



Annual SEND report

2023-24

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SEND Register and school context

The headline national statistics dated January 2024 (released on 20 June 2024) are:

- 4.8% of all pupils in schools in England have an Education, health and care (EHC) plan, a rise from 4.3% in 2023.
- A further 13.6% of all pupils have SEN support, without an EHC plan, up from 13% in 2023.
- 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% of all pupils with an EHC plan and 62% of pupils with SEN support
- Pupils with special educational needs are more likely to be eligible for free school meals. 42.2% of pupils with an EHC plan and 38.3% of pupils with SEN support were eligible for free school meals.

At Charlton we have:

- 77 children on the register from Reception to Year 6 (18.7% of school)
- 14 children have EHCPs (3.4% of school -Reception to Year 6)
- 18.2% of all children on the SEND register have an EHCP
- 35.7% of children with an EHCP are eligible for PP funding FSM/FSM6 and 17.5% of children with SEN Support are eligible for PP funding FSM/FSM6.

SEN profile by year group

	SEN support	EHCP
Pre-School	0	0
Reception	6	2
Year 1	7	1
Year 2	6	1
Year 3	12	2
Year 4	11	1
Year 5	10	1
Year 6	11	6

Total number of boys on the SEND register	Total number of girls on the SEND register
43	34

SEND Register by primary area of need

	Communication and Interaction difficulties (Inc. Speech and language)	Cognition and Learning	Sensory, physical, medical	Social, emotional, mental health
Pre-School	0	0	0	0
Foundation	5	2	0	1
Year 1	3	0	0	5
Year 2	2	2	0	3
Year 3	3	8	0	3
Year 4	6	3	0	3
Year 5	3	4	0	4
Year 6	7	4	1	5

Identification of SEND needs at Charlton Primary School:

At Charlton Primary School, we work together with teachers and families to identify pupils who may have additional needs. Teachers are responsible for the progress of all children in their class. All children, including those with SEND, receive high quality teaching that is adapted for individual needs. Not every child who is making slower progress than their peers has a special educational need.

At Charlton, we use a variety of ways to gather evidence to inform our decision as to whether a child has special educational needs;

- Teachers regularly assess the progress and attainment of the children in their class and will identify whether a child's progress is significantly slower than their peers, whether they are unable to close gaps in attainment or whether the attainment gap is widening.
- Teachers will then work with the SENCo to determine whether a child has SEN.
- We moderate using the 'Identifying pupils with SEND' document.
- We then meet with families to discuss whether the child will be added to the SEND register and to plan appropriate support.

Academic year 2023-2024:

- 53 children were on the register at the start of September 2023
- 5 children with SEND left school (including moving to independent sector, specialist provision and to another county).
- 29 children were added to the SEN register (includes children identified, assessed and moderated and children transferring from other schools with SEND already identified).

Attendance

Overall school attendance	Children with SEND
95% (24/6/24)	92.9% (25/6/24)

Transition to secondary

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

The SENCo met with the SEND team from KAs to discuss all transferring children.

The KAs SEND team visited the children at Charlton.

Charlton ELSA worked with KAs team to produce a transition book for new Year 7s.

An extra transition visit was put in place for 11 children prior to the full class transition day.

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.

Transition Lead from KA's hosted a family meeting for parents/carers of Y6 children. This was held at Charlton, and was supported by Charlton's ELSA.

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.

The Graduated Approach: Assess, Plan, Do, Review process:

SEND support is implemented and regularly reviewed using the 'Graduated Approach':

- 1) **Assess:** The class teacher working with the SENCo carries out regular assessment to determine the needs of the child.
- 2) **Plan:** The class teacher, SENCo and families agree the support to be provided to the child.
- 3) **Do:** The planned support is put in place. Priority is given to ensuring our children are integrated into whole class teaching with adaptations to the curriculum to support them. However, some children do require a more personalised curriculum to meet their needs. The class teacher is responsible for every child in their class and will work with the SENCo, support staff and outside agencies to best support the child.
- 4) **Review:** the class teacher and SENCo review the effectiveness of the support. 3 parent meetings are held through the academic year to review support and progress with parents or carers.

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 children 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 child's 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 SEND 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.

Multi-Agency Panels

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

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 6 days of support. EP: Abigail Hills Trainee EP: Jess Delicata Time was used to identify barriers and to problem solve.	7 pupils received individual EP support. 4 sessions of TA supervision
ATTACH Team EP: Dr Hester Riviere	Supporting with staff training provision and support for 1 child.
Communication and Interaction team (Rhonda Oliver, Laura Webster and Chelcie Stevens are a Local Authority team that work with children who have ASD or communication and interaction difficulties. They support pupils and advise staff. The C&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.	12 children supported under targeted support. 11 children supported under universal offer 6 children received weekly sessions for transition work. 1 child received support for EBSA

	<p>1 child received support-narrative therapy</p> <p>2 staff trained in narrative therapy.</p> <p>SWIFT course held; Attended by 5 families with children with Autism or interaction difficulties.</p>
Speech and language team - they work directly with pupils to assess difficulties with speech sounds, stutters etc.	<p>6 children were supported this year.</p> <p>2 new SALT referrals were made</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>16 referrals completed this year.</p> <p>3 children received support from the Mental Health Support Team.</p>
School health nurse is used for a variety of reasons, sleep issues, hygiene, healthy eating, puberty/ sexual curiosity, behaviour	<p>7 referrals completed this year.</p>

ELSA and pastoral Support

15 children per term have received ELSA support on a 1-1 basis.

1 Young carer group has run throughout the year (7 children).

5 other children have completed ELSA sessions but still receive regular check ins.

2 nurture groups have run.

The ELSA continues to offer sessions for children needing support for unexpected events (bereavement, parent separations etc).

Year 6 have will have 2 transition sessions with the ELSA.

The ELSA is always on the school gate to support children who struggle to come into school in the mornings.

The ELSA has helped to set up a transition book with KAs to support Year 6 to Year 7 transition
ELSA supervision has been hosted at Charlton on a number of occasions this academic year.

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
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
Friendship groups	Friendship and social interaction

CPD staff training

	Focus / Impact
PACE training	Attended by Heidi Thorne
Elly Chapple SEND speaker	Supporting all children with SEND Attended by all teachers
Narrative Therapy	2 TAs trained
Writing -the Hampshire model	To improve outcomes in writing for all children. All teachers trained
Pupil profile and targets staff meeting	Run by Heidi Thorne for all teachers. Effective use of the assess, plan, do, review cycle.
Introduction to the Neuroscience of Trauma	Attended by Heidi Thorne & Katie Wolton
Mark Rowland: tackling educational disadvantage	Attended by Heidi Thorne & Steven Rose
2 follow up sessions	Attended by Heidi Thorne

TA CPD	Ring fenced time every 2 nd week for teachers and TAs during assembly for preparation and planning together to ensure provision for children with SEND is in place. TAs have fortnightly training in a variety of areas including SEND.
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Actions for next year

- Embed graduated response for all interventions
- Embed 5 a day across the curriculum
- Pupil profiles to be reassessed for effectiveness.
- Establish an effective intervention program for specific areas (Dyslexic tendencies).
- Increase our pastoral offer
- Raise attendance for children with SEND