



Annual SEND Report to Governors

Date of Report: September 2022

Academic year: 2021-22

1. Current Profile of pupils with SEND

Year Group	SEN Support (K)	EHCP
Foundation 1	1	
Foundation 2	1	
Year 1	9	1
Year2	7	1
Year 3	6	
Year 4	12	
Year 5	6	
Year 6	5	

	National Average DfE (June 2022 data)	St Ann's Well Academy
EHCP	4%	1%
SEN Support	12.6%	19%

Total number of pupils on SEND register = 49/249 20%

2. EHCP

1% of pupils on the SEND register with EHCP = 2

1% of pupils on role with EHCP = 2

3. SEND by Gender %

	SEN Support	National Average	EHCP	National Average
Boys	65%	64%	50%	73%
Girls	35%	36%	50%	27%

4. Area of Need

***some pupils will have more than one area of need**

	Communication & Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory & Physical	
EYFS	2				
KS1	8	3	5	5	
KS2	8	12	4	2	
Total	18	15	9	7	

5. Pupils on the SEND Register - Term of Birth

Year Group	Autumn	Spring	Summer
FS1			
FS2		2	
Yr1		2	3
Yr2	2	2	2
Yr3	2	3	7
Yr4	2	1	1
Yr5		1	3
Yr6	2	2	5



6. Other Identified Vulnerable Groups

	EYFS	KS1	KS2
SEND pupils eligible for Pupil Premium	2	7	17
SEND pupils who are also LAC			

7. Attainment and Progress of SEND pupils

	Reading expected	Reading exceeding	Writing expected	Writing exceeding	Maths expected	Maths exceeding
END of Year SEND	29%	10%	19%	5%	29%	10%
End of year non-SEND	75%	23%	67%	17%	74%	20%

8. Arrangements for identification and assessment of SEND pupils

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations

Triggers to investigate further include, but are not limited to:

- Progress is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous progress
- Widens the attainment gap
- Staff have an intuitive concern
- (Above includes social as well as academic attainment).

Children's progress is assessed against national expectations and age-related expectations. Assessment is an ongoing part of the teaching process with teachers and teaching assistants noting achievements, areas for further development and next steps in learning.

We formally assess Reading, Writing and Maths each term. Individual targets are set for children and their progress is tracked from Baseline on entry through to the end of Year 6. The results are reported to parents at the end of each Key Stage – EYFS, Year 2 and Year 6.

A pupil progress meeting is held each term and if a child is not making the expected progress towards their targets, further support is discussed. When a child's support plan is reviewed, progress towards their targets is monitored and if they are not on track the targets will be reviewed and if necessary adjusted, such as breaking the target down into smaller steps or taking a different approach. Where necessary, children will have an Individual SEN Support Plan based on targets set by parents, outside agencies or the teacher, specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.

The progress of children with an Education Healthcare Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

St Ann's Well Academy has Nursery provision, which ensures that teachers know children and families well by the time they start in Foundation 2. If a child has not attended St Ann's Well Academy nursery, we liaise with their nursery provision and welcome parents and children on school visits before the child starts in September. On entry, we carry out baseline assessments and identify the children's strengths and any areas for development. If a child is performing below age related expectations this will be discussed with the class teacher and SENCO and further observations may be carried out. Where issues such as behavior or confidence are impacting upon performance these issues will be raised. We have an open-door policy and as well as regular formal meetings, there are informal opportunities for parents/carers to raise concerns.



9. SEND provision arrangements (Curriculum and interventions)

At St Ann's Well Academy, our teachers and support staff are very experienced and regularly access training to further develop their practice. Through quality first teaching teachers plan for all individuals and groups within their class, ensuring that the needs of each child are met. In addition to carefully differentiated and/or scaffolded class teaching, the teachers plan high quality interventions for children to ensure that they are bridging any gaps in their learning. The 'assess, plan, do, review' cycle (ADPR) is incorporated into SEN provision through formative assessment on a day-to-day basis and through more formal reviews of pupil progress and progress towards support plan targets. These are discussed with parents/carers in regular meetings as well as on a more informal basis through our open-door policy. Staff support children with a wide variety of needs. The planning for in class provision and individual targets is tailored to each child's needs. This is achieved through quality first teaching and carefully planned interventions. Where further advice is needed, we work with a wide range of external agencies to ensure that a child receives the right provision.

Interventions

ELS (Essential Letters and Sounds) ELS is a Systematic Synthetic Phonics (SSP) programme, validated by the Department for Education. By distilling Letters and Sounds to its purest form, every phonics lesson is taught to the highest standard. Essential Letters and Sounds is an SSP where only the essential elements are included. ELS is delivered to the whole class and combines continuous and reactive assessment and provides robust intervention based on rigorous, diagnostic assessments.

Rapid Reading for SEN and struggling pupils at KS2 (1st/2nd Level)

Rapid Reading contains reading books for one-to-one reading, speech recognition software for independent practice, benchmark assessment books and teaching guides. It is designed for use by SEN and struggling readers at KS2 (1st/2nd Level).

Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention. It's a highly focused, evidence-based intervention.

