

## Reporting on SEND and Additional Needs 2022-2023

Annual report to Governors on the school's provision for pupils with special educational needs, additional needs and disabilities from September 2022 – July 2023

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### 1. SCHOOL PROFILE

Malden Parochial Church of England Primary School is a one-form entry mainstream school. 230 pupils attend MPS aged 3-11 years.

Malden Parochial Church of England School is committed to the process of removing barriers for children who may require additional provision and resources to support their learning so they can achieve. We aim to be an inclusive school and believe that all children including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced curriculum. This should be accessible to them and fully include them in all aspects of school life. Children with special educational needs may have learning difficulties or disabilities that make learning harder than other children of the same age and will need extra help and support.

At the end of July 2023, 21 children were on the SEN Register with 3 pupils with an EHCP and 43 children required additional support in class through either early morning intervention or support in class. 6 children required additional medical support, 12 children received emotional wellbeing support within school, and 26 pupils received support from outside agencies.

The four areas of need are

- **Communication and interaction;** includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning;** includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health.**
- **Sensory and/or Physical;** includes children who have visual or hearing needs, sensory issues or a physical disability that affects their learning.

## 2. IDENTIFYING PUPILS WITH SEND

### How the school identifies pupils with SEND

The Special Educational Needs Code of Practice is at the heart of our school's SEND policy and sets out the processes and procedures to meet the needs of children.

### What happens once a pupil has been identified

- Member of staff or parent has concerns about a child's progress – Staff complete initial concern sheet and discuss with SENDCo. There is also possible parent discussion if required at this stage.
- Possible actions are – SENDCo observation in class, SENDCo assessment, SENDCo works with teacher and TA to put in support strategies, regular monitoring, additional provision/intervention put in place where necessary.
- If a child has significant learning needs then involvement of external agency support would be discussed with parent – a child may have an SEN Passport or Additional Needs Passport if needed, this ensures that all staff working with the child have a full understanding of the child's needs. The majority of children on the SEN register have an individual Education Plan (IEP), which is reviewed termly with SENDCo, parents and class teacher.
- If a child has highly significant needs, then the school would consider whether the child fulfils the criteria to apply for an Educational Health Care Plan. A child with a plan has an annual review along with termly meetings.

### PROFILE OF PUPILS 2022/2023 PUPILS

| Level of Need        | Number of pupils | Percentage of school |
|----------------------|------------------|----------------------|
| EHCP                 | 3                | 1.3%                 |
| SEN support          | 18               | 8%                   |
| Intervention support | 43               | 18.6%                |
| Medical              | 6                | 2.6%                 |

Current profile of pupils with SEND/Additional support totaling - 66 children

| Year Group                                      | EHCP<br>E | SEN Support<br>K | Additional<br>Intervention | Medical |
|---|-----------|------------------|----------------------------|---------|
| Nursery   | 0         | 1                |                            |         |
| Reception                                       | 1         | 3                |                            |         |
| Year 1  | 0         | 1                | 11                         | 1       |
| Year 2  | 1         | 3                | 8                          | 2       |
| Year 3  | 1         | 2                | 6                          | 1       |
| Year 4  | 0         | 4                | 8                          |         |
| Year 5  | 0         | 1                | 8                          |         |
| Year 6  | 0         | 3                | 8                          | 2       |
| Total   | 3         | 18               | 43                         | 6       |
| Percentage of<br>SEN/Additional<br>support - 64 | 4.7%      | 28.1%            | 67.2%                      | 9.3%    |
| Percentage of<br>school - 230                   | 1.3%      | 7.8%             | 18.6%                      | 2.6%    |
| National Data<br>June 2022                      | 4.3%      | 13%              |                            |         |

**National Data and Information**

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

In primary, 2.5% of pupils have an EHC plan and 13.5% have SEN support

The percentage of pupils who have SEN increases with age, reaching a peak of 20.0% of pupils at age 10. This then steadily declines to 16.3% at age 15.

