



Newbold Verdon Primary School

SEND Report to Governors 2022 - 2023

The school currently has 27% of children experiencing SEND (national average 13%) and 5% (National average 4%) requiring an EHCP for more complex and challenging difficulties.

Year Groups

SEND Code of Practice area of need (% of cohorts)					
	Communication and Interaction difficulties	Cognition and Learning difficulties	Social, emotional and mental health difficulties	Sensory and or physical difficulties	Total SEND % of cohort
EYFS (31)	(3) 10%	(2) 6%			16%
Year 1 (25)	(2) 8%	(2) 8%	(2) 8%		24%
Year 2 (28)	(2) 7%	(3) 11%		(1) 3%	21%
Year 3 (32)	(3) 9%	(7) 22%			31%
Year 4 (31)	(3) 10%	(9) 29%			39%
Year 5 (36)	(5) 14%	(4) 11%			25%
Year 6 (34)	(2) 6%	(6) 18%	(2) 6%	(2) 6%	35%

Whole School

SEND Code of Practice area of need (% of whole school)					
	Communication and Interaction difficulties	Cognition and Learning difficulties	Social, emotional and mental health difficulties	Sensory and or physical difficulties	Total SEND
All Children	(20) 9%	(33) 15%	(4) 8%	(3) 1.3%	27%
Boys	(14) 6%	(18) 8%	(2) 1%	(2) 1%	16%
Girls	(6) 3%	(15) 7%	(2) 1%	(1) 0.5%	11%
Pupil Premium	(7) 3%	(13) 6%	(0)	(1) 0.5%	9%

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
No of EHCPs /cohort	0 (2 pending)	1	(1 pending)	1 (2 pending)	1	4	2	8

Monitoring - SEND Progress Data 2021 - 22

Reading

	Less than Expected Progress (<6 points)	Expected Progress (=6 points)	Better than Expected Progress (> 6 points)
Whole School SEND	37%	24%	45%
KS1 (11)	45%	36%	18%
LKS2 (17)	65%	18%	29%
UKS2 (21)	14%	14%	62%

Writing

	Less than Expected Progress (<6 points)	Expected Progress (=6 points)	Better than Expected Progress (> 6 points)
Whole School	45%	16%	39%
KS1 (11)	54%	18%	27%
LKS2 (17)	76%	23%	18%
UKS2 (21)	14%	9%	62%

Maths

	Less than Expected Progress (<6 points)	Expected Progress (=6 points)	Better than Expected Progress (> 6 points)
Whole School	33%	24%	43%
KS1 (11)	54%	45%	0
LKS2 (17)	41%	35%	35%
UKS2 (21)	4%	4%	71%

Writing is an identified area of weakness where fewer children make expected progress particularly in KS2.

Other areas of monitoring for some children include:

- Boxall Profiles
- Emotional Literacy
- AET Autism Progression Framework
- Observations
- Vernon Spelling
- Single Word Reading
- Diagnostic Reading Analysis
- Sandwell Numeracy
- DST-J Dyslexia Screening

Provision

Provision and resources are provided to where there is a need. All children with an EHCP meet with the SENDCo to ensure all aspects of the EHCP are provided for, this is reviewed annually to ensure objectives remain relevant and that provision has been effective.

During the academic year 2021-22 two children transferred to the school's ASD Unit and one child transferred to specialist provision via the Pupil Referral Unit.

All children have a pupil passport that is updated three times per year and the SENDCo holds meeting with staff to review children's needs.

There have been four children with part time timetables and reintegration plans this year, The LA has been informed of these and the SENDCo is working closely with Inclusion Services and Autism Outreach to support these children.

	Provision	Impact
Pupils on SEND Support	<ul style="list-style-type: none"> • Discussions with Nursery providers – baseline assessments on entry • Observations • Quality First Teaching – monitored through PM • Positioning in classroom • NELI Speech and Language • Nessy • SAQ morning club • ELSA support • Meet and Greet • Lego Therapy • Homework Club • Play Therapist • Spelling group support • Adult volunteer reading support • 5 Minute Box – Phonics and maths • Rising Stars Maths intervention • Dandelion Reading Scheme • Precision Teaching /Direct Instruction • Colourful Semantics • Code X Reading Intervention • 1:1 LSA class support when needed • Handwriting intervention • Physical Accessories: <ul style="list-style-type: none"> ✓ Coloured overlays ✓ Writing slants ✓ Wobble cushions ✓ IT reading software ✓ Fiddle toys ✓ Anxiety boxes ✓ Left handed pens ✓ Pencil grips ✓ Ear defenders 	<p>SEN provision ensures all children have access to a broad and varied curriculum which is not hindered by need. Children are individually assessed on a regular basis and progress is tracked.</p> <p>The school follows the assess, plan, do, review process to inform IEPs based on assessment data and teacher observations. These are shared with parents and children so that targets and expectations are clear.</p> <p>Interventions impact both learning needs and the whole child. We believe that learning does not occur in isolation and that although interventions are measured for their impact they cannot be seen as working alone. It is through the combined factors of quality first teaching, clear identification of need regularly reviewed, a positive learning experiences and curriculum and targeted interventions that children make progress.</p> <p>We aim for those children falling behind to accelerate their progress and show evidence of closing the attainment gap through targeted intervention.</p>