PM Benchmark accurately track and assess pupils' reading progress across the whole school, ensuring consistent and accurate levelling in reading. PM is a highly supportive reading programme, giving reassurance that every child can succeed, as well as the ability to accurately measure reading progress and meet National Curriculum requirements. PM can be used as a whole school reading programme or a reading intervention tool. PM also complements existing reading schemes.

Catch up maths and Catch up literacy the key principles of the programme are simplicity and consistency to help KS2 children catch up in Reading, Writing and Maths. Rapid is a proven intervention approach that helps to narrow the gap,

IDL Literacy and maths

IDL was devised in the mid 1980s by educators working with the Starcross Educational Research Association. In 2012 a programme was funded by the Big Lottery called Lifting Barriers. This allowed IDL to be developed for use within a school environment in conjunction with SENCO leaders. Over a three year period IDL was placed in to 120 primary and secondary schools across the North West. IDL was required to show an increase in reading and spelling ages along with an increase in confidence and self-esteem for those pupils with dyslexia or dyslexic type difficulties. The results showed an average increase in reading and spelling ages of 11 months after only 26 hours use.

Number stacks Develops children's understanding of key Maths skills.

Number Stacks uses a unique combination of stackable place-value counters and video tutorials to enable the adult to help children master the foundations of the number system. Children are assessed against the 6 strands of mathematics as outlines in the DfE Ready to progress guidance:

Number and place value NPV
Number facts NF
Addition and subtraction AS
Multiplication and division MD
Fractions F
Geometry

WellComm: A Speech and Language Toolkit for the Early Years a complete speech and language toolkit for all EarlyYears practitioners.

The toolkit deploys a unique traffic light system that clearly identifies children requiring immediate intervention, as well as those who show potential language difficulties.

- Aids early identification of speech and language difficulties
- Signals when intervention and referral are necessary
- Provides intervention strategies
- Ideal authority-wide screening tool
- Requires minimal training
- Easy to use

With 1 in 10 children under 5 years of age experiencing some degree of difficulty in learning language and communication skills¹, early identification is crucial. To help achieve this, WellComm's clear and easy-to-use record forms enable the screening process to be carried out quickly and efficiently by all EarlyYears practitioners. Its innovative traffic light system has the additional benefit of banding children by placing them into one of three categories, thus enabling the practitioner to proactively respond to any needs identified.

Intervention: The Big Book of Ideas



The Big Book of Ideas provides practitioners with focused intervention activities to meet individual needs as identified through the screening process. The activities are designed to be fun, engaging and appropriate for use with both individual children and groups across the entire age range. They also provide a helpful guide for parents to support their child's development at home.

NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations have led to NELI being the most well-evidence early language programme available to schools in England.

5 Minute Literacy Box

Developed by Jane Kendall (BA, Dip RSA SpLD), as a multi-sensory system for teaching early literacy skills and assessing children for dyslexia or potential learning difficulties.

Research* shows that children using the Five Minute Box as a Wave 3 intervention made over 3 times the average child's gains in reading. Some children demonstrated 8 fold gains. Follow up evidence shows that the children who took part in the study continued to make good progress after completion of the intervention due to increased levels of confidence and self-esteem.

5 Minute Numeracy Box

Developed by Jane Kendall (BA, Dip RSA SpLD) for teaching assistants to use with individual children to establish basic concepts of numeracy, or to support groups of children who are not yet working with abstract concepts. Using multi-sensory teaching methods, it comes complete with materials, record of achievement recording booklets, and illustrated instruction guide. It works in small steps from early recognition of numbers through to using tens and units, and includes resources for teaching concepts of time, measurement, money and shape.

Alpha to Omega- the programme offers practical help in teaching reading, writing and spelling to children with learning difficulties, including dyslexia. By following closely the normal pattern of phonological language acquisition, the Alpha to Omega course helps to accelerate students' learning.

10. SEND Impact and Outcomes for the past 12 months

Pupils with SEND make good progress and are fully included in all curriculum areas and aspects of school life. There is an expectation that there is the same level of ambition, support and outcomes for all students.

Information on the progress and attainment of individuals with SEND is monitored by the SENDCo, the Class Teachers, the Head Teacher and the Deputy Head Teacher through pupil progress meetings, learning walks, assessment cycles and monitoring focusses. As part of gathering evidence of achievement for pupils with SEND.

TAs and teachers are regularly observed delivering interventions/catch-up sessions;

TAs monitor and record the support work they conduct in their intervention folders – this evidence looks different for different groups of children as the level and type of support varies between individual children. Pupils on the SEND register receive individual support or group interventions that specifically address the individual targets in a way that is personalised to their learning style or interests. These interventions are undertaken 2-3 per week, or in some cases daily, with pupil's progress towards meeting their targets recorded along with next steps. In order to ensure the effectiveness of these interventions the SENDCo, Head Teacher, Deputy Head monitor and analyse progress on interventions.

'Bsquared' is used to allow progress being made to be seen for those working lower than their current academic age phase and where needed allows teachers to see whether or not sufficient progress is being made. Planning and interventions are then reviewed, evaluated and amended according to the latest assessments.