72.8% of pupils with an EHC plan are boys

63.5% of pupils with SEN support are boys, however this has been slowly decreasing in recent years

National Statistics – Gov.UK

**EHCP Gender Current %**

| Boys | Girls |
|------|-------|
| 3    | 0     |
| 100% | 0     |

### Gender of pupils on SEND/Additional Needs Register

|  | Total number of boys | Total number of girls |
|--|----------------------|-----------------------|
| School total                                 | 109                  | 121                   |
| Percentage within school                     | 47%                  | 53%                   |
| Number with SEN                              | 12                   | 9                     |
| Percentage on SEN Register                   | 11%                  | 7.4%                  |
| Number receiving additional intervention     | 25                   | 18                    |
| Percentage receiving additional intervention | 23%                  | 15%                   |

### SEN Register - Ethnicity

|            | White English | Other White British | White and Asian | White European | Black Caribbean | Black African | Sri Lankan Tamil | Pakistani | Other |
|------------|---------------|---------------------|-----------------|----------------|-----------------|---------------|------------------|-----------|-------|
| Total      | 12            | 1                   | 1               | 1              | 1               | 1             | 1                | 2         | 1     |
| Percentage | 57%           | 5%                  | 5%              | 5%             | 5%              | 5%            | 5%               | 10%       | 5%    |

### Area of need for children on SEN Support

| Area of need | General Learning Difficulties | Specific Learning Difficulties | Speech and Language Difficulties | Autistic Spectrum Difficulties | Social, Emotional and Mental Health | Hearing Impairment | Visual Impairment | Physical Medical Difficulties |
|--------------|-------------------------------|--------------------------------|----------------------------------|--------------------------------|-------------------------------------|--------------------|-------------------|-------------------------------|
| No of pupils | 5                             | 4                              | 3                                | 5                              | 1                                   | 3                  | 0                 | 0                             |

### Term of birth

| Term of birth | Autumn | Spring | Summer |
|---------------|--------|--------|--------|
| Nursery       |        |        | 1      |

|           |   |   |    |
|-----------|---|---|----|
| Reception |   | 2 | 2  |
| Year 1    |   | 1 |    |
| Year 2    |   |   | 4  |
| Year 3    | 1 | 1 | 1  |
| Year 4    | 2 | 1 | 1  |
| Year 5    | 1 |   |    |
| Year 6    | 1 | 1 | 1  |
| Total     | 5 | 6 | 10 |

### Other vulnerable groups

|  | KS1 | KS2 |
|--|-----|-----|
| SEND pupils eligible for Pupil Premium | 1   | 3   |
| SEND pupils who are LAC                | 0   | 0   |

### 3. PROGRESS MADE BY PUPILS WITH SEND (END OF ACADEMIC YEAR 2022-2023)

One Early Years Pupil on SEND Register achieved the government requirement for a good level of development at the end of the summer 2023

**Key Stage 1-** 20% of KS1 pupils on the SEND register achieved age related expectation in Reading, Writing and Maths combined

**Key Stage 1-** 25% of KS1 pupils on the SEND Register achieved age related expectation in the Year 2 SATs assessments for Maths.

**Key Stage 2 -** 36% of KS2 pupils on the SEND Register achieved age related expectation in in Reading, Writing and Maths.

**Key Stage 2 -** 67% of pupils on the SEND Register achieved age related expectation in the Year 6 SATS assessments for Reading, Writing and Maths.

#### Intervention Impact

All children on the SEND Register and those pupils who were not achieving in Reading, Writing and Maths accessed interventions or support in class during school time.

Little Wandle phonic catch up sessions through the year supported children in Reception and Year 2.

**IMPACT** (All Children)

### 3. PROGRESS MADE BY PUPILS WITH SEND (END OF ACADEMIC YEAR 2022-2023)

87% Reception children achieved the expected level in their Summer 1 phonics assessment

75% Reception children achieved the expected level in the ELG for reading.

50% Reception children reached the expected level in writing

Year 1 – 100% passed the Phonic Screening Assessment in June 2023.

Precision Teach and Toe by Toe supported some pupils with reading – IMPACT - reading levels improved.

Pupils with specific Maths targets were supported in class or in small interventions with a teacher or TA.

### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND AND ADDITIONAL INTERVENTION SYSTEM

3 child with an EHCP had an LSA to support in class with 1:1 learning and at playtimes.

