



# Annual SEND report

## 2022-23

**Heidi Thorne**

Assistant Head (SENDCo & Inclusion)



## SEN Register and school context

The headline national statistics dated January 2023 (released on 22 June 2023) are:

- 4.3% of all pupils in schools in England have an Education, health and care (EHC) plan, a rise from 4% in 2022
- A further 13% of all pupils have SEN support, without an EHC plan, up from 12.6% in 2022.
- The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils on SEN support is speech, communication and language needs.
- SEN is more prevalent in boys than girls, with boys representing 72.4% of all pupils with an EHC plan and 62.8% of pupils with SEN support
- Pupils with special educational needs are more likely to be eligible for free school meals. 41.1% of pupils with an EHC plan and 37.5% of pupils with SEN support were eligible for free school meals.

At Charlton we have:

- 61 children on the register (13.2% of whole school, including Preschool)
- 58 children on the register from Reception to Year 6 (13.7% of school)
- 10 children have EHCPs (2.4% of school -Reception to Year 6)
- 16.4% of all children on the SEND register have an EHCP
- 40% of children with an EHCP are eligible for PP funding FSM/FSM6 and 15.7% of children with SEN Support are eligible for PP funding FSM/FSM6.

### SEN profile by year group

	SEN support	EHCP
Pre-School	3	0
Reception	2	1
Year 1	3	1
Year 2	5	1
Year 3	9	0
Year 4	9	0
Year 5	10	5
Year 6	10	2

### Sex of pupils on the SEND register

Total number of boys	Total number of girls
31	30

### 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	3	0	0	0
Foundation	2	0	0	1
Year 1	2	0	0	2
Year 2	1	4	0	1
Year 3	5	2	0	2
Year 4	2	5	0	2
Year 5	6	5	1	3
Year 6	5	4	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:

- 41 children were on the register at the start of September 2022
- 1 child moved out of the area.

- 
- **21 pupils were added to the SEN register (includes children identified, assessed and moderated and 4 children transferring from another school with SEND already identified).**

## **Transition to secondary**

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

HT had a meeting with Tilly Shale (SENCo from KA)s to discuss all transferring children and a new SEND information transfer was put in place to ensure clear indication of needs and provision has been transferred.

An extra transition visit has been arranged to prepare children for the full cohort transition 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 and exam arrangements for Year 6 SATs.

### **Y4 multiplication test**

Eligible children were registered for a pause button for more time between answering and starting the next question.

## **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 the children in their class. 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 Review meetings completed.

## SEND parent meetings

Three times a year, parents are invited to a parent meeting. In these meetings, teachers talk through progress, 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.

## 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 received EP support  Purposes: Advice, problem solving, Annual Review attendance and Circle of Friends Intervention

<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 C&amp;I Team work on a universal no-names level and for children with higher needs, a referral will be discussed and completed to allow for targeted support and written reports.</p>	<p>9 children supported under targeted support. 10 pupils supported under universal offer</p> <p>3 children received weekly sessions for conversation skills.</p> <p>2 children received support for EBSA</p> <p>3 further referrals agreed for targeted support</p> <p>Staff training: Emotional Based School Avoidance</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 SALT referrals were made</p>
<p>Camhs referrals for pupils who need a formal assessment and diagnosis, and mental health support. NDC waiting list is currently around 4 years</p>	<p>17 referrals completed this year. 4 children received support from the MHST.</p> <p>Parent workshop around 'helping your child with anxieties and worries'.</p>
<p>School health nurse is used for a variety of reasons, sleep issues, hygiene, healthy eating, puberty/ sexual curiosity.</p>	<p>2 referrals</p>
<p>EYSENIT supporting pupils in Nursery and Foundation.</p>	<p>3 pupils currently supported.</p>
<p>SAFE (working with children who have experienced DV)</p>	<p>2 children supported</p>

## ELSA Support

11 children per term have received ELSA support.

2 Young carer groups (Lower School and Upper School group) were introduced.

ELSA sessions for children needing support at other times

Year 6 have had transition sessions with the ELSA.

Mindfulness Club ran as an enrichment after school for 2 terms.

The ELSA has also been involved in supporting a new ELSA at a local school.

Helped to set up a care cupboard.

ELSA supervision has been hosted at Charlton on a number of occasions this academic year.

## Multi-Agency Panels

The SENCo was invited by OCC to join 3 Multi-Agency panels throughout the year.

## Attendance

Overall school attendance	Children with SEND
94.8% (+ 1.4% from 2021/22) End of Term 5	91.9% (+ 1.3% from 21/22) End of Term 5

## Interventions offered at Charlton Primary School this year

Intervention	Focus
ELSA	Wellbeing
Play therapy	Anxiety, SEMH
Draw and Talk	SEMH needs
Catch up Phonics (Little Wandle)	Phonics intervention
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
Plus 1 and Power of 2	Basic number skills recall
Friendship Formula	Year 3-6 Communication needs
Music Therapy	Emotional regulation and self-esteem
Circle of friends	Friendship and social interaction

### CPD staff training

	Focus / Impact
Communication and Interaction Team training for staff	Emotional Based School Avoidance training run by Rhonda Oliver for TAs.  Intervention sessions run by Laura Webster to support 2 targeted children.
'5 a day' 5 sessions run throughout the year. 1. Explicit Instruction 2. Cognitive and metacognitive strategies 3. Scaffolding 4. Flexible groupings 5. Using Technology	To improve outcomes for all children.  Run by Sam Campbell Run by Sam Campbell and Faye Charlton (jointly run with MBK)  Run by Heidi Thorne and Stella Stockwell (jointly run with MBK) Run by Sam Campbell Run by Joint session with MBK (CPS staff involved HT/SC/ScC/KW)
Pupil profile and targets staff meeting x2	Run by Heidi Thorne for all teachers. Effective use of the assess, plan, do, review cycle.
Early Years Speech and Language training	Run by Early Years SEN Team Effective working with children with speech and language needs.

### Actions for next year

- Effective recording of progress
- Further work on smart targets
- Further work on personalisation of the curriculum
- Effective Intervention program with clear baseline and end of intervention data.
- Further expansion of ELSA work to include a Forces group and more access for children
- Expansion of nurture groups
- Raise attendance figures for children with SEND