



Annual SEND Report to Parents

Date of Report: September 2021

Academic year: 2021/2022

The four areas of need are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, mental and emotional health
- Physical/ Medical

1. Current Profile of pupils with SEND

Year Group	SEN Support (K)	EHCP
Foundation 1	0	0
Foundation 2	1	0
Year 1	5	0
Year 2	9	0
Year 3	8	0
Year 4	9	3
Year 5	6	0
Year 6	6	0
Shirebrook (IR)	n/a	13

	National Average DfE (Jan 2021 data)	Birley Spa Primary Academy
EHCP	3.7%	27%
SEN Support	12.2%	12.2%

Total number of pupils on SEND register = 15.64%

2. EHCP

% of pupils on the SEND register with EHCP = 27%

3. SEND by Gender %

	SEN Support	EHCP
Boys	8.2%	3.7%
Girls	3.7%	0.5%

4. Prime Area of Need

***some pupils will have more than one area of need**

	Communication & Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory & Physical
EYFS	1	0	0	0
KS1	12	2	0	0
KS2	31	4	9	1
Total	44	6	9	1

5. Pupils on the SEND Register - Term of Birth

Year Group	Autumn	Spring	Summer
FS1	0	0	0
FS2	1	0	0
KS1	4	2	6
Yr3	5	0	3
Yr4	7	2	4
Yr5	2	1	3
Yr6	3	0	4
Shirebrook (Yr3 – Yr6)	3	6	4

6. Attainment and Progress of SEND pupils

Year Group	Number of SEND children	% at ARE+			% EXP+ Progress			% Above expected progress		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Year 6	11	27%(3)	36%(4)	18%(2)	100%(11)	100%(11)	82%(9)	45%(5)	18%(2)	18%(2)
Year 5	6	50%(3)	50%(3)	50%(3)	100%(6)	67%(4)	50%(5)	33%(2)	(0)	33%(2)
Year 4	11	55%(6)	36%(4)	45%(5)	91%(10)	91%(10)	91%(10)	64%(7)	82%(9)	55%(6)
Year 3	12	25%(3)	17%(2)	25%(3)	83%(10)	92%(11)	92%(11)	67%(8)	17%(2)	67%(8)
Year 2	9	22%(2)	22%(2)	56%(5)	89%(8)	100%(9)	100%(9)	56%(5)	78%(7)	100%(9)
Year 1	8	50%(4)	38%(3)	50%(4)	100%(8)	100%(8)	100%(8)	100%(8)	100%(8)	88%(7)
FS2	5	40%(2)	40%(2)	60%(3)	100%(5)	100%(5)	100%(5)	100%(5)	100%(5)	100%(5)
FS1	1	100%(1)	100%(1)	100%(1)	100%(1)	100%(1)	100%(1)	100%(1)	100%(1)	100%(1)

7. Arrangements for identification and assessment of SEND pupils

Identifying pupils with SEND

How do we identify children with SEND?

- At Birley Spa Primary Academy we monitor the progress of all pupils. Parents, teachers and teaching assistants continually monitor pupils progress and highlight any causes for concern with the SENDCO
- Class teachers monitor children and use the directional response for early identification
- We now have access to a range of monitoring tools and assessments R2I/DC PRO/BSquared
- SEN toolkit/R2i. We are in a position to identify pupils through regular screening and assessment tools.
- We also have access to the Boxhall profiling kit. This gives a very in depth action plan for children with SEMH needs.
- We have recently purchased Lexia programme which is monitored weekly and identifies gaps and support required

What happens once a pupil has been identified?

- Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Such as wave 2 and 3 interventions.
Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Birley Spa we are experienced in using the following assessment tools, the vocabulary improvement programme, Dyslexia portfolio, British Picture Vocabulary Scale. And we have access to external advisors who can use the following assessment tools such as the educational psychologist, speech and language, the autism team and the early years inclusion service.
- The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, targets will be set and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional to and different to what is normally available.

- If the pupil can make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil can maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.
- All children on the SEN register in school will be coded using the Sheffield SEND support grid. Children will be coded dependent on the provision they receive. Children identified as needing level 1 or 2 provision the support will be as mentioned above through high quality teaching and wave 2 and 3 interventions (small group work) support.
- However, if a child is identified as needing provision at level 3 then school will implement a My Plan. This document is made within school consulting with staff, children and parents as well as any outside agencies involved with the child. The My Plan identifies in depth information about the child and identifies all the previous support and current support the child is receiving. It also outlines short term targets that are reviewed each term as well as outlining all the provision they receive.
- If after 2 terms the child has made no progress using a My Plan and their needs have escalated this may be a point where an EHCP could be applied for. The EHCP could also be applied for if the child is reaching a transition point and specialist provision may be required for the child.
- A child would normally require an EHCP if they were identified as a 4 or 5 on the grid levelling. This is usually identified if a child's SEN drastically becomes worse or it is identified as needing an EHCP after the My Plan process. We would also apply for an EHCP for a child if they have a long-lasting condition that needs a high level of provision long term.
- We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used, as well as ensure they have appropriate training.

