)

Type of SEND	% of SEND population	N	R	I	2	3	4	5	6
Cognition and Learning		0	0	0	0	3	2	5	4
Communication and Interaction		1	3	4	3	6	3	3	5
Social, Emotional and/or mental health (SEMH)		0	0	0	0	1	1	0	0
Sensory / Physical Need		0	1	0	0	0	0	0	0
Number of EHCP in year group		0	2	1	0	0	0	1	2

It is common for children to have special educational needs that span two or more of these areas. If this is the case, SEN support is designed to best support your child’s need using the resources available

**Performance Data**

- Total number of pupils identified with SEND in Early Years is 5.
- Nursery: 1 pupil was identified at SEND Support and received additional funding.
- 5 EHCPs granted in 2023-2024.
- Total number of pupils identified with SEND in EYs and KS1 is 12.
- Total number of pupils identified with SEND in KS2 is 33.

KS1 SEND	Reading	Writing	Maths
Achieved age related expectations	0%	0%	0%
KS2 SEND	Reading	Writing	Maths
Achieved age related expectations	22%	22%	44%

Pupil progress information is available however, due to cohort numbers is not published online.

### Attendance

92% attendance for SEND pupils in 2023-2024 compared to whole school 94%.

#### SEND policy

Updated September 2024 combining with SEND information report.

#### SEND information report on school website

Updated October 2024 and is now fully compliant using guidance from the SEND code of practice.

#### Statutory assessments

**Information is confidential due to small cohort sizes and is not published online.**

#### Accessibility plan

The accessibility plan is currently in place and will be reviewed November 2024.

#### Staffing for SEND

In the academic year 2023/24 there was a part time (0.5) SENDCO.  
All support staff, work with pupils with SEND across the school.

#### Interventions

*What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?*

**Read Write Inc. one to one tuition** has been used successfully to close gaps in learning.

**Rapid Readers** – Has been delivered to lower KS2 children to develop their fluency and comprehension skills.

**Fresh Start** – This was used in upper KS2 and children made progress within the scheme.

**Nurture group** – this has impacted positively on individual pupil's wellbeing.

**Speech and language programmes (EarlyTalk Boost)** – 2 staff members have been trained to deliver programmes in school. The first sessions were completed in the summer term.

**Number stacks** - pupils have made progress and it has increased their confidence in maths.

Leaders monitor the impact of interventions on pupil progress and evaluating whether it has closed the gaps in knowledge.

### **CPD for SEND**

- Teaching and learning strategies / EEF five a day approach.
- Positive handling training
- Developmental Language disorder training
- Autism awareness training
- Check in training
- Early Talk Boost
- SCART training

### **Pupil voice**

- Pupil discussions took place termly and children said how they felt about school and their learning.
- Subject leaders also involved SEND pupils in pupil book scrutiny.
- Learning plans are now shared with pupils prior to review meetings so they are fully aware of their targets.
- Parents can also review the learning plans targets and so they are created by all stakeholders.

### **Parent/carer voice**

Parents are involved in the graduated approach. In SEND Reviews, parents contribute how they felt their child has achieved. They are also involved in creating targets.

### **External agencies**

Support from ASK Educational Psychology Service for assessment, reviewing learning plan targets, classroom observations, and staff CPD.

SENDCOs from Bishop Bewick Catholic Education Trust have been working collaboratively regarding SEND provision mapping.

Support through SEND ASAP for funding and advice for SEND pupils (ASD and Dyslexia)

Specialist learning difficulty teachers, ASD specialist teachers and speech and language teachers / therapists have supported staff and assessed children. This information has been used to inform provision.

There were 3 specialist teaching support staff working in school from the SEMH team. They worked with pupils and staff across the school sharing techniques and strategies to improve SEMH.

### **Complaints relating to SEND**

None this academic year.

**Any other developments regarding SEND?**

The school is continuing to be adapted to facilitate SEN and those with disabilities. An accessible changing/wet room is in progress.

The school has been using the new Descriptors of need produced by the local authority for early identification.

School has reviewed its SEN provision and staffing. From September 2024 there will be a SENDCo team consisting of 3 members of staff. This will include members of the SLT.

The school is part of BBCET and has been engaging in the WE SEND Evaluation Project this year. This will continue next year.

**Are there any concerns regarding provision for pupils with SEND?**

There has been an increase in the number of pupils who are requiring significant adaptations to the school curriculum and provision. This is not reflected in the SEND income into school. We continue to have 8 TA's and 2 apprentices supporting SEN however this may not be sustained due to financial reasons.

**Local offer:**

The new SEND policy and information report for 2023/24 contains information for parents about the local offer.

**Next steps for 2023-2024**

- To support new SENDCO's through a well-planned transition over Autumn term.
- To engage with WE SEND through BBCET.
- To continue to provide training for new staff to provide quality first teaching and targeted interventions.
- To continue to improve the environment to make it accessible for all.

L Nealings July 2023

SENDCO / Headteacher

