Special Educational Needs Annual Report 2019-2020

This report should be read in consultation with the Sacred Heart Information report, SEND and Inclusion policy and Accessibility plan

This report reflects how the school has used SEND funding to meet pupils' needs.

Context

Sacred Heart caters for pupils aged 3-11 years

In 2019-20 there were 245 pupils on roll; 34 of these pupils were in Nursery and 211 were in Reception to Year 6.

10.2% (25 pupils) were on the SEND register and 0.8% of the total number of pupils (2 children) had Education Health and Care Plans (EHCP)

Nationally, 12.1% of school age pupils are identified as having SEND (January 2020 school census), with 3.3% having EHCPs.

Primary needs of pupils in school:

	Communication and interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Early Years SEND support	3	0	0	0
SEND support	5	13	2	0
EHCP	2	0	0	0
Total	10	13	2	0

Due to the small number of pupils on the SEN register, pupil numbers have not been broken down into year group to preserve anonymity.

Data for pupils with SEND - Progress and attainment at the end of KS1

READING

		Actual results	Pupil progress
		% Expected Standard + Reading DFE	% Expected Standard + Reading
SEN Group	SEN Support ›	50%	+12%
	No SEN ›	92%	+3%

WRITING

	Actual results	Pupil progress
	% Expected Standard + Writing DFE	% Expected Standard + Writing
SEN Group SEN Support ›	50%	+18%
No SEN ›	88%	+3%

MATHEMATICS

	Actual results	Pupil progress
	% Expected Standard + Maths DFE	% Expected Standard + Maths
SEN Group SEN Support ›	50%	+8%
No SEN ›	92%	+2%

We acknowledge that the attainment of children with additional needs may not be in line with their peers, but we strive for them to make the same, if not better, progress as others. In Key Stage 1, SEN support pupils made better progress than their peers in reading, writing and mathematics.

Progress and attainment at the end of KS2

READING

	Actual results	Pupil progress
	% Expected standard+ Reading DFE	% Expected standard+ Reading
SEN Support ›	83%	+14%
SEN Group EHC Plan ›	100%	+16%
No SEN ›	88%	+6%

WRITING

	Actual results	Pupil progress
	% Expected standard+ Writing DFE	% Expected standard+ Writing
SEN Support ›	50%	-18%
SEN Group EHC Plan ›	100%	+20%
No SEN ›	92%	+13%

MATHEMATICS

		Actual results	Pupil progress
		% Expected standard+ Maths DFE	% Expected standard+ Maths
	SEN Support ›	83%	+20%
SEN Group	EHC Plan ›	100%	+10%
	No SEN ›	83%	+3%

We acknowledge that the attainment of children with additional needs may not be in line with their peers, but we strive for them to make the same, if not better, progress as others. In Key Stage 2, SEN support pupils made better progress than their peers in reading and mathematics, but not as good progress in writing. This is an area for development next academic year (2020-2021).

SEND pupil attendance

Whole school attendance	SEND support pupil attendance	EHCP pupil attendance
87.24%	90.17%	97.35%

NB. Whole school attendance is down overall due to lockdown. Whole school attendance is usually in the region of 97%.

Exclusions

One pupil was given a fixed term exclusion.

Impact of intervention

Every child on the SEND register is offered a termly review with the SENDCo and, where possible, the class teacher. Interventions and strategies to support pupils are shared within these meetings and recorded on the child's learner plan. In order to be as inclusive as possible, school strategies focus on high quality first teaching and in-lesson support. Whole school approaches have been adopted for helping children to overcome barriers arising from communication and interaction difficulties (e.g. autism) and cognition and learning (e.g. dyslexia).

Staff training and expertise

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils.

- The SENDCo attends regular Local Authority SEN Network meetings and also the SENDCo cluster meetings for the Catholic Schools group
- Head and Deputy Head teacher have attended Autism Education Trust training 'Leading outstanding autism practice'
- All staff have had Level 2 Autism training delivered by Thomas Bewick School
- One TA has attended an accredited course by Brighton University on 'The impact of Relational trauma and loss on children' to develop a deeper understanding of Attachment Difficulties.
- One TA has attended the Elklan Speech and Language accredited course
- All staff have had training on the SEND Mainstream Guidance document
- All staff have attended 'Sensational Classrooms' training delivered by Occupational Therapy
- Individual staff have been supported by a SENTASS Dyslexia specialist to learn spelling strategies

- A number of staff have worked alongside Speech and Language therapists, Occupational Therapists and Educational psychologists to develop strategies and learn new interventions
- All staff have attended Thrive emotional well-being/behaviour support training
- All staff have had updated safeguarding training
- EYFS/KS1 staff attended a training session in school about Autism strategies and Box time delivered by SENTASS Communication and Interaction team.
- All staff work alongside staff from CYPS where required to understand approaches to mental health support
- All staff have attended training delivered on mental health and well-being
- The school has signed up to membership of NASEN to support staff CPD in SEND on an ongoing basis

Pupil views

Views of pupils are gathered regularly through discussion with their teachers and our 'Achievement Days'.

Parent and carer views

Views of parents are sought during termly reviews.

Local offer

Newcastle City Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the provision and links to what is available in Newcastle and the surrounding area. More information on the Local Offer can be found at: