

Newnham St Peter's C of E Primary School  
SEND Report for Governors 2020  
Evaluation of SEND Provision and Pupil Progress

**Review of implications from 2019 report:**

SEND continues to be a top priority for all members of staff and governors. Their progress is discussed at each pupil progress meeting and Teaching and Learning Committee meetings. They are the focus pupils for all teachers.

**Analysis of number of pupils on the SEND register:**

At present there are 29 children on the SEND register at Newnham St Peter's. This does not include those children who are currently being closely monitored by the school. 29 pupils represent 24% of the 119 pupils on roll, which is a 3% increase from this time last year. This is the first time we have included Pre-School SEND pupils on our SEND register as we are now able to engage with Pre-School parents and begin the graduated pathway at an earlier stage in the child's development. Five pupils have an Education Health Care Plan (EHCP). Three EHCP were allocated within the school year. Two pupils with EHCPs were dual registered from October 2019 and left in December 2019. Due to the school's physical environment, we were unable to safely make reasonable adjustments to meet the needs of one pupil with an EHCP. In consultation with the SEND caseworker and the Inclusion and Exclusion Team, it was felt by all parties, including parents, that it was in the child's best interests to have their needs met in an alternative setting. Consult documentation was prepared by the local authority and parents identified an alternative setting. Following a parental request and agreement from the local authority, one SEND child in Year 5 has deferred a year and will be included in the Year 5 cohort this year. This was agreed at the July governors meeting.

**SEND Profile by Year Group:**

	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Female	0	0	1	0	0	1	4	3
Male	1	0	2	6	2	4	3	3

**Identification of Special Educational Needs:**

Newnham St Peter's staff members identify Special Educational Needs as early as possible. Each teacher continually monitors the children in their class. Class teachers assess children in phonics (KS1), reading, writing and maths every half term. If any child presents a concern, is failing to make progress or is falling behind age related expectations the class teacher raises their concern with the school SENDCo. The SENDCo will then use the 'Gloucestershire Guidance Booklet for Professionals working with Children and Young People 0-25 years with Additional Needs including SEND' to make an informed decision. If a need is identified then the

parents are invited into school to discuss the findings and, with their agreement, the child is placed on the SEND register. The class teacher writes a 'My Plan', with advice from the SENDCo, outlining targets for the child and a copy of this is given to parents.

### **Analysis of Provision:**

All teachers at Newnham St Peter's are teachers of children with SEND. The child's class teacher is the main point of contact for parents and is responsible for meeting the child's needs on a day to day basis. The SENDCo monitors the provision, offers advice and support to class teachers and is the main point of contact for outside agencies. Referrals to outside agencies are made by the SENDCo, with the exception of Speech and Language and hearing referrals, which are made by class teachers.

As with all children, it is essential that Quality First Teaching (QFT) is offered and targeted to support specific children's needs. This includes detailed planning with clear differentiation. Children with additional needs are known to all school staff. The class teacher will work with SEND children wherever possible. This is known as Wave 1 provision.

In addition to Quality First Teaching there may be 1:1 work or small group work, catch-up sessions, planned for children working slightly below age related expectations. This provision is usually carried out by a teaching assistant and closely monitored by the class teacher. This is known as Wave 2 provision.

Children working well below age related expectations will have an individualised programme of support using specific intervention programmes. This provision is usually carried out by a teaching assistant and closely monitored by the class teacher. This is known as Wave 3 provision.

As well as support offered to improve academic progress there is also provision in place to support behavioural, social and emotional development. This support is usually carried out by the school Family Support Worker. The Family Support Worker may become the main point of contact for parents.

At half termly Pupil Progress meetings the progress of all SEND children is discussed. The impact of Wave 1, 2 and 3 provisions are analysed. Changes to provision are made as required.

### **SEND Funding:**

The notional SEND budget this year was £52,906.58. This has been spent on TA support, Family Support Worker support, staff training for Tourettes and Total Communication, dedicated SENDCo time, resources to support phonics and reading, maths manipulatives. The SEND budget was also used to facilitate smaller class sizes in Year 2 where there was a high and complex level of SEND need and EHCPs were not in place at the start of the school year.

## Data Tables:

For 2019-20 we do not have end of year data for any pupils due to school closure and COVID-19. The last moderated data for pupils is taken from February 2019 teacher assessment data.

### Year 1-6 Children at ARE or working at greater depth :

#### Reading

	Below	Working Towards	Age Related	Greater Depth
SEND (25)	11 (44%)	6 (24%)	6 (24%)	2(8%)
Non SEND (75)	2 (3%)	17 (23%)	39 (52%)	18 (24%)

#### Writing

	Below	Working Towards	Age Related	Greater Depth
SEND (25)	11 (44%)	11 (44%)	2(%)	1(4%)
Non SEND (75)	4 (5%)	30 (40%)	28 (37%)	13 (17%)

#### Mathematics

	Below	Working Towards	Age Related	Greater Depth
SEND (25)	9 (36%)	6 (24%)	9 (36%)	1(4%)
Non SEND (75)	4 (5%)	10 (13%)	39 (52%)	19 (25%)

### Year 1-6 Progress

#### Reading

	Below	Working Towards	Age Related	Greater Depth
Low/ emerging/ Below	6 (24%)	2 (8%)	1 (4%)	
Emerging/ working towards	3 (12%)	2 (8%)		
Expected/ Age Related	2 (8%)	2 (8%)	5 (20%)	
Exceeding/ Greater Depth				2 (8%)

#### Writing

	Below	Working Towards	Age Related	Greater Depth
Low/ emerging/ Below	4 (16%)	3 (12%)	1 (4%)	
Emerging/ working towards	7 (28%)	4 (16%)		
Expected/ Age Related		3 (12%)	1 (4%)	
Exceeding/ Greater Depth		1 (4%)		1 (4%)

#### Mathematics

	Below	Working Towards	Age Related	Greater Depth
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Low/ emerging/ Below	6 (24%)	2 (8%)	2 (8%)	
Emerging/ working towards	4 (16%)	2 (8%)	1 (4%)	
Expected/ Age Related			6 (24%)	
Exceeding/ Greater Depth				1 (4%)

### Analysis of Results:

SEND children working at expected ARE is lower than non-SEND children in all areas.

Writing is significantly lower for SEND and non-SEND pupils than reading and maths.

Following lockdown, children who are working towards or below have 'slipped back' the most, based on concepts not being fully secure at the point of school closure.

### Implications:

SEND are a top priority for all members of staff and governors.

SEND children who are making slower progress than their peers have been identified and discussed with the SENDCo and Head Teacher. Further discussions are planned following analysis of baseline assessments. Appropriate interventions at Wave 2 and 3 will be planned for Autumn 2020, following baseline assessments, and will need to be timetabled and monitored by the SENDCo to ensure that the Quality First Teaching they receive is closely matched to their specific needs. Their progress will be discussed at the Pupil Progress Meeting planned for October 2020.

1. To ensure that interventions are specific to children's needs and delivered regularly (timetabled effectively with adequate TA support assigned).
2. To ensure teaching staff are delivering QFT to children with SEND and are using and reviewing My Plan targets effectively.
3. To continue to ensure that SEMH needs are monitored and addressed through effective pastoral support work.

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SENDCo - July 2020