



## SEND Annual Report – St Mary’s Catholic First School



Date of report: July 2023

SENCO: Vicky MacGregor

SEND Governor: Helen Johnston

### SEND profile for the last 12 months

Pupils on SEN register	Total in school 25 children Percentage in school 16% (11 + monitoring register)
Pupils with EHCP	3: 1 children with Band B upper, 1 child with Band A upper, June 23 - 1 child with Band B upper
Number of pupils on SEND register as a percentage of pupil population	16%
Number of pupils	male: 10 female: 14
Pupil premium	7 SEN register
Numbers of children joining the register	2
Number of children coming off the register this year	5

### Totals by year group

Year R	3√
Year 1	3√
Year 2	5√
Year 3	7√
Year 4	8√

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### Overall quality of provision for pupils with SEND

#### • Provision for pupils with SEND

Children within our school have a wide range of opportunities both academic and other activities to help them to succeed in our school. We use a three tier approach where:

- wave 1 is quality first teaching,
- wave 2 is interventions run by school staff
- Wave 3 is when external support is sought.

Children always have Quality First Teaching implemented to help them make the best progress. If identified then a child will have a wide range of intervention support offered by many skilled TAs depending on their specific need.

Interventions used:

ELSA

General writing support

Write from the Start

First Class @ Number 1&2

Fine and gross motor skills – Learn 2 Move

Daily Readers & Dorset Reading Partners

Reading comprehension

Black Sheep Program (SALT)

Phonics (RWI)

Self Esteem - Think Good, feel good – Cognitive Behaviour Therapy techniques

Trauma Informed Schools – JB

Five Minute Literacy Box

Intervention Impact

ELSA – We continued across the year with 2 fully trained ELSAs which means that more children are now accessing ELSA on a weekly basis. As a result of having ELSA input children are better equipped to identify and express their emotions effectively, they are better at building and maintaining friendships and they are able to think about positives about themselves to build their self-esteem. This has been really beneficial due to covid and the additional support that some children have required as a result. The ELSAs have also attended the supervision session required for them to continue to practice

Name	Entry Score	Exit Score	+/-
AL	24	29	+5
MH	41	54	+13

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FL	25	35	+10
A B-H	30	35	+5

First Class @ Number 1 – 1 group of children completed this intervention. The children who have completed this intervention are more confident with number, they are more willing to try to answer a problem which involves trial and error and are more confident within the maths lessons in the classroom as a result.

Name	Entry Score	Exit Score	+/-
Serren Montellier	41	56	+15
Lacey Rae Clark	40	46	+6
Erin Powell	38	53	+15
Clemmie Woodbridge	38	50	+12

### Learn 2 Move

Children are selected for this intervention based on the ABC behaviour checklist and receive a variety of different activities including fine, gross motor and yoga to build core stability. The impact of this has been good and children are more confident with their fine and gross motor skills. The next steps are working towards applying this improvement to the children’s handwriting.

Children receive a term's worth of support for an intervention and if the child continues to struggle an outside agency support would be sought for example; SENSS, Educational Psychologist, Occupational Therapy, Speech and Language, or a referral to a Pediatrician.

Due to staff leaving two members of staff have been trained to deliver this intervention and have been assessing the children put forward for the intervention which will start in the new school year. ( September 23)

- Effectiveness of leadership and management for SEND

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Leadership of SEND is the responsibility of Vicky MacGregor. The leadership is highly effective due to the regular learning walks and pupil interviews that take place on a termly basis. Teachers are informed of findings with recommendations to be put into place. Vicky MacGregor also has regular slots during a weekly staff meeting to feedback any information to staff and to provide training for staff.

TAs are required to fill in intervention evaluation forms half-termly to evaluate the effectiveness of an intervention and next steps for that child. TAs are being offered training sessions with VM on topics pertinent to the needs of the children in our school. For example in July training was on The Five Minute Literacy Box intervention.

Vicky MacGregor and Paula Fearn are also responsible for evaluating progress data for children using the tracking system to inform further interventions that may need to be implemented into place to ensure children are making progress.

### • Quality of teaching, learning and assessment for pupils with SEND

The quality of teaching, learning and assessment for pupils with SEND is good across the school. Teaching Assistants are knowledgeable in supporting children in a variety of different ways. As a result of learning walks and book scrutiny it is clear that children with SEND are supported well throughout the school. Our focus for this year has been to build independence in these children as they can become reliant on support and this will continue to be a focus for these children. All staff and children are involved in target setting - IEPs (Individual Education Plans) are used to support children in meeting their learning targets. These are regularly reviewed, staff are encouraged to update and set new targets once they are met and add new targets at least termly.

### • Personal development, behaviour and welfare of pupils with SEND

Children at St Mary’s are given a wide range of opportunities to develop as individuals and are offered a wealth of support to help to ensure positive behaviour. ELSA is used widely within the school to help children with a wide range of problems from friendships, to bereavement and emotions work. TAs are highly skilled in being able to deliver support within the classroom from bespoke behaviour charts to reward systems to help children to develop positive behaviour traits. Adults in the school use a positive behaviour script and encourage children to voice their worries and deal with them within a safe space with an adult they are familiar with. All staff attended Trauma Informed Schools training in September which reinforced positive behaviour tools as vital in the development of relationships in our school.

