

Sherwood Primary School

SEND Annual Report 2022-2023



We are Sherwood. Each of us unique. As one family, we all thrive and excel together.

Introduction

The information and data in this report relates to the Academic Year 2022-23 at Sherwood Primary School. This report meets the requirements of the Special Educational Needs and Disability Regulations 2014 and should be read in consultation with the SEND Policy, Accessibility Plan and Equality Objectives. This information report covers the relevant points detailed in the SEND Code of Practice (Section 4.34 -4.36 and 6.79 – 6.83).

Contextual Data

School Profile	
Number of pupils on roll	423 pupils
% SEND Pupils	12.1%

Level of Need	Number of Pupils
SEND (excluding Cause for Concern)	51
Cause for Concern	11
Individual Education Plan	39
Learning Plan	6
Education Health Care Plan	6

SEND Main Areas of Need (including pupils with a Cause for Concern)	FS	KS1	KS2
Children who display need in more than one area	50%	35%	34%
Cognition and Learning	50%	65%	61%
Speech, Language or Communication	50%	6%	7%
Sensory/Physical	0%	0%	18%
Behaviour, Social and Emotional	0%	6%	8%
Specific Learning difficulty	0%	24%	7%
Other	0%	0%	0%

Attendance	FS/KS1/KS2
Average % Attendance of all pupils 2022-2023	95.6%
Average % Attendance of all SEND pupils 2022-2023	95.2%
Average % Attendance of SEND pupils (EHCP) 2022-2023	94.5%

SEND Pupil Progress

	FS	Y1	Y2	Y3	Y4	Y5	Y6
% SEND Pupils meeting progress targets in Reading	50%	66%	64%	50%	78%	80%	90%
% SEND Pupils meeting progress targets in Writing	50%	66%	64%	60%	89%	80%	50%
% SEND Pupils meeting progress targets in Mathematics	50%	83%	91%	70%	67%	80%	40%

NB: SEND pupil progress is measured using PIVATS attainment targets, EYFS Development Matters Documents and assessment criteria identified for provision. Academic targets are set to support high expectations for all pupils and these are taken into account. Provision is highly personalised and progress is closely monitored for all children receiving SEND support.

Key Stage 2 Outcomes	Y6
% SEND Pupils achieving the expected standard in Reading	70%
% SEND Pupils achieving the expected standard in Writing	20%
% SEND Pupils achieving the expected standard in Mathematics	20%

Effectiveness and Impact of SEND Provision on Pupil's Outcomes

Update on SEND Provision Arrangements

- Our SENCO works with staff to support the implementation of the IEPs and learning plans through daily teaching, organisation and practice, facilitating the progress of children further.
- New IEP and Learning Plan templates implemented to ensure SMART targets and pupil voice.
- Move to adaptative teaching; a move away from differentiated teaching.

The effectiveness and impact of school intervention and support

- Intervention programmes and in-class support have been closely monitored by class teachers alongside the Deputy Headteacher to evaluate effectiveness. This is tracked termly. Intervention is focused upon clear and achievable targets from IEPs and Learning Plans. These are all evaluated and next steps planned. School intervention and support has impacted on pupil progress. This has been carefully measured through the evaluation of targeted provision and levels of pupil engagement. Impact and targets have been discussed at termly review meetings and progress scrutinised. This includes impact of support provided by Teaching Assistants and Learning Mentor.
- The use of CPOMS as a recording tool continues to have a significant impact on communication across the school. It ensures meetings with parents/carers are logged, providing evidence of support in place and next steps. This provides a clear chronology for SEND support within the school.
- We have utilised all available funding routes to deliver booster sessions, reading enrichment groups, small group intervention and 1:1 tutoring to 54% of children on our SEND register before or after school this year.