Pupils with EHC plans	<ul style="list-style-type: none"> In addition to the above children are provided with; 1:1 support when necessary to facilitate access to the curriculum, personalised learning opportunities, support from local authority specialists, Annual Reviews. 	<p>Children with an EHCP have annual reviews with parents and other necessary agencies to monitor the outcomes. All provision is listed with a descriptor of how the school will prove the support outlined in the EHCP.</p> <p>Progress of children with an EHCP Reading: 80% good or better progress Writing: 60% good or better progress Maths: 50% good or better progress</p>
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SEND Staff Training

Course	Provider	Staff	Date
Autism	Autism Outreach	Whole School	
ADHD	ADHD Solutions	Whole school	24.6.20
PDA		JB	23.6.23
ELSA supervision	Forest Way TSA	AC AB	ongoing
SENDConet	LA	JB, CC	Termly

All teaching staff are responsible for the SEND needs of the children in their class. Staff identify potential SEND and through discussions with the SENDCo, parents and observations over time a decision is reached as to place a child on the SEND record. The Graduated Response ensures all children receive appropriate intervention at the right time. This may be in the form of small intervention groups or may require the additional advice from outside agencies such as the Educational Psychology Services, Specialist Teacher Services or Autism Outreach. Occasionally it is necessary to refer children to their GP if there are signs of an underlying condition presenting. Parents are consulted at all stages of a child's SEND.

Dyslexia Friendly Schools

All classes now have resources specific for children experiencing dyslexia funded by Dixie Educational Partnership grant. Staff have received initial dyslexia training. JB to continue working on this accreditation.

SEND Surgeries

SEND surgeries have been scheduled on a half termly basis in order to allow parents to have an opportunity to speak to the SENDCo. There has been limited uptake of this as parents often feel the need to see the SENDCo on a more urgent basis. As a result the SENDCo has several scheduled meetings with parents throughout the week.

Parents Questionnaire

- 62 % of parents agree that the strategies on their child IEP or Pupil Passport are appropriate to their needs.
- 75% of parents are aware of the intervention their child receives
- 80% of parents say they receive feedback on how their child is progressing
- 72% of parents felt their child's needs are well supported
- 75% of parents say that issues raised are about their children's needs are addressed in good time.
- 68% of parents are aware of the SEND policy

Pupil Survey

- 68% of SEND children like school.
- 64% feel safe at school
- 45% make use of Dragon's Den
- 90% say an adult helps them with their work
- 77% feel happy to ask for help
- 27% feel they can join in with all lessons
- 90% say they sometimes work 1:1 or in a small group with an adult
- 86% know they have access to equipment to make their work easier
- 36% go to an after school club

Next steps: Why do 36% of SEND children feel not safe at school - how does this compare to whole school data?

Investigate why only 27% say they can join in with all lessons. Look at differentiation and accessibility across subjects.

Pupil Passports

We have moved away from Individual Educational Plans (IEPs) to a system of Pupil Passports. Every child on the SEND register will have a Pupil Passport which will include an annual pupil profile and specific learning targets updated when needed and a minimum of three times per year. This provides a more detailed overview of the SEND journey a child has taken throughout the education rather than separate IEP documents that often get viewed in isolation. Staff training will take place in the Autumn Term on this subject.

Outside Agency Support

SENA

Continues to be very difficult to gain advice from. EHCP's and annual reviews are currently taking considerably longer than the statutory timeframe to be finalised. JB and LC met with Ruth Kemp from SENA on 6th June to discuss difficulties however, there continues to be problems gaining timely advice.

Educational Psychology

The school has a Service Level Agreement with the LA Educational Psychology Services. Much of this is used as diagnostic evidence towards ASD or ADHD, strategies for teaching and contribution towards EHCP. Six children were seen by the school's allocated Educational Psychologist with a further four being assessed as part of their EHCP statutory assessment.

Speech and Language Therapy

Referrals made to SALT have been made for eight children in Pre-school.

Community Paediatricians

There continues to be a considerable waiting time for community paediatric appointments and also diagnostic outcomes. This is causing difficulty accessing the correct support for certain children and also funding via EHCPs

Midland Health

As agreed by governors, the school has funded four children to undergo private ADHD or ASD assessments as per the amendment made to the SEND policy. All four children received a diagnosis of ADHD and we are waiting for the final outcome for one child who was assessed for both conditions.

Autism Outreach

There are 10 children (13 pending diagnosis or further investigation) in the main school with a diagnosis of ASD. Autism Outreach have worked with three children this year. We are fortunate to have the expertise of our Unit staff to assist with observations and teaching strategies.

Specialist Teaching Service

Advice received for one child with severe dyslexia.

Early Years Inclusion Service

Five children in Pre-School have gained support for the Early Year Inclusion team.

Inclusion Services and Oakfield PRU

Support has been accessed and is ongoing with six children. Oakfield run a behaviour forum and once suggestions from this forum has been applied outreach workers will come out to school if this support is still required. One pupil transferred to the PRU following a permanent exclusion and has now been offered a place in suitable specialist provision.

Nick Manns – Dyslexia Assessments

Five children received a full dyslexia assessment and diagnosis, it is intended to complete more assessments in the new academic year.

Cara Cramp – Play Therapist

Finance – Assessments

High Needs Funding 2022 - 2023 - £44,417.92

Agency	Description	Cost
LA Educational Psychology	Service Level Agreement	£3300
Dyslexia Assessments	Nick Manns independent dyslexia assessments (5 children)	£1700
ADHD Training	Whole School ADHD Solutions	£375
Cara Cramp	Play Therapist	£5204

Next Steps

- **Audit intervention schemes**
- **Provision Map**
- **Enhance Dyslexia provision – working party**
- **SEND Questionnaire, parents and pupils (Parent and pupil voice)**
- **Parents coffee mornings**