

Fordley Primary School

# Annual SEN Report

2022-23



## Context

- Fordley Primary school is a large primary school catering for children from two years old up to Y6 (11 years old)
- In the academic year 2022-23 we had 343 children on the school roll (R-Y6)
- For this academic year we have 348 children on the school roll (with an additional 26 in Nursery and 12 in our two year old provision)
- We are a two form entry school throughout (growing from a 1½ entry school over the last few years)
- In 2022-23 (and for this current academic year) our numbers of SEN children (school support) were greater than the national average for children on a support plan
  - 10 children with EHCPs (3%) – **national 4.3%**
  - 64 children with a school support plan (18.7%) – **national 13%**
- Emerging numbers for 2023-24 are showing that our numbers of school support have grown whilst our EHCPs have remained the same:
  - 10 children with EHCPs (2.9%)
  - 75 children with a school support plan (21.6%)

## SEN Population

Numbers of children with identified SEN:

	2022-23	2023-24
EHCPs	10	10
Support Plan	64	75
Early Years Inclusion Funding	4	3

Types of SEN:

SEN Need (some children may have more than 1)	Support Plan	EHCP
Speech, Language or Communication Need	39	6
Social, Emotional or Mental Health	20	7
Dyslexic	4	0
Autism Spectrum Disorder	6	6
ADHD	2	2
Moderate Learning Difficulty	2	0
Other Difficulty/Disability	4	0

## SEN Outcomes at the End of Key Stages 2022-23

### End of Foundation Stage (Reception):

	Listening, attention and understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word- reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive
School – 13 pupils	62%	54%	31%	23%	23%	54%	46%	38%	77%	85%	54%	8%	62%	62%	54%	15%	46%
North Tyneside	57%	57%	52%	47%	42%	33%	48%	57%	57%	66%	52%	52%	58%	60%	52%	43%	49%
National (NCER Provisional)	63%	63%	61%	57%	53%	40%	55%	62%	62%	72%	59%	61%	61%	62%	55%	51%	52%

Children with SEN achieved in line with National SEN and Local Authority SEN in the following areas:

- Listening, attention and understanding
- Gross motor skills
- Word reading
- Writing
- Number
- Past and present
- The natural world

Numbers of children with SEN in Reception achieved age related expectations in the following:

- Listening, attention and understanding – 4/13
- Speaking – 5/13
- Self-regulation – 8/13
- Managing self – 9/13
- Building relationships – 9/13
- Gross motor skills – 5/13
- Fine motor skills – 6/13
- Comprehension – 7/13
- Word – reading - 3/13
- Writing – 1/13
- Number – 6/13
- Numerical patterns – 12/13
- Past and present – 4/13
- People, culture and communities – 4/13
- The natural world – 5/13
- Creating with materials – 10/13
- Being imaginative and expressive – 6/13

As for all children with SEN, future targets take into account the individual needs of the child alongside approaches to their learning to ensure we meet their needs and enable them to make excellent progress

### Y1 and Y2 Phonics:

	Y1	Y2
School – 13 (Y1), 11 (Y2)	15%	55%
North Tyneside SEN	46%	67%
National SEN	42%	59%

By the end of Y1 there is still a significant gap for those children with SEN in comparison to SEN children in the Local Authority and Nationally. However, by the time the SEN children reach the end of Y2 this gap has narrowed significantly, due to consistent teaching and a robust programme of 1:1 and group additional phonics daily. This has led to fewer children continuing into Y3 still needing to access phonics programmes.

## KS1 Outcomes:

	Reading	Writing	Maths	RWM
School – 11	27%	27%	36%	27%
North Tyneside SEN	32%	20%	36%	19%
National SEN	28%	19%	32%	16%

By the end of Y2 (KS1) children with SEN achieve, predominantly, better than children with SEN across the Local Authority and nationally, evidencing that the longer children with SEN are at Fordley, the better they achieve.

## KS2 Outcomes:

	Reading	Writing	Maths	RWM
School – 8	63%	13%	50%	13%
North Tyneside SEN	41%	30%	38%	22%
National SEN	39%	29%	36%	20%

By the end of Y6 (KS2) that pattern continues, with SEN children achieving significantly higher than SEN children across the Local Authority and nationally in reading and maths. This is due to a robust reading and maths curriculum that both engages children and ensures their skills and knowledge and build upon incrementally and appropriately.

Writing continues to be an area of challenge for children with SEN and has led to a review of our whole school English curriculum to ensure core skills are mastered for all children, not forgetting the importance of a strong focus on language and communication in EYFS as the foundations for future success.

## Closing the Gap

- Targeted interventions – maths, phonics, reading, writing, dyslexia programmes, language and communication, speech and language, sensory circuits, Lego therapy, physical development
- Use of assessments to identify gaps in learning
- Additional phonics input daily (or three times per week in KS2) – small group or 1:1 relevant to the child
- Focus on readiness to learn through wellbeing activities, play therapy, counselling and specific interventions

- Continuous provision approach into Y1 (Autumn Term) to provide a seamless transition for children who are not ready for formal learning
- TAF meetings (team around the family) on a 6 weekly basis to explore the wider picture for SEN children alongside their families and relevant professionals/services in order to plan the most appropriate pathway for success
- Continued focus on quality first teaching (as we know this makes the biggest impact for all children, especially those with SEN and pupil premium), as well as ongoing formative assessment to ensure misconceptions are promptly identified and addressed to enable all learners to progress fully

## Successes

- Creating bespoke learning plans and pathways for SEN children who
- Teaching Assistants successfully creating a new Communicate and Regulate programme with Language Communication Advisors from the Local Authority
- Impact of the five point scale and personalized plans for children who struggle with social interaction
- Developing a curriculum which supports access and engagement for all learners
- Applied the successful use of the zones of regulation and five point scale in interventions for SEN children (where SEMH, ASD or ADHD may be their key area of need) to the wider school population and created calm zones across key points in school to support with self-regulation

## Next Steps

- Updated positive handling and de-escalation training for staff who work directly with children who may need more significant support when dysregulate
- Implement Boxall Profile as an assessment tool to identify impact of interventions
- Implement the Zones of Regulation across school to enable all children, not just those with SEN, to articulate how they feel and explore strategies to self-regulate
- Continue to pursue the most appropriate education setting for children who are overwhelmed by mainstream and whose needs would be most appropriately met in an appropriate specialist provision
- Continue to review and revise the curriculum to ensure those pupils who find it most difficult to learn are given the best opportunities to achieve