### **Achievement of pupils with SEND:**

School Tracking Data – end of year July 23 (number of pupils)

<b>Subject</b>	<b>Below ARE</b>	<b>ARE</b>	<b>GD</b>
<b>Reading</b>	13 - 28%	24-52%	9 -20 %
<b>Writing</b>	28 – 61%	14 -31%	4 - 9%
<b>Maths</b>	11 – 24%	29 -63%	6 - 130%

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### Interventions

Interventions used:

ELSA

Positivity

Phonics

General writing

Write from the start

First Class @ Number 1&2

Fine and gross motor skills – Learn 2 Move

Daily Readers & Dorset Reading Partners

Reading comprehension

Black Sheep Program

Self Esteem - Think Good, feel good – Cognitive Behaviour Therapy techniques

Trauma Informed Schools – run by JB

5 minute Literacy Box

We measure the impact of these interventions using TA intervention forms (using entry and exit points) and progress on SIMS.

#### Intervention Impact

ELSA – Children are more able to identify and express their emotions more effectively, they are better at building and maintaining friendships and they are able to think about positives about themselves to build their self-esteem.

First Class @ Number 1&2 – this has had a large impact for the children. Some children have made up to 2 years in progress during a 6 week program with Mrs Williams, and they are now working at age related expectation.

Learn 2 Move – this has helped children to gain better core stability in order to help with their fine and gross motor skills.

Black Sheep Program – has been a resource recommended by Speech and Language to help children with their social skills. Which has proved effective in helping children look at scenarios and think of possible explanations and has had a positive impact for all children receiving it as part of their programme.

Self Esteem - using ELSA techniques – this has been used to support some children in Year 2 who have been highlighted with particularly low self-esteem and seems to be making a difference as they are becoming more self-confident.

Handwriting intervention group Children in Year 1 have taken part in an intervention group, this has supported their letter formation development.

#### CPD related to SEND

NASENco award - VM all year

Learn to Move Training - SC and LL, March 2023

Supporting Children at Risk of School Avoidance - Sharon Conway, June 2023

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Diversity Day at Thomas Hardy School - February 2023

Trauma informed Schools - September 2023

### Engagement with stakeholders

Stakeholder	Impact
Pupil voice	All children help set their own targets on their IEPs so they know what they are working towards. Teacher conducts interviews with children to get their views on their support and what they feel could be done better
Parent/carer voice	During these sessions they have the opportunity to discuss any new information that school should be aware of and to find out the support their child is receiving. Additionally, we have an open door policy so if any issues arise a meeting can be arranged to discuss any problems.
Multi-agency work EHCP -Education Healthcare plan EP - Educational Psychologist	We have used SENSS, Jeremy Side (EP) and speech and language to help support the children further as outside agencies. Paediatric referrals have been made for 3 children. 1 referral has been made to CAMHs. 2 EHCP Needs assessments were completed and 1 child has been granted an EHCplan. The impact of using these external agencies has meant that we have a better understanding of specific children’s difficulties so we are better equipped to deal with their needs.

### SEN Resources:

Item	Impact
Sensory resources	Children are able to access sensory equipment within the classroom if needed to help with their sensory needs so they maintain the just right state for learning. Within the school we have a sensory room that is used for specific children identified to use this. The children are enabled over time to identify when they need this to self regulate their emotions and are supported while using this facility. Within the sensory room there is a variety of sensory based equipment including weighted blankets and calming lights. Children with additional sensory needs can use wobble cushions as appropriate; this enables them to sit comfortably in the classroom and engage with their learning more effectively. We have a selection of seating that the children can try out to support their sensory needs.
Fine motor skills	

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	Handwriting programme - Write from the start is available for interventions.
Supporting memory	Children can use iPads and talking tins to support their learning as appropriate. Memory strengthening games are available for use during interventions and their use is encouraged for whole class activities.
Supporting Learning	Touch typing has been introduced to a number of children with literacy and writing difficulties. This enables children to develop skills needed to produce more accurate work as they go through their education.

### **Any other developments regarding SEND?**

Regular meetings with Suzie Franklin on a termly basis to discuss new updates within SEND and review good practice and opportunities for development. A SEND review was also completed to review the SEND provision that we currently offer across the school.

**Autumn Term 2022** -VM attended the Dorset SEND support meeting, Meeting with Jo Minns ( Specialist Teacher) and Jo Rowe (EP) from the Dorset SEN team.  
VM attending the SENDCo Award training via Exeter University

Staff to be nominated for Elklan SLT training in September. (Nursery and Reception)  
[www.elklan.co.uk](http://www.elklan.co.uk)

**Spring Term** - VM using staff meetings time (10 minutes weekly) for supporting teachers with training and information sharing.  
VM attended Dorset SEND support meeting

### **Summer Term**

TA training July - Five Minute Literacy Box

### **Are there any concerns regarding provision for pupils with SEND?**

#### **Dec 2022**

An annual review will need to be held early in Autumn Term (28.11.23) for a child in Year 3 to ensure that the correct level of support will be provided.

An EHCP will be submitted for a child in Year 2 during Spring Term 2023

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