

Report to the Governing Body on SEND Policy and Provision

SENDCo: **Miss L. Taylor**

Link Governor: **Mr Mike Finley**

Date: **Summer 2023**

SEND at Morpeth First School - An Overview 2022/23

SEND Register

Key Stage	School Support	STAR funding	Education, Health and Care Plan	Medical Need	Total per Key Stage
EYFS	5	2	1	0	8
Key Stage 1	8	0	2	0	10
Key Stage 2	11	0	3	0	14
Total in School					32

At the end of Year there are 32 SEND pupils, making up around 10% of the whole school population. The latest Government figures show a national average of around 17% of children in schools have SEND making us below the national average.

There are 6 children in school with EHCPs. This is 2% of the school population. The latest Government figures show a national average of around 4% of children with EHCPs putting us again below the national average.

1 child received their EHCP during this academic year.

There are 2 EHCP applications currently in progress.

4 of the SEND pupils are also eligible for Pupil Premium, 1 in Year 1, 1 in Year 2 and 2 in Year 4.

Social, Emotional and mental Health is our greatest area of need. Followed by Specific learning needs most often linked to Literacy.

Area Of Need	Numbers of Pupils (Pupils may appear in more than one list)
Cognition & Learning	9
ASD	7
Social, Emotional, Mental Health Needs	14
Sensory and/or Physical Needs	4
Speech, Language and Communication	5

SEND Actions taken during Academic Year 2022/23

Numbers of pupils moving down a stage on the SEND register = 0

Number of pupils added to the SEND register = 5

Number of pupils who received an Education Health and Care Plan = 1

Number of SEND pupils who left the school during the year = 0

Number of EHCPs pending = 2

Number of SEND children leaving the school in July 2022 = 8, 6 moving to Middle School and 2 moving to a special school setting.

Number of SEND children expected to join the school in September 2022 = 2, 1 in Reception, 1 in Nursery.

Progress Tracking

Academic Year	READING EXPORT RESULTS TO EXCEL				
	Weak	Below	Expected	Good	Very Good
Year 1 (2)					100% (2)
Year 2 (5)	20% (1)	20% (1)			60% (3)
Year 3 (4)			50% (2)	25% (1)	25% (1)
Year 4 (9)			11% (1)	11% (1)	78% (7)
Year 5 (0)					
Year 6 (0)					
Total (20)	5% (1)	5% (1)	15% (3)	10% (2)	65% (13)

Academic Year	WRITING EXPORT RESULTS TO EXCEL				
	Weak	Below	Expected	Good	Very Good
Year 1 (3)				33% (1)	67% (2)
Year 2 (5)		20% (1)	20% (1)		60% (3)
Year 3 (5)	20% (1)		40% (2)	40% (2)	
Year 4 (10)			20% (2)	10% (1)	70% (7)
Year 5 (0)					
Year 6 (0)					
Total (23)	4% (1)	4% (1)	22% (5)	17% (4)	52% (12)

Academic Year	MATHS EXPORT RESULTS TO EXCEL				
	Weak	Below	Expected	Good	Very Good
Year 1 (3)					100% (3)
Year 2 (5)		40% (2)		20% (1)	40% (2)
Year 3 (5)		40% (2)			60% (3)
Year 4 (10)		10% (1)		10% (1)	80% (8)
Year 5 (0)					
Year 6 (0)					
Total (23)		22% (5)		9% (2)	70% (16)

Findings from Attainment and Progress Data

- Maths had a larger percentage of children making below expected progress.
- Greater numbers of children were making expected or above progress in Writing and 17% achieved ARE. This is an improvement on last year where no SEND learners reached ARE in Writing and shows achievement towards targets on Action Plan.
- SEND learners had high levels of progress either expected or above across all Core subjects.

Actions from Data for 2023/24

- **Reading and Writing were areas of success for SEND learners. Writing is a challenging area but progress is being made. Talk 4Writing and Read Write Inc making an impact across all year groups.**
- **Phonics to be continued across Key Stage 2 to continue to support those who need it.**
- **This year there has been a move away from Maths ability groups towards differentiated class lessons. This could have been challenging for some SEND learners as they struggled to keep up with the class pace. Continue to make sure support is in place for those who need it. Use of pre-teaching or targeted intervention groups as well as whole class lessons.**

SEND developments and Management of SEND provision 2022/23

- School staff will continue to look at the numbers of children on the SEND register and to compare with other partnership schools as there are some children who are supported effectively in our school with school support or quality first teaching who may be on a higher level of the SEND register in other schools. Miss Taylor discusses classes with staff each term and talks about next steps for children there are initial concerns about.

