



Annual SEN Report 2022-2023

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Evaluating the Effectiveness of Broadwood Primary School's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation 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.

At Broadwood Primary School we believe it is essential to provide a well-balanced and challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality and accessible curriculum. Children's all round development is paramount to us and we endeavour to provide children with a wide range of experiences and opportunities so that they experience success and are well equipped for the future.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

At Broadwood, we prioritise the teaching of basic skills and the curriculum is rich, from early years onwards, with opportunities for children to develop reading, writing and mathematical skills. High staffing levels are a feature of school since we believe that providing children with high levels of effective instruction, feedback and support will enable them to make the best possible progress. During morning sessions, the preferred teaching style is "direct teaching", with skills and knowledge being taught in a systematic, progressive manner over sequences of lessons. During morning sessions all children have the opportunity to engage in reading, writing and mathematics activities. If additional intervention or support is required for reading, writing or mathematics then this occurs during afternoon sessions in small groups or 1-1 teaching. Staff informally assess children and plan lessons based on individual starting point making learning bespoke to the children.

Our school is part of the West End Schools Trust, which is made up of eight schools across the West End of Newcastle. Working as part of a Trust has many advantages, with the main benefit being the dissemination of good and outstanding practice across the trust, in order to improve educational outcomes for children. As a result of working with eight other schools we are exposed to a range of approaches which can then benefit the children at Broadwood Primary School.

SEN profile of Broadwood Primary School:

Total number of learners on roll: 210 **children**

Number of learners with SEN: **53 Children**

Number of learner at SEN support level: **30 children**

Number of learners at High Needs level: **23 children**

Number of learners with our ARC: **children 12**

Number of learners who are SEN and Pupil Premium: children 29 **children**

Number of learners who are SEN and EAL: **15 children**

Number of learners who are SEN, Pupil Premium and EAL: 13 children

Number of learners with SEN who are girls: **29 children**

Number of learners with SEN who are boys: **24 Children**

Breakdown of needs

Social, Emotional and Mental Health	10
Cognition and Learning	8
Physical/ sensory	12
Speech and Language or Communication Need	23
Total	53

Provision at Broadwood

All pupils are fully included within Broadwood, all pupils receive a quality first education and the curriculum has been re-designed in light with the on-going pandemic. The catch-up curriculum has focussed on basic skills within Maths and English and additional reading for all children, with a focus on every day reading for the lowest 20% of children. The introduction of 'Blind 8' in maths, pre and post assessments in maths has meant all children have recapped previously taught skills. Reading plus and Lexia has also been used to support reading fluency, comprehension as well as phonics and spelling. The school has been supported by the Literacy Hub and the Great North Maths Hub. Last year saw the introduction of 'Jane Considine' in English which has helped develop children's confidence in speaking and taken an active approach to learning and used pictures to support the working memory. It also enables children to be explicitly taught new vocabulary and be exposed to higher level vocabulary. The Head Teacher and English Lead attended training as part of 'Voice 21' oracy project. This has enabled learners to develop their oracy skills, enhance their vocabulary and given them the tools to develop their conversation, share their points of view and challenge others in conversations

On-going steps for 2023-24

- To further develop Jane Considine in writing lessons
- To develop and embed whole class reading
- To secure basic skills in reading, writing and maths
- OPAL to develop outdoor area

Additional Provision:

We are fortunate to have additional resources in school for up to 12 children with hearing impairment. Children within the provision are fully included in classes and access the same opportunities as their peers.

Data

Early Years

GLD 2023	50%	PP 62% SEN 29%
	Progress of 5 % from 2022	

Phonics Year 1

Context – 48% PP 57% EAL 19% SEND 27% fall into two or more categories	
All (21 ch)	62%
SEND	33%

Key Stage 1 data

Year 2 Phonics

Context: Phonics in Y1 was 46 %	
All children	72%
5 SEND children to continue with phonics in Year 3	

Key Stage 1 End of Year Assessments

Year 2 – 29 children	
Context – 56% PP 39% EAL and 30% SEND (3 children new to country)	
Reading	52%
Writing	41%
Maths	58%
RWM	39%

Key Stage 2

Context – 52% PP 23% SEND 46% EAL	
Reading	47%
Writing	47%
Maths	20%
RWM	17%

On-going steps for 2023-24

- Training for LSAs on Sound Linkage for higher level needs children
- Use schools own tracking system for assessment
- Use SCART (Sir Charles Parsons Assessment and Recording Tool) for complex SEN
- The lowest 20% of children in the school will continue to be a high priority in book looks, phonics assessments and reading with children. Additional interventions for these children such as lexia, additional phonics, basic skills in maths and reading plus, as well

as bespoke speech and language programmes are also going to be given to the bottom 20% of children. Additional training and reading sessions will be set up in autumn term.

- Additional teacher in Year 6 for maths for two additional sessions

Attendance:

SEN- 91.83% compared to 93.46% for non-SEN pupils There is a gap in absence rates between our SEN children and non-SEN children at both a school and local level. Our FSW and attendance officer continue to work with families whose attendance is poor and where appropriate we contact outside agencies to provide additional support with this.

On-going steps for 2023-24

- The whole school continues to improve attendance so that it is about 96%
- The whole school aims to reduce the number of Persistent absentees
- Head Teacher and SENDCo to attend EBSNA training

Engagement in clubs and Extra-curricular activities:

All clubs and extra-curricular activities are fully inclusive and can be attended by any pupils in our school. Broadwood Primary School offers a range of clubs and extra-curricular.