The Views of our Parents and Carers

The views of our Parents and Carers are closely consulted and form a key aspect of our self-evaluation. SEND Parents Questionnaire Autumn Term 2022 feedback:

	Yes		No		Unsure		Total Responses	
I am aware of my child's needs and how their needs are supported in School	19	82.6%	0	0.0%	4	17.4%	23	

	Agree		Partly Agree		Disagree		Unsure		Total Responses	
I feel that my child is making good progress at School	15	65.2%	8	34.8%	0	0%	0	0%	23	
I feel that I have sufficient information and communication about my child's progress	10	43.5%	13	56.5%	0	0%	0	0%	23	
I am able to approach staff about any concerns I have regarding my child	23	100.0%	0	0.0%	0	0%	0	0%	23	
I know how to support my child's learning at home	14	60.9%	9	39.1%	0	0%	0	0%	23	

(23 responses = 47% of parents/carers invited to contribute)

Feedback from Parents and Carers Autumn Term 2022 (For further feedback, please [click here](#)).

- *School have been proactive when I have shared my concerns, and along with teacher observations and assessment strategies were put into place in year 3 to help him. My child responded well to some of those. There has always been an open 2 way discussion between us and school as to how they and we can support My child at school and at home. I feel that when we reflect on his day each night My child is becoming more positive about his day and he recognises that blips in certain lessons don't need to spoil his whole day. Consistent regular work with pastoral mentor was planned for Year 4 and I am hoping that this will help with regulating his emotions in certain scenarios and build his confidence with his Writing. Thank you for all your help.*
- *I've been very pleased with the support that My child has received and can tell that she has made tangible progress over the last 12 months! So thank you!*
- *My child has made amazing progress in year 3, I feel she has been supported continuously throughout the pandemic and we have been kept up to date with her academic progress. My child struggles with writing, we encourage her to write in a diary and make shopping lists for me. My child writes very phonetically and can sometimes get frustrated when she can't hear the sound she's trying to write. We are working on this at home and any updates to her IEP will be followed to support her. Thank you.*

Feedback received from our Parents and Carers is carefully reviewed and any queries raised are followed up swiftly by our SENCo and Class Teachers.

The effectiveness and impact of learning support services

- Specialist support has a positive impact on Quality First teaching and teachers are advised on developing appropriate intervention in class. As a result, children's needs are met, enabling them to break down some of the barriers in accessing the daily curriculum. Learning Plans enable teachers to provide a tailored curriculum to those children working significantly behind age related expectations.
- The role of the Inclusion Advisor also provides high quality identification of a child's specific learning needs and includes the child understanding their own next steps and barriers to learning. The Inclusion Advisor role therefore accelerates the progress of children.
- Specialist Speech and Language Support has continued this year, through working with staff and children. This has ensured that the skills of school staff have continued to develop in order to continue to target individual need, with appropriate and personalised intervention.

The effectiveness and impact of Educational Psychologist Support

- Lancashire Education Psychologist has supported provision through group and individual consultations this year for 2 pupils. The Consultation meetings have supported and further developed school provision and home strategies for parents. This partnership strengthens provision between home and school resulting in smooth daily transitions for pupils, good attendance and greater productivity in lessons.

Impact of partnerships with external agencies to improve quality of SEND provision in past 12 months

- Close liaison with the Speech and Language team has ensured that targeted provision is delivered and effectively evaluated in terms of pupil progress.
- We have worked closely with Dyslexia Centre North West in the last academic year to support shared concerns (Parents/School) regarding specific barriers to learning. This has resulted in advice that has an immediate impact on provision delivered in school. Guidance is also provided to support referrals to the Community Paediatric Team.
- Working closely with the School Nurse, support has been made available to families to support pupils needs in the home setting and promote better attendance in School.

Impact of SEN developments, projects or initiatives:

- Key priorities within the School improvement plan support the development of SEND provision and careful consideration is given to ensuring that SIP priorities support the development of provision for this group of children. Early reading strategies have been further developed in the 2022-2023 year with funding supporting the training and development of the Red Rose phonics scheme.
- We have continued to implement Red Rose phonics scheme and teach it with fidelity to support our children's early reading and writing journey and invested significantly in new reading materials over the academic year.
- Significant work on the development of pupils' vocabulary links to the School Improvement priorities and underpins the offer of high-quality teaching for pupils with additional needs.
- The use of PIVATS continues to improve with development of staff skill and confidence. This has now extended to the use of the PIVATs to support social and emotional needs, which has been especially beneficial to assess and support children during the pandemic.
- We delivered our 3rd annual book drop this year alongside a wealth of reading initiatives to continue to nurture of children's love for reading.

Impact of partnerships with Parent Partnership in past 12 months

- We have not had any parents or carers supported by Parent Partnerships in the last twelve months.