8. SEND provision arrangements (Curriculum and interventions)

At Birley Spa Primary Academy, we aspire for all our children to achieve their full potential through providing them with a safe and supportive environment in which to learn. Through the provision of excellent teaching and learning in every classroom, across all areas of the curriculum, our children become independent, resilient learners, who, as well as being literate and numerate, have a solid educational foundation across all areas of the curriculum. Our children are well prepared for the next stage of their education, taking with them memories of a happy, inclusive school. Our children get the best out of the education we provide, we carefully monitor the progress our children make, and how they are achieving against their peers at both local and national levels. Birley Spa Primary is continuing to develop its curriculum.

Interventions

Intensive Interaction, Speech and language intervention, Fine motor Intervention, LEAP, Read Write Inc 1-1, Shared Attention Intervention, Time to Talk Intervention, Accelerate, Lego therapy, Lexia programme, Zones of regulation, Speed Reading

9. SEND Impact and Outcomes for the past 12 months

How do we know if it has had an impact?

- We look for evidence of pupil progress in core subjects in books. We are looking for evidence that the gap is narrowing and that children are making progress from their own baseline.
- Verbal feedback from teacher, parents and pupils
- Provision maps are now in place submitted half termly comprehensive tool which enables the school to map & manage provision effectively & efficiently. The maps help to show provision that is additional to

and different from what's offered through your main school curriculum

- SEN meetings are being carried out termly with staff and parents
- PIVATs used previously BSquared is now being used to assess attainment achieved at a given point in the year in the past few years, we have found there has not been an accurate way to show attainment and progress for majority of our pupils. Each of our learners has an individualised approach to learning and can now be track using the BSquared assessment tool.
- R2I to identify early intervention and behavioral support
- Formal and informal observations of pupil engagement and progress
- Bespoke curriculum for the Year 3/Year 4/Year 6 high needs children, this has had a massive impact on their engagement making learning more meaningful and achievable.
- Reading focus the teacher's and TA's knowledge of the reading process is very good and they are able to use effective questioning to establish children's understanding. The children have opportunities to work with each other and share ideas during these sessions.'
- SALT therapist termly and bespoke programmes written. Quality resources and brief but regular individual sessions (delivered by adults that the children were familiar with and were confident to work with)
- Personalised Learning folders are having an impact on reducing the pupils levels of anxiety.
- Lexia programme purchased and being used to target the lowest 20% of readers.
- Referrals for additional support and advice (ATeam)
- 1:1 intervention sessions to small groups, TAs and Teachers have pitched and planned the different sessions around the areas of need of specific children or small groups.
- We are also keen using a multi-sensory approach to learning with our SEND learners. We know that making use of kinaesthetic resources improves outcomes for children in acquiring basic skills, particularly in the acquisition of basic number concepts and improving children's writing and application of correct spelling. A tactile approach to learning has helped a number of children to embed their learning and thus become more successful in applying skills to a range of contexts.
- As a commitment to continue to close attainment gaps to age related attainment we at Birley Spa Primary evaluate the outcomes and impact of the interventions every six weeks. As a result of our good practice, our interventions are influential in closing the gap in children's attainment.
- Birley Spa Primary has a detailed knowledge about what works well for each individual child aims to address issues where situations are liable to quickly escalate through consistent use of distraction strategies.
- Practitioners at Birley Spa Primary have high expectations of every child and every effort is made to ensure that every child has the best possible learning experience to understand new concepts: learning needs are matched to each child and relevant solutions are sought to challenges as they emerge.
- Birley Spa Primary ensures that the practitioners have a designated location to carry out the interventions and sufficient resources.
- The use of pre-teaching (Precision Teaching). Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.
- Birley Spa Primary places the child at the centre of the learning process. We endeavour to establish high levels of the child's self-esteem by celebrating every success personalised to each child in our weekly Achievers assemblies.
- Inclusion for Disabled Pupils: All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments.
- All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential trips. Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- Parents/Carers are invited to attend and contribute to all review meetings. ●
- The SEN policy is available to parents on the school website.

10. SEND budget allocation for past 12 months

SEND funding

How our SEND funding is allocated and spent?

- Children on the SSG grid at a level 3, 4 or 5 are allocated extra funding in termly. We use this money then to provide training and resources to staff. Also support for both staff and children.
- Each locality has a contingency pot. Schools can apply for extra money if suddenly a child's needs escalate, and intervention is needed suddenly. Where a new EHCP plan stipulates certain resources or provision school is unable to fund. Finally, funding can be applied for if a child is new to school and has significant needs.
- In order to apply for this extra money, we must show that we have used the £6000 notional budget initially to provide them with the support.

11. Impact of partnerships with external agencies and other schools to improve quality of SEND provision in past 12 months

Speech and Language – Programmes are in place and 1:1 interventions are delivered. TA training has taken place to deliver bespoke interventions. Caseload regular meetings to discuss early interventions
Autism Team –TA training in attention autism Caseload regular meetings to discuss early interventions
Educational Psychologist Local Authority and Private – Full cognitive assessments and observations have been carried out which has supported the request to assess and CPD with staff as appropriate Caseload regular meetings to discuss early interventions
Occupational Therapist – TA training to support individual pupil
Outreach – To support individual pupils establishing appropriate

12. Staff Skills and Training

Staff and Birley Spa Primary academy have a wealth of skills and take part in Continuous Professional Development for example: Lego Therapy, Attention Autism, and Trauma Informed Training