- Breakfast club
- Football
- Multi skills
- Art
- Reading
- Cooking
- Gardening
- Science club

On-going steps for 2023-24

- Continue to offer a wider range of clubs to ensure inclusive practice
- Closely monitor how many SEND pupils attend clubs and act accordingly

Staff training and Expertise

- Safeguarding refresher – online safety
- The SENCO attended SENCO network meetings and the SEN conference. This has provided updated information and ways to improve SEN practice in the school as well as making an informed decision for the support Broadwood needed to buy into (SEN consultants, Educational Psychologist and SENTASS support).
- SENCO trust networks – working with schools within the trust
- Two members of staff went on GNM Hub – developing mastery training and First class @number
- School part of English hub with a phonics focus on the bottom 20%
- SENCO and academic attended 'Anxiety module' in the AET training
- Whole staff dyslexia training
- SENDCo developed with other SENDCos the universally available provision for 'Social, emotional and mental health' section.

- Broadwood achieved the 'School of Sanctuary award' and the 'IQM' which reflects the inclusive practise at Broadwood
- SENCO met with our SIP to discuss our SEN procedures and practise.
- SENCO had two visits with SEN Local Advisors to look at triangulation between provision maps, targets and books. Also met with pupils from KS1 and KS2 to discuss their experiences of SEN at Broadwood. .
- Staff are updated with SEN information on a regular basis (at least termly) in staff meeting times
- Deputy Head Teacher is a qualified Mental Health Lead
- SENDCo is a qualified children's Mental Health First Aider

On-going steps for 2023 -24

- Continue to engage in relevant training to meet SEN needs.
- To further strengthen the inclusive practise at Broadwood

Working with Outside Agencies

Last year part of the SEN budget was spent on buying traded services including:

Our Educational Psychologist has continued to provide valuable information to build up an accurate profile of specific individual children. School has bought into the service again for the next academic year.

Broadwood has continued to be supported by SENTASS both in assessing the needs of the children and offering support in suggested strategies.

The WEST trust has purchased silver level so Broadwood will continue to be supported by the SEN consultants. Last year Broadwood bought into the OT service for one day a week which has provided invaluable expertise and knowledge offering assessments and group work for specific children

Broadwood has also been supported by the following agencies:

- Speech and Language
- CYPS
- Single Point of Contact
- Educational Psychologist
- School Health
- Play therapist
- HI Team
- VI Team
- Zone West
- SENDOS
- OT

Next steps:

SENCO to monitor classroom practice on how additional support and advice from professionals is being used within the classroom to support pupils.

Supporting the Emotional Wellbeing of pupils

Our school has a Play therapist, who works with three children 1:1. Throughout the year, the safeguarding team has strengthened by meeting regularly to discuss vulnerable children and decide which pupils need therapy.

The annual Health and Well-being event at St James' Park was attended by the Year 6 children

Additional meetings with secondary transfers were arranged for specific children, who it was felt needed extra transition.

Twelve children from Year 5 and 6 were selected to be part of the Zone West programme, which aims at supporting children and helping them with regular sessions to support emotional resilience.

Digital well-being sessions were delivered within all classes and Y5 and Y6 had specific sessions delivered by Clennell services.

Knife crime assembly and the impact in the community

Sessions on online safety ran by Kooth

The SLT gathered pupil voice from Year 1 – Year 6 which specifically focused on safeguarding and emotional well being of pupils

Development of a robust PSHE curriculum using SCARF

On-going steps for 2023-24

- Continue to monitor the impact of Zone West and Play therapy through regular meetings and monitoring of children.
- Continue to monitor digital well-being, discuss at safe guarding meetings and plan specific sessions within each year group
- Attend Melva training and implement in the PSHE curriculum

Pupils Views

From informal discussions pupils with SEND and through classroom observations, pupils appear to feel happy and safe to attend Broadwood. The majority of pupils enjoy learning and taking part in lessons. Several pupils commented on how they enjoyed learning and their class teachers. Most pupils felt well supported in their learning and know who they can ask if they are stuck. The new SEN support plan from the local authority has been excellent in enabling co-produced targets.

On-going steps for 2023-24

- Use Ipad to record pupils during reviews
- Continue to invite children to share their work during quality monitoring exercises

Parents/Carers' Views

Parent carer views will be gathered in Autumn 2023 at parent's evening with a specific focus on parents of SEND children in January 2024.

On-going steps for 2023 - 24

- Have SEND leaflets in the school office for further information regarding services that work alongside school
- To reintroduce the SEND parent group

What OFSTED says:

Strong and trusting relationships are the hallmark of this welcoming and inclusive school. Leaders have transformed the school. They make it their priority to get to know the pupils in their care. They do all they can to nurture and support them

Pupils with special educational needs and/or disabilities (SEND) are fully involved in school life. Staff receive regular training to ensure they have the knowledge needed to support pupils with a range of needs. Pupils in the unit for the hearing-impaired receive expert guidance to access the full curriculum.

The school's culture and ethos contribute effectively to pupils' personal development. Curriculum content is structured well. Pupils learn about themselves and others often and with increasing complexity. Leaders adapt the curriculum to address contextual issues. For example, leaders made a prompt and appropriate response to a spate in knife crime across the region.

Pupils learn about important ways in which to keep themselves safe, particularly when accessing the internet or social media.

(OFSTED March 2023)

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Date: September 2023