

## Annual SEN Report 2023-2024

### Evaluating the Effectiveness of Havannah First School's Provision for Pupils with SEND

The Annual SEN Report should be read in conjunction with the SEN Information Report, the SEND Policy and the Accessibility Plan. This report reflects how school has used SEN funding to meet pupils' needs.

#### **Context:**

Havannah First School is a 'good' school (Ofsted, July 2023) and we consider our school to be a happy and vibrant place where children become excellent learners as they develop and grow. Our outcomes show that the children in our school make excellent progress in their five years with us.

Our recent Ofsted inspection reported that:

"Leaders ensure that the curriculum is for everyone. This includes pupils with special educational needs and/or disabilities (SEND). Additional needs are spotted early. The special educational needs coordinator ensures that the needs of all pupils are met. External agencies are used effectively when available. Adaptations in teaching are many and varied according to pupils' needs." (Ofsted letter, July 2023).

Havannah First School is part of the Gosforth Schools' Trust which is a partnership of ten schools and one school partner from the North East sector of Newcastle upon Tyne and Newcastle City Council. For many years the eleven schools have successfully worked together and this was formalised with the formation of the Trust in 2014. The SENCOs across the Trust work together particularly closely and this gives many opportunities for the sharing of good practice, resources and strategies all with the aim of improving the provision and the outcomes for children with Special Educational Needs.

#### **SEN profile of the school of Havannah First School**

Total number of learners on roll: 288 children

Number of learners with SEN: 31 children (10.8%)

Number of learners at SEN support level: 28 children

Number of learners at High Needs level: 0 children

Number of learners with an EHCP: 3 (plus 2 applications in)

Number of learners who are SEN and Pupil Premium: 5 children

Number of learners who are SEN and EAL: 3 children

Number of learners who are SEN, Pupil Premium and EAL: 1

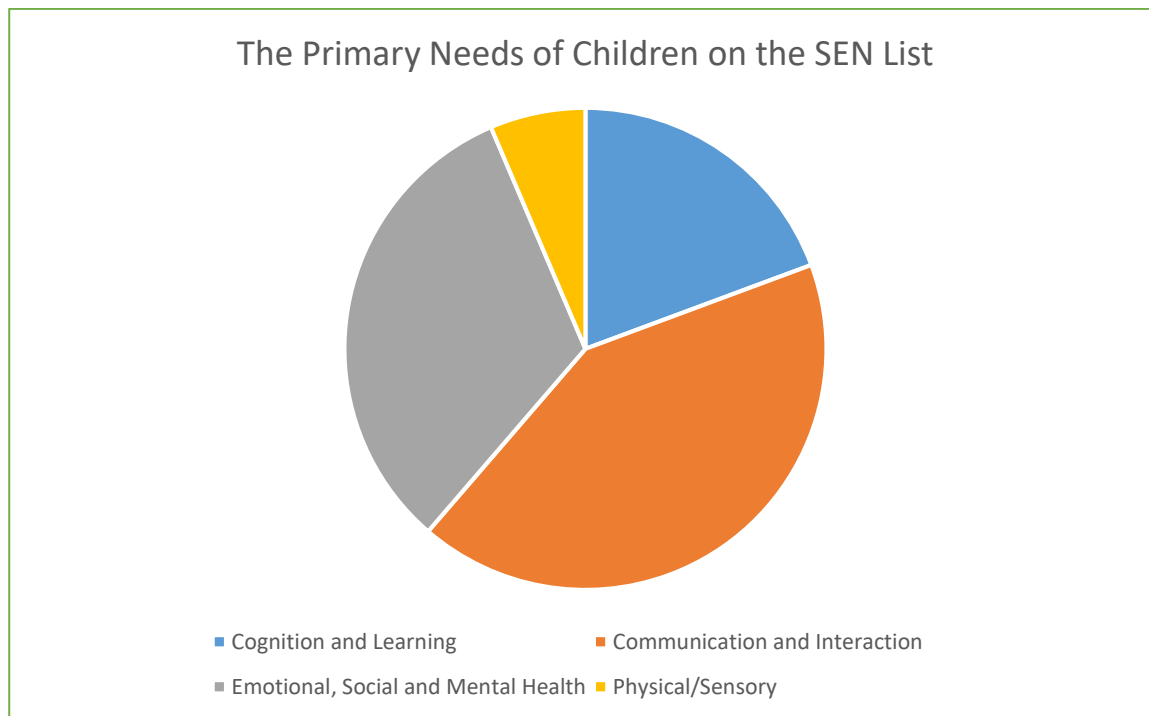
### Percentage of SEN population:

Early Years Foundation Stage: Reception: 9.67%

Key Stage 1: 45.16%

Key Stage 2: 45.16%

### The Primary needs of the children on the SEND list



These trends reflect national trends with Communication and Interaction (particularly autism) being the main primary area of need.

### Data Information:

- All children with SEN have met most or all of their targets that are set out in their individual support plans.
- All children have made progress throughout the year towards meeting age related expectations. Some children with SEN are working at national expectations for reading, writing and maths and some children are working at greater depth.
- 50% of children with SEN passed the phonics screening check at the end of Year 1 and all children with SEN made very good progress from their baseline assessments. 100% of pupils with SEN passed the phonics screening check at the end of Year 2.
- Attendance for pupils with SEN (94.37%), was very slightly below the school average (95.94%).
- There have been no exclusions during this period for children with SEN.
- Engagement in clubs is well monitored, and our SEN children continue to be well represented in clubs at school.
- Our children with SEN are also well represented in our leadership roles. These include: School Council, Eco Leaders, Reading Ambassadors, Corridor Monitors, Play Leaders, Digital leaders and Kindness Ambassadors.

- Interventions are closely tracked over a half term with clear objectives that are closely monitored.

### **How do we evaluate the effectiveness of SEN provision?**

- At the termly review meetings, the progress made by individual pupils with SEN is discussed and explained to their parents. The views of parents on how successful the provision has been in enabling their child to attain their set targets are gathered. This information feeds into the targets set on children's next individual support plan.
- The progress and attainment of those children with SEN is monitored termly by the SENCO and the Head and Deputy Head teacher during Pupil Progress meetings. This enables the provision for each child to be evaluated. We aim for all children, including those with SEN, to make at least expected progress throughout each school year and we expect them to meet the targets they have been set. If the termly data suggests that the progress made keeps them on track for meeting their targets, we know that their provision is successful. However, if the progress made suggests that they are not on track to meet their targets, then we adjust our provision where possible to optimise progress.
- The SENCO produces an annual data report about the attainment of children with SEN. This is shared with Governors and is available on the school website.

### **Extra-curricular activities**

We have many clubs in school, most of which are by external providers. These include:

- Art club
- Spanish club
- Football
- Tennis
- Taekwondo
- Street dance
- Multi-sports
- Balance, stretch and circuits
- Drumming
- Coding club

Children with SEN have been supported to join these clubs where appropriate and staff have been aware of the different needs of the children so that they can adapt their provision accordingly. Staff provide clubs before school and at lunchtime too and these have included: recorder club, card swap club, reading club, musical theatre club and homework club.

All pupils, including those with SEN, are invited to attend all the activities that are offered. Children who have SEN are well represented in clubs and children thought to be interested in clubs on offer are supported in talking to their parents about these opportunities. Clubs run by staff are open to all who are interested, subject to any restrictions on ages and numbers of children. Staff share information about children who would particularly benefit from attending a

particular club.

**Next steps:**

- On-going informal monitoring of how many and which children are accessing extra-curricular activities. Support for children to express their preference of clubs on offer by school staff as required.
- Mentoring meetings with children who receive Pupil Premium funding and who have SEN to see which clubs they would like to attend.