Measures of wider outcomes are vital for all pupils and especially those learners with SEND. These include levels of confidence, self-esteem, attendance, participation in outside activities and social confidence.

A significant amount of our funding is spent on Teaching Assistant salaries. Having additional support in the classrooms enables more children with SEND to make progress towards their individual outcomes. Teaching assistants also deliver St Ann's Well's chosen interventions enabling pupils to close gaps academically and to understand strategies to support their mental health and behaviour.

Our enhanced provision class (class) has been staffed with three staff which has enabled pupils with significant needs to access bespoke curriculums, planned by their teachers, in an environment which meets their needs and enables them to feel secure enough to access a variety of activities and interventions. This had facilitated a pupil now joining his cohort for longer periods of the day, prior to using the enhanced provision class this pupil would become distraught, overwhelmed, and would scream and lash out distressing himself and their classmates.

Social Stories have been successful in supporting children with social situations that may cause anxiety and/or frustration.

Home school diaries as a way of communicating with parents need to be more firmly embedded, although our open door policy enables full handovers to be given to parents/carers.



11. SEND budget allocation for past 12 months

IES Team costs	£1160.00
BSquared Primary Steps Plus	£200.00
Primary Steps Foundation	£200.00
3 TA 1:1 costs Comets £14 ph x 37 hpw	£60,606.00
TA Intervention costs £14ph x 10hpw	£27,300.00
IDL	£838.00
Fencing for enhanced provision class	£2,377.00
Total	£92,681.00

12. Impact of partnerships with external agencies and other schools to improve quality of SEND provision in past 12 months

Since covid lockdown some external agencies are still managing backlogs, which has impacted the provision and service that we have received. The Inclusive Education Team (Autism Team and Learning Support team) and I have been in regular contact. They have supported me in applying for EHCP for some of our pupils. This has resulted in a successful EHCP to support one of our pupils' who has now transitioned to secondary school and two successful EHCP applications for current pupils. As SENDCo, I attend the LEAD SENDCo forums, which ensure that the SENDCo is kept up to date with current issues and legislation impacting SEND areas. This has enabled me to visit another school within the trust to observe their enhanced provision. The secondary school which the majority of our pupils attend when leaving St Ann's Well Academy have appointed a new SENDCo and I have been in touch to introduce myself to forge a strong professional partnership.

13. Complaints in the last twelve months

None received

14. Staff Skills and Training

Summary of skills in SEND throughout the academy	Summary of staff CPD throughout the academic year
<ul style="list-style-type: none"> • SENDCo Award held by SENDCo and Deputy Head • Dyslexia qualification held by Head Teacher (14 years prior experience as SENDCo) <p>Teaching Assistants</p> <ul style="list-style-type: none"> • Theraplay • Funfit • Essential Letters and Sound Systematic Synthetic Phonics • Rapid reading • Sight words • Speed reading • Precision Teaching • EAL – Racing to English • Legotherapy 	<p><u>Whole school:</u></p> <ul style="list-style-type: none"> • Emotional coaching • Implementation of the Engagement Model • PECS Dawn Clarke Autism Team • SEND – expectations – provision- Focus on Dyslexia • Kicking off- Dawn Clarke Autism Team SEN Professional Forum • Emotional Regulation - Dawn Clarke Autism Team • Introduction to PreKeystage Progression Steps and the engagement model • SEND and supporting low ability & pupils with SEND • (SEND) Introduction to the engagement model part 2 <p><u>Teaching assistants</u></p> <ul style="list-style-type: none"> • Essential Letters and sounds intervention P1 • Essential Letters and sounds intervention P2 • IB- Mental Health First Aid course <p><u>SENDCo:</u></p> <ul style="list-style-type: none"> • Assessing Learners with SEND Part 1 • Assessing Learners with SEND Part 2 • SENCo Professional Development Meeting • English Hub Deep Dive into Reading • AET Making sense of Autism Early Years • SEND Professional Forum
<p>Impact on teaching and learning: Monitoring has found that staff are more confident in planning for children with different needs. The ELS SSP has had a positive impact across school with phonetic knowledge improving. Best practice has been shared across school and teachers are making use of the inprint programme to provide pictorial symbols to support vocabulary and the understanding of tasks. Quality first teaching is evident across school and the scaffolds that are being developed and used by staff to support pupils with SEND also supports others within the classroom.</p>	



15. Additional Information

This year we have continued to focus on CPD and developing our knowledge of the four broad areas of SEND and how best to support our pupils with SEND. The St Ann's Well Academy Graduated Approach to provision document is a live document that is continually updated with relevant and useful documents and links to enable staff to explore the four broad areas of SEND and to find strategies to support their teaching and learning. Reasonable adjustment documents are used to ensure that pupils with SEND receive the support, resources and scaffolds necessary for them to succeed and to ensure that best practices are shared across school. These documents are invaluable in supporting pupils when they transition to another class or school. SEND continues to be a focus at St Ann's Well Academy driven by a strong ethos for all children to have access to a broad curriculum