



Annual SEND report

2021-22

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SEN Register and school context

The headline national statistics dated January 2022 (latest government information) are the following:

- 4% of all pupils in schools in England have an Education, health and care (EHC) plan, a rise from 3.7% in 2021
- A further 12.6% of all pupils have SEN support, without an EHC plan, up from 12.2% in 2021.
- The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils with SEN support is speech, communication and language needs.
- SEN is more prevalent in boys than girls, with boys representing 72.8% of all pupils with an EHC plan and 63.5% of pupils with SEN support

At Charlton we have 56 children on the register, 12% which is slightly below average nationally and below average for Oxfordshire, which are both at 12.6% (2021).

SEN profile by year group

	SEN support	EHCP
Pre-School	3	0
Reception	3	1
Year 1	3	0
Year 2	6	1
Year 3	6	0
Year 4	10	3
Year 5	7	1
Year 6	11	1

Sex of pupils on the SEND register

Total number of boys	Total number of girls
31	25

Primary area of needs (reason they are on the SEND register)

	Communication and Interaction difficulties (Inc. Speech and language)	Cognition and Learning	Sensory, physical, medical	Social, emotional, mental health
Pre-School	1	0	0	2
Foundation	3	0	0	1
Year 1	1	0	0	2
Year 2	4	2	0	1
Year 3	1	3	0	2
Year 4	6	4	1	2
Year 5	5	1	0	2
Year 6	4	5	0	3

Identification of SEND needs at Charlton Primary School:

At Charlton Primary School, we work together with teachers and parents to identify pupils who may have additional needs. We use a variety of ways to gather evidence in order to make a decision. We moderate using the Identifying pupils with SEND document, and discuss the outcome with parents. If they meet the criteria, the child will be added to the register (with parent's permission). They will then have a meeting with their teacher, parent and SENCo and plan appropriate support.

This year:

- 43 children were on the register at the start of September 2021 incl 1 child that joined Reception with an EHCP in place.
- 15 pupils were moderated and added to the SEND register and 1 child joined us listed as having
- SEND needs from previous school
- 1 child was removed from the register as they no longer met the criteria and 1 moved schools.

Transition to secondary

We work closely with the local secondary schools to ensure a smooth transition.

HT had a meeting with Selina Underwood from KAs to discuss all transferring children.

HT had a phone call with the SENCo from Iffley Academy. Transition days at Iffley Academy was arranged and a member of support TA accompanied the child on a visit.

School files will be sent over to the receiving schools. We aim to reduce anxieties for those moving up, and give the receiving school all of the information they need to plan the support for the pupils.

The ELSA has completed whole class transition meetings and spent time with children who have still felt anxious or who have had extra questions.

Access Arrangements

Y6 SATS

Assessments were completed to allow for eligible children to receive additional time for Year 6 SATs

Y4 multiplication test

Eligible children were registered for either a pause button for more time between answering and starting the next question and 2 children had adults to input their answers.

Plan do review process:

Provision mapping

The SENCo works with the class teacher to plan additional and different support for those children with SEND. This might involve dyslexia resources including coloured overlays, coloured paper, different sized books, Dyslexia friendly texts. ELSA support, phonics interventions, additional reading sessions or reading recovery.

A baseline assessment is used for Interventions that are happening for individual or small groups in order to track impact.

Pupil profiles

All, pupils who are on the SEND register have an individual pupil profile which is shared with the parent at a meeting 3 times a year. This profile gives a snapshot of the pupils' strengths, areas of difficulty, any formal diagnosis, advice from external agencies and 2-3 targets to work on in a short

term. It is the responsibility of the class teacher to maintain the profile, and evaluate the impact of interventions and reasonable adjustments. The SENCo reviews these termly and advises on support and resourcing.

Record keeping

Each child has an individual file on the SENCo Teams Channel where all reports and paperwork are stored. Teachers are always informed of any information they need to know about their pupils. The channel contains profiles, relevant reports from external agencies, and provision maps. For those children with an EHCP in place, a copy of this is on the channel as well as any annual reviews completed.

SEND parent meetings

Three times a year, parents are invited to a parent meetings. In these meetings, teachers talk through any difficulties the pupil is having in school, and work together with the parent to plan support in the form of targets. This is an opportunity to discuss individuals.

SWIFT

7 families successfully completed a SWIFT course (run by C&I Team and Heidi Thorne) which ran over 4 Tuesday afternoons and covered:

- Understanding Autism
- Communication and Interaction
- Sensory Needs
- Mental health and wellbeing

Outside agencies/ referrals

We use a number of outside agencies for a variety of reasons:

Outside agency used	No pupils received support this year
Educational Psychology- we bought in 4 days of support	8 pupils in total received EP support (including 4 for EHCP purposes, 1 for Additional Funding support and 2 for EHCP Annual Reviews)

<p>Communication and Interaction team are a Local Authority team that work with children who have ASD or communication and interaction difficulties. They support pupils and advise staff.</p> <p>The communication and interaction team have changed the way the work, with a tiered-system and fewer individual children are reported on and some observations (under universal offer) are observed on a no names and no reports are written.</p>	<p>7 children supported under targeted support. 6 pupils supported under universal offer</p> <p>3 children received weekly sessions for conversation skills</p> <p>Staff training: Comic strip conversations</p>
<p>Speech and language team- they work directly with pupils to assess difficulties with speech sounds, stutters etc.</p>	<p>9 pupils were seen this year. 2 Early years referrals were made in November but are still on a waiting list.</p>
<p>Camhs referrals for pupils who need a formal assessment and diagnosis, and mental health support. NDC waiting list is currently over 3 years</p>	<p>11 referrals completed this year. 4 children received support from the MHST.</p>
<p>School health nurse is used for a variety of reasons, sleep issues, hygiene, healthy eating, puberty/ sexual curiosity.</p>	<p>0 referral</p>
<p>EYSENIT supporting pupils in Nursery and Foundation.</p>	<p>0 pupils currently supported.</p>
<p>SAFE (working with children who have experienced DV)</p>	<p>2 children supported</p>

ELSA Support

30 children received ELSA support. Year 6 have had transition sessions.

Multi-Agency Panels

The SENCo was invited by OCC to join 3 MAPs throughout the year.

Attendance

Overall school attendance	Children with SEND
93.4%	90.6%

Interventions at Charlton Primary School

Intervention	Focus
Play therapy	Anxiety, SEMH
Draw and Talk	SEMH needs
Toe by Toe	Dyslexia support- overlearning for quicker recall and recognition
Precision Teaching	Quick recall in Reading/Phonics and key number skills
'Reading Recovery' style sessions	Children finding reading extremely tricky in KS2.
Catch up Readers	Low ability/high interest KS2
First Class at Number	Children with basic number difficulties
Plus 1 and Power of 2	Basic number skills recall
Spirals- language support Talk Time	Foundation and Year 2
Friendship Formula	Year 3-6 Communication needs
ELSA	All ages for a variety of needs.

CPD staff training

	Focus / Impact
Communication and Interaction Team training for staff	Comic-strip conversations

Dyslexia staff meeting	Run by HT for teachers
Pupil profile and targets staff meeting	Run by HT
Questioning	Run by SC/HT for TAs

Actions for next year

- Further work on smart targets and progress capture
- Further work on differentiation and personalisation of the curriculum
- Effective Intervention program with clear baseline and end of intervention data.
- Further expansion of ELSA work to include a young carers group
- Raise attendance for children with SEND

End.