



Annual Report (SEND) Summer 2022

St George's Catholic Primary School is committed to the process of removing barriers to achievement for children who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced academic and special curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need help that is above and beyond that given to other children of the same age.

The Special Educational Needs Code of practice lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Government have produced a special needs and disability (SEND) code of practice, implemented in September 2014. The Code describes a graduated approach that recognises that children learn in different ways and can have many varied types of SEND.

SEN support is the category for additional support for children with special educational needs. St George's seeks to make this process clear and obvious for parents. We have devised a graduated approach for early detection and communication. A flow chart detailing this is on our website.

Policies

- The school SEN policy was reviewed in May 2022. The full policy can be viewed on the school website.
- The SENCO is Catriona Powell and the SEN governor is Joanne Watson

Number of pupils with SEN for the academic year 2021-2022

- At the end of the academic year 2021-2022 there were 29 children on the SEN register.
- The number of children on the special needs register was 25% of the school roll. St George's recognises that children who are making slow progress are not always children with SEN and are monitored separately on a provision map.

The four areas of needs are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical/ Medical needs

Profile of pupils with SEN

- a) Number of pupils on schools' SEN record

	Provision Map	SEN support	EHCP
Nursery		2	
Reception		3	1
Year 1	3	4	1
Year 2		4	
Year 3		3	
Year 4	1	4	
Year 5		2	
Year 6	3	7	1

b) Areas of need (total numbers on school's SEN record)

	Moderate Learning Difficulties	Specific Learning Difficulties	Speech and Language Difficulties	Autism /ADHD Spectrum Disorders	SEMH	Hearing Impairment	Visual Impairment	Physical/Medical Difficulties
Number of Pupils	6	2	4	5	10	-	-	2

c) Gender of pupils on school's SEN record

Total number of boys	Total number of girls
20	9

d. Ethnicity of pupils on school's SEN record

	White British	White Eastern European	Black British	Black other	Pakistani	Bangladeshi	Indian	Other Asian
Numbers of Pupils	27							2

Attainment of Pupils with SEN 2021-2022

School Data – 2021-2022:

As announced by the Government, school performance data based on tests, assessments or exams for the 2021 to 2022 academic year should not be published. This is in recognition of the challenges posed by the pandemic.

Intervention, Impact, Evidence

Intervention	Quantitative Impact	Qualitative Impact
Lexia	89% On target 11% Still struggling	Increased motivation and attitudes to reading. Engaging once disaffected, through use of technology.
Reading for Fluency	89% On target 11% Still struggling	Marked increase in the ability to read more fluently in short space of time.
Speech and Language groups/Talk Boost	Improved listening in 4 Reception children 1 Nursery child began speaking more to her peers. Incomplete due to COVID lockdown.	Children helped to better their listening and attention skills. Speech and language progress being made. Children highlighted for intervention and also continuing with personal programmes.
1-1 support	75% enabled to engage with the national curriculum. 1 child 50% had their EHCPlans granted LA agreed to special school placement for 2 children.	Children being coached to become more independent. Anxieties well managed but within the challenge of mainstream school.

SEN Funding

Currently funded for £7570-band E, £2700- band C and £2,200 Early Years funding. (Due to be backdated Band D-£5410)

Staff Resources and Training 2021-2022

School have 8 children who are vulnerable and require extra support ranging from 1-1 for the whole day to support like this at intervals or during planned times as part of a part-time timetable situation. There are 2 children on part-time timetables. 1 child with significant emotionally based school avoidance is spending more time in school since SATS are over.

School is funded for 4 of these. Other funding requests are being submitted this term. We expect to have more by the end of term to help support these children going forward.

External Agencies

School sought advice from a number of outside agencies in order to support the children of St George's with additional needs.

- Louise Brennand, Educational Psychologist

- Rachel Cleife, Dyslexia Specialist Teacher
- Kalmer Counselling
- Children and Young People's Service
- Newcastle LA SEN support groups eg EEAST team

Liaison with Secondary School Partners

To ensure smooth transition of Year 6 children with SEN, we have had transition reviews via teams with secondary teachers attending. The SENCO also participated in transition phone calls. St Cuthbert's and Sacred Heart teachers came to visit school to meet the children. Correspondence from High Schools was communicated to parents to highlight features on their websites eg Welcome meetings and Virtual Tours and transition days.

Numbers of Children with Medical Needs

School currently has 2 children with medical needs. They both have a medical Care Plan. The medical needs across school are varied. All staff receive training to deal with individual need.

Inclusion

All pupils, no matter their SEN profile are encouraged to participate fully in school visits, residential trips and clubs. Reasonable adjustments are made and we ensure that staff are suitably trained.

Parents/Carers involvement in the provision for Pupils with SEN and of those with disabilities or medical needs

Parents are always invited to attend and contribute to review meetings. Information about the complaints procedure is available on the school website.

The SEN policy is updated annually and available to parents on the school website.

Pupil and Parental Involvement in annual review meetings

100% of parents attended their child's review meeting this year.

Actions for 2022-2023

- Update Policy (June)
- Update Accessibility Plan (September)
- To carry out EAL assessments through specialist teacher
- To carry out dyslexia assessments through specialist teacher throughout year
- To prioritise SEMH cases in light of COVID recovery
- To improve knowledge of ASD through heightened access to Newcastle Autism Hub
- To utilise ASAP as first point of referral

Catriona Powell

SENCO

June 2022