

## Annual SEND Report to Governors

**Date of Report: September 2021**

**Academic year: 2020-21**

### 1. Current Profile of pupils with SEND

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

	National Average DfE (Jan 2021 data)	St Ann's Well Academy
EHCP	3.7%	0%
SEN Support	12.2%	18%

Total number of pupils on SEND register = 42 18%

### 2. EHCP

% of pupils on the SEND register with EHCP = 0

% of pupils on role with EHCP = 0

### 3. SEND by Gender %

	SEN Support	EHCP	National Average
Boys	60%		
Girls	40%		

### 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	4	3	1	3	
KS2	8	10	6	6	
Total	14	13	7	9	

## 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		1	15
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	14%	14%	14%	0	29%	14%
End of year Non SEND	68%	27%	68%	18%	77%	22%

## 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**

#### **Catch up maths**

#### **Catch up literacy**

To help KS2 (1st/2nd Lev) children catch up in Phonics, 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.

#### **Rapid Phonics**

Phonics catch up for struggling readers at KS1 and KS2

Rapid Phonics is a phonics catch up programme designed for struggling readers, EAL readers, and readers with SEN or dyslexia from Year 1 and up.

Based on a pedagogy that can TREBLE progress!

Rapid Phonics is written by renowned educational psychologist Dr Marlynne Grant, and is based on Sound Discovery - a pedagogy that has not only been tested for over eight years, but has been **proven to treble the progress** of children with reading and spelling difficulties.

Snappy lessons, brilliant books

At the core of Rapid Phonics are fast-paced sessions and **quick and easy assessments** that reinforce the basics of phonics in a way that children really enjoy.

All Rapid Phonics books and eBooks are 100% decodable and finely levelled so you can be sure to target the exact needs of your struggling readers, SEN, EAL and pupils with dyslexia. Packed with age-appropriate characters, topics and artwork, they make phonics catch up rewarding, motivating and a gateway to a life-long love of reading.

#### **Rapid Writing**

For SEN and Struggling Learners at KS2 (1st/2nd Level)

### **Proven to double pupils' normal rate of writing progress**

Perfect for helping you close the attainment gap in writing, Rapid Writing is created by expert authors so you can be sure that the progression is spot-on. And it's designed to be fun, so your children will discover a love of writing that travels with them throughout the curriculum.

With fun topics and fantastic-looking resources, brilliant text-to-speech story writing software that your children will love and excellent teaching support for your guided writing sessions, Rapid Writing can double children's normal rate of writing progress.

What's in Rapid Writing?

Rapid Writing contains pupil writing logs for small group and independent writing sessions, text-to-speech software for independent story writing practice and teaching guides to help make every writing intervention effective. It is designed for use by SEN and struggling writers at KS2 (First/Second Level).

With a clear layout, detailed lesson notes and checkpoints to highlight common areas of confusion, these guides offer great pick-up-and-go support for Teaching Assistants and you can also gather evidence for APP using **the comprehensive assessment guidance** in each book.

### **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).

### **Rapid Maths** - for SEN and struggling learners at KS2 (1st/2nd Level)

Rapid Maths contains a pupil maths book, home maths book, teaching guide, a set of copy masters and a games pack for each of its five levels, plus a practice software CD covering the whole programme. It is designed to help SEN and struggling learners to catch up in number skills at KS2 (First/Second Level).

### **WellComm: A Speech and Language Toolkit for the Early Years**

WellComm is a complete speech and language toolkit for all Early Years 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 skills<sup>1</sup>, 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.

Due to partial school closure in January 2021, we have continued to closely monitor the impact that Covid has had on their attainment as we predicted that some may have regressed. To minimise the impact of the lockdown on their mental health during lockdown through we provided daily and weekly phone calls. We also utilised the expertise of our TA's who planned and sent home packs personalised to the pupils' individual targets which would also help overcome their barriers to learning.

Precision Teaching— a multi –sensory activity which reinforces key vocabulary/high frequency words and is highly successful with children who have working memory problems. This has been implemented well in key stage 1 with rapid improvements in reading seen. This needs to be further implemented throughout key stage 2.

Time out cards for children with anger management/social and emotional problems have been successful, as they have enabled the children to self-regulate by taking themselves away from possible triggers and use distraction activities/time with adults to calm themselves down or seek support so that they are better able to deal with a situation when they are less emotional.