#### **Early Morning Intervention**

Early morning interventions offer specific support for children twice a week for 10 weeks. Objectives are set and children are assessed on entry into the intervention and reassessed at the end of the 20 sessions.

|                    | <b>Places offered</b> | <b>Fully Achieved targets</b> | <b>Fully Achieved/Partially achieved</b> |
|--------------------|-----------------------|-------------------------------|--|
| <b>Autumn term</b> | <b>37</b>             | <b>46%</b>                    | <b>86%</b>                               |
| <b>Spring term</b> | <b>45</b>             | <b>11%</b>                    | <b>80%</b>                               |
| <b>Summer term</b> | <b>39</b>             | <b>72%</b>                    | <b>87%</b>                               |

**Early Morning Interventions** include

**English** – writing – phonics – comprehension – grammar – punctuation and spelling

**Maths** – pre-teaching concepts – revisiting concepts, times tables long division and multiplication

**Interventions run in school time** - include

School Start in the EYFS - handwriting – fine motor – phonics - writing

Lego therapy

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND AND ADDITIONAL INTERVENTION SYSTEM

Social Literacy/ Emotional Literacy – EYFS – KS1 – KS2

Colourful Semantics

##### **Individual Interventions 1:1**

Precision Teach – reading /spelling

Toe by Toe

Reading

Spelling

Times Tables

Number bonds

Black Sheep Press – inference

Language for Thinking

Colourful Semantics

##### **How the school is targeting support for pupils with SEND/AN**

Each term there is a discussion with the class teacher, Headteacher and SENDCo. Children achieving below age related expectations are monitored and discussions take place about relevant interventions needed. If progress is a concern, there is a discussion with parents. Extra assessments may take place with the SENDCo and other professionals may become involved.

##### **How the school is implementing cycles of the graduated approach**

**Assess:** The class teacher and SENDCo will analyse a child's needs before identifying a child as needing additional support

**Plan:** Additional support will be planned for and put into place for the child where needed, there may be a discussion with parents

**Do:** The class teacher will remain responsible for working with the child on a daily basis, Quality First Teaching.

Where the interventions involve group or 1:1 teaching away from the main teacher, the teacher still retains responsibility for that pupil's learning. The SENDCo may support the teacher in providing suggestions and activities to support the child.

**Review:** The effectiveness of the support will be reviewed in line with an agreed date – this may include assessments and comparisons

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND AND ADDITIONAL INTERVENTION SYSTEM

- SEND coordinator (SENDCO) and the SEND governor met regularly. The discussion included
  - How pupils are tracked
  - Support being given
  - Involvement of parents
  - Wellbeing of pupils
  - Intervention observation

#### 5. SEND FUNDING

- 3 children have 1:1 LSA support - 1 full time, 2 at 25 hours each
- Quality First Teaching - all teaching staff are responsible for the children within their class who are on the SEND register. Each KS1 class had a full time TA and in KS2, each class had morning support of a TA during the week to support teaching and learning.
- For the SEND pupils with pupil premium, funding supports pupils attendance at clubs and other trips attended, provision of TA.
- Resources are purchased for specific individuals when required.

#### 6. STAFF DEVELOPMENT

- SEND children and any child concerns are discussed at every Friday staff meeting
- SENDCo attends termly network meetings within Kingston and the Diocese

#### 7. WORK WITH EXTERNAL AGENCIES

- The SENDCo worked particularly closely with the Educational Psychologist. A planning meeting is set at the beginning of each term and specific children are discussed. Regular meetings are held over the year with the Educational Psychologist (EP), SENDCo and parents of children needing EP support. Individual observations took place and class



## 7. WORK WITH EXTERNAL AGENCIES

teacher discussions were held with the EP.

- Speech and Language supported 4 children – programmes of work were set up after the initial assessment and TA's supported these children with the activities through the week in class.
- Independent Specialist Teacher for Selective Mutism supported 1 pupil, providing recommendations for staff and weekly interventions with the pupil in school.
- Specialist Advisory Teacher for ASC supported 1 pupil, providing recommendations for staff.
- CAHMS (Child and Adolescent Mental Health) - CAHMS is a service that works with children and young people who have difficulties with their emotional or behavioural wellbeing. 4 children were referred to CAHMS and 2 children for Social Communication Assessment.
- SENDCo receives reports or speaks to the professionals directly. The SENDCo forwards courses or parent groups to parents of children with a specific learning barrier, i.e. ASC, Dyslexia, ADHD.

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SENDCo July 2023