**Staff training and additional support:**

- On-going attendance at Trust and City-wide network meetings for the SENCO and the SENTA networks for the TAs to ensure new initiatives are learned about, good practice is shared and support can be received from peers and the SEN Consultants and Advisors for Newcastle.
- On-going liaison and support from SEND Outreach, EP and ASAP.
- Whole staff training on the Zones of Regulation
- Positive handling training to key staff members
- Makaton training for Early Years staff
- Zones of Regulation follow up course on strategies to self-regulate
- Emotional regulation training from RISE practitioners
- Training on 'restorative approach to conflict' for all staff (RISE)
- Universal Available Provision training (Mainstream Guidance), from LA SEN advisor for teaching staff
- Whole staff Demand Avoidance training with Ask Psychology
- Whole staff training on the PACE approach with Ask Psychology
- Bespoke support and training to individual teachers from Ask Psychology
- 10 week programme of support from RISE to support mental health in schools, (including workshops for parents, whole class lessons, 1 to 1 support for two children, small group work and staff training)
- Support from the SEMH team for individual children, staff, parents and a small group of children in Year 4 preparing to go to middle school
- Support from specialist teachers from the communication and interaction team
- Support from specialist teachers from the specific learning difficulties team

Sue Ward (SENCO) successfully completed the statutory National Award for SENCOS (NASENCO).

Sue Ward also attended an ASAP panel as a panel member and as a CPD opportunity.

**Next steps:**

- Zones of Regulation training for new teachers and TAs
- Sue Ward to attend EHCP panels for Newcastle LA

## **Resources:**

We have ensured that pupils with SEN have the correct resources in order to access their learning.

Resources we have purchased or have been gifted this year include:

- Therapy buddies
- Sloped desks
- Pencil grips
- Shaped pencils for easier grip
- Resistance bands
- Chew toys
- Ear defenders
- Tents
- Weighted blankets
- Coloured paper to use for worksheets
- Exercise books with coloured paper
- Fleece blankets
- An aquarium and fish

## **Working with Outside Agencies**

Agencies who have provided support and advice this year are:

- Speech and Language
- SEND Outreach
- CYPS
- Educational Psychologists (including Ask Psychology)
- Assistant Educational Psychologists
- Occupational Therapy
- School Health
- Family Support Partner
- Early Help
- Hearing support service
- Physiotherapy
- Breaking the Cycle counselling
- LA SEN School Improvement team
- SENDOS specialist teachers for Communication and Interaction and Cognition and Learning
- Virtual Schools
- RISE
- SEMH team

The information that has been provided by outside agencies has been invaluable, all advice has been acted upon and the strategies recommended have been put into everyday practice enabling pupils with SEN to make better progress.

Four EHCPs were applied for during this year. Two of these have been awarded and two are currently at the assessment stage.

We received funding through ASAP for two children which we put towards the cost of 1 to 1 support. We also received support through ASAP from the Communication and Interaction team and the Specific Learning Difficulties team. We have worked closely with the RISE team who delivered bespoke mental health support to us for 10 weeks. We have also worked with the SEMH team to support children and their families this year.

**Next steps:**

- Continue to work with external agencies to support the needs of the children and the training needs of staff.
- Continued support from Ask Psychology
- Continued work with the SEMH team

**Pupils Views**

We gain pupils' views at the start of their Support Plans and these are reviewed annually. Pupils say they are happy in school and they tell us which parts of their learning that they need help with. Lots of children like playtimes and they like it when they get help for subjects they find difficult.

**Next Steps:**

- SENCO to have termly meetings 1 to 1 with children with SEN to talk to them about their learning, read with them and look at their books together.

**Parents/Carers' Views**

Havannah First School welcomes and encourages parents to be involved in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents/carers are fully involved in the review process, meeting at least termly with their child's class teacher and/or the SENCO. Parents give positive feedback to class teachers and the SENCO at review meetings and parents' evenings. We use CPOMS to record discussions with parents/carers of children with SEN so that we can ensure that concerns are acted upon.

**Next steps:**

- Continue to share information with parents about citywide support and opportunities for children with SEN.
- Explore ways to facilitate parents being able to meet together and share experiences and support each other.

**Link to Local Offer:**

For further information and support relating to SEN please visit:

[www.newcastlesupportdirectory.org.uk](http://www.newcastlesupportdirectory.org.uk)

**July 2024**