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

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 I monitor the appropriateness and effectiveness of interventions.

IDL was introduced just before the lockdown and use of this across school has varied, where it has been used pupils have made good progress. I will continue to monitor its use, especially in Key Stage 2.

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-**

**TA 1:1 costs**

**TA Intervention costs**

## Intervention costs

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

Covid lockdown and restrictions has meant that external agencies have not been visiting the school premises and communication has been done remotely. 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. Speech and language therapy continue to work from home with pupils accessing this via videos and telephone calls. This has had mixed results as schools are not always kept informed of progress or targets so that we can support our pupils, as a result we are investigating speech and language programmes that we can purchase and run ourselves. We have also had regular contact with the R2i Team and I have attended all of their online workshops this year in order to ensure that we are using R2i effectively. As SENDCo, I attend the LEAD SENDCo forum, which we have held remotely and I have forged strong relationships with some of the more experienced SENDCos within the group who I can go to for support. This has enabled me to visit another school within the trust to observe their special needs group and it has guided me when I have come to set a group up at St Ann's Well Academy for our higher level, more complex needs children.

### **13. Complaints in the last twelve months**

Parental complaint to head stage xxxx– Parent complained that school did not provide adequate provision for their child as they believed that their child needed 1:1 support. Child was SEN support under the Sensory and Physical category, as described by the SEND Code of Practice 2014. The child received small group support as appropriate and received all provision that was suggested/requested by external agencies. Child was working at ARE. Strategies and support provided were in line with guidance and strategies appropriate for their diagnosis. A member of staff was trained in Fun fit therapy in order to deliver this intervention to the child. Regular observations were made by myself, the class teacher, Head teacher and Deputy Head teacher to ensure that all the required reasonable adjustments and resources were in place. The parent reported behaviours at home that were not seen at school, so to support this we referred the child to our Therapist counsellor and provided mum with now and next boards to support the home routine.

## 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"> <li>• SENDCo Award held by SENDCo and Deputy Head</li> <li>• Dyslexia qualification held by Head Teacher (14 years prior experience as SENDCo)</li> </ul> <p>Teaching Assistants</p> <ul style="list-style-type: none"> <li>• Theraplay</li> <li>• Funfit</li> <li>• Rapid Phonics</li> <li>• Rapid reading</li> <li>• Sight words</li> <li>• Synthetic phonics</li> <li>• Speed reading</li> <li>• Precision Teaching</li> <li>• EAL – Racing to English</li> <li>• Legotherapy</li> </ul>	<p><u>Whole school:</u></p> <ul style="list-style-type: none"> <li>• An introduction to SEND and the graduated approach</li> <li>• How to complete an individual pupil provision map and set SMART targets</li> <li>• Understanding SEMH and R2i</li> <li>• The inclusive classroom – reasonable adjustments</li> </ul> <p><u>Teaching assistants</u></p> <ul style="list-style-type: none"> <li>• Funfit</li> <li>• Rapid phonics</li> <li>• Precision Teaching</li> </ul> <p><u>SENDCo:</u></p> <ul style="list-style-type: none"> <li>• SENCOs: Identifying and Understanding Areas of need SEN Network</li> <li>• The inclusive classroom</li> <li>• Nasen- AN introduction to SEMH</li> <li>• An introduction to SEND Session 2</li> <li>• Introduction to SEMH</li> <li>• Understanding SEMH</li> <li>• An Introduction to dyslexia</li> <li>• Understanding Dyslexia</li> <li>• R2i Reboot</li> <li>• HLN New Process</li> <li>• R2i Primary Refresher Training</li> <li>• R2i Baseline Part 1</li> <li>• R2i Baseline Part 2</li> <li>• R2i Baseline Part 3</li> </ul>
<p>Impact on teaching and learning:</p>	

## 15. Additional Information

This year has seen changes to our whole school approach to SEND. There has been a focus on CPD and developing our knowledge of the four broad areas of SEND and how best to support our pupils with SEND. A St Ann's Well Academy Graduated Approach to provision document has been shared with staff, this 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 have been created for each classroom to ensure that pupils with SEND receive the support, resources and scaffolds that is 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.