- Staff have continued to keep SEND portfolios up to date.
- In person meetings with parents have been possible this year and have taken place in school. These included EHCP reviews, Phase change reviews and meetings with parents and outside agency staff.
- All SEND parents have attended termly meetings to communicate successes and targets. Miss Taylor has also attended some with the class teachers.
- In termly meetings with staff Miss Taylor will continue to monitor intervention planning and booster group planning termly. She will also monitor the progress of any children who have made below expected progress this year. She will look for use of baseline assessments to identify barriers to learning/problem areas, correct target setting, evidence of progress and adjustments made if progress not seen.
- Miss Taylor has shared advice on Quality First Teaching and routes to access additional support when needed in a staff training session.
- Miss L.Taylor has tracked SEND attendance every half term this year and tracked children with lower than average attendance. This has been discussed with class teachers, the head teacher and parents as needed.
- Staff have continued to plan, monitor and evaluate interventions using either individual pupil or small group tracking sheets. They have also continued to use 'Notice and Adjust' sheets to track day to day changes with children and how they have altered their practice to better meet a need. Miss L. Taylor uses itrack software being used in school to check each term that children on the SEND register are making the expected levels of progress. If they are not progressing as well as hoped different approaches which could be tried are discussed with staff.
- Miss Taylor has almost completed a NPQSL qualification in leading effective teaching with a focus on leading the SEND area.
- Miss Taylor has completed work with the WE SEND Northumberland focus group where our school works in partnership with 3 other local schools to develop action plans and help develop the area of SEND across the county.
- SEND provision was highlighted as an area of strength in our OFSTED inspection in December 2022.
- The School was awarded the SENDIAward for Inclusive SEND provision in March 2023.
- The school has a new shared role of Chair of Governors one of whom is employed at Northumberland Council as SEND Development Lead bringing a wealth of knowledge and experience to help support the staff and children.

Progress Towards SEND Action Plan 2022/23

Action – Increase SEND achievement in writing. Achieving small steps and getting children to ARE.

There was an increase in children reaching ARE. Continue to use Talk 4 Writing and Read, Write Inc to support this.

Action – Develop strategies to support Social, Emotional and Mental Health as this is a large area of need currently.

Staff had training from Mental health lead in strategies around talking to children about behaviour linked to SEMH. There were fewer incidences of Fixed Term exclusions this year and increased use of support strategies recommended by HINT team.

Action – Continue to develop parental engagement with their own child's learning but also strategically around school development.

This area to move forward in to the next academic year to continue to work on.

In-School Interventions

Read Write Inc, Action Words, Lexia, Speech and Language programs from the SALT team and precision teaching have been used as Intervention schemes throughout school.

Support Teachers or HLTAs deliver additional small group interventions to help groups of children who are not achieving Age Related Expectations, these include Practical Maths groups and additional Writing and Reading groups in all Year groups and Thrive nurture groups in all Year groups. There are a number of children who use brain breaks, sensory circuits and break out spaces to help with behaviour issues.

Multi-agency Interventions and Support

Additional SEND support is accessed from the SEND High Incidence Needs Team (HINT).

During this Academic year staff in every year group have worked with the Speech and Language service.

Behaviour and Literacy support have supported children and provided advice to staff in all Key Stages.

Educational Psychology have carried out classroom support work in all Key Stages and EHCP assessments in Key Stage 1 and 2.

Partnerships between school and SEND pupil's parents/carers

Parents of children with EHCPs all attended Annual Review meetings and those seeking to get an EHCP all attended meetings to discuss these. Teachers discussed children's targets and progress with parents termly though some of these were unable to be done in person they were done via telephone, video or email conversations.

SEND Attendance

10 children below 95% attendance.

1 child below 90% attendance.

These have been discussed with Key stage leaders, class teachers and parents where necessary.