Additional Information and Priorities

Update on Equality, Diversity, Inclusion & Accessibility arrangements

In consultation with our parents and Carers, the following Equality Objectives have been set for 2022-2026 in order to further support pupils, raise standards and ensure inclusive teaching:

- Objective 1: Curriculum To further develop reading materials (author and character) and resources that promote positive role models for all groups, to overcome preconceived ideas of any of the protected characteristics.
- Objective 2: Enrichment To further develop our enrichment programme to ensure equity and fairness in access and engagement for all pupils.
- Objective 3: Community To develop curriculum contributions from all faith groups (including collective worship) to further develop pupils' understanding of cultural and religious diversity within the School and British Community.

We have continued to develop and promote all of the protected characteristics through Reading Initiatives and assembly themes through the Academic Year 2022-2023.

Provision for Social and Emotional Development

Our pupils all participated in a wellbeing questionnaire in the Summer Term 2023. This work has supported the development of our priorities moving forward. We recognise that the development of strong, trusted relationships is key to supporting children's emotional wellbeing and we see this as a real strength of our School.

Our Headteacher has completed Emotion Coaching training and worked closely with senior leaders and all teaching staff to develop new policies to support our work with our children and families.

Extra Curricular Provision

Our pupils are invited to attend an extra curricular club each term. In 2022-2023, 84% of children with SEND attended a club. We have conducted pupil voice on those children who didn't attend a club to find out what type of club they would like to attend. The suggestions were Lego club, mindfulness club or playdough club.

SEND Budget allocation for Academic Year 2022-2023

In the academic year 2022-2023, SEND funding was allocated to the following areas:

- TA Intervention/in class support
- Staff Continuing Professional Development
- Specific Learning resources
- Specialist Inclusion Teacher SLA
- The allocation of the budget to these areas has impacted on effectiveness as outlined previously in this document.

SEND Leadership

- SENDCo works as a part of a wider inclusion team and liaises with the Headteacher, Deputy Headteacher and Inclusion Teacher, as well as other specialist services.
- New SEND Governor to start September 2023: Mrs S Smith-Sergeant.

Complaints relating to SEND in past 12 months

- None

Impact of Staff training or INSET on improving SEN pupil's outcomes

Our staff continue to access a wealth of internal and external professional development opportunities to support the development of SEND practice and quality first teaching. Internal training is delivered by our knowledgeable subject leaders and members of our senior leadership team. We access a wealth of external training, utilise DFE funded training routes and support our staff in accessing Nationally recognised qualifications to support the leadership of Inclusion across the School.

Teaching and Support Staff CPD Overview 2022-2023

CPD	Number of staff members	Average of Overall Evaluation
Emotion Coaching	40	4.8
Provision Mapping	1	5.0
Red Rose Letters and Sounds	5	5.0
Communicating with children who are angry, stressed or anxious	1	4.0
Auditory Processing Disorder	1	4.0
New2Senco	1	4.0
Grand Total	24	4.4

Feedback from CPD

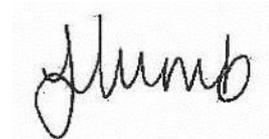
- Ensure that focus in reading is recorded clearly and next steps are included. Each child has opportunity to answer questions from each of the AFs. Vocab features heavily in 1:1 Reading sessions. Regular checks that Books are challenging.
- Evaluation of the scheme and its impact. Review reading scheme to ensure all books fit with the progression of the scheme. Roll out the 'Formation Phrases' across the school to ensure consistency if they fit with our handwriting script.
- Develop children's understanding and language around emotions. Use of six step method needed to help children regulate their emotions.
- To take steps to question why a pupil is behaving in a certain way. Find a way to help a pupil communicate their feelings.

Key priorities for improvement for the next 12 months

- To further develop provision to meet the needs of children with the most significant need through adaptive teaching.
- Review format and use of the Provision Map.
- To work alongside subject leaders to ensure gaps in children's knowledge and vocabulary is addressed through adaptive teaching and learning.

Review and Approval

This SEND Annual Report was reviewed by the Curriculum Committee on 26.09.2023.



Mrs J Lumb
Headteacher



Mrs H Gooch
Chair of Governors