

Brunton First School

Annual SEN Report 2021-2022

Evaluating the Effectiveness of Provision for Pupils with SEND



This report reflects how school has used SEN funding to meet pupils' needs and should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

Context:

We are a large first school situated in the heart of the community of The Great Park in Gosforth catering for pupils aged 4–9. The school has expanded significantly and continues to do so.

Most pupils are of White British heritage.

The proportion of disadvantaged pupils for whom the pupil premium provides support is well below the national average.

The proportion of disabled pupils and those with special educational needs is well below the national average.

We are proud to be members of the Gosforth Schools' Trust working closely with all our neighbouring first and middle schools.

It is our vision that all the children leave Brunton as happy, resilient and successful young people, who respect and care for one another and want to explore their world.

In 2021-22 there were 451 children on roll. By the end of the year, 6.2% of children on roll have SEN.

This is below the national average. By the end of the year, there were 8 children with EHC plans.

Number of pupils with SEN	
	2021 – 2022
SEN pupil	28
EHCP	8
Top up funding	0
Total % of pupils	6.2%
% of pupils nationally	12.6%

Due to the small number of pupils on the SEN register, the numbers have not been broken down into year group to preserve anonymity.

Types of SEN	% of SEN population
Cognition & Learning Difficulty	17.85%
Communication & Interaction	64.28%
Sensory/Physical Need	3.57%
Social Emotional and/or Mental Health Need	14.28%

Data:

- Total number of pupils identified with SEN is 23
- Staff are working with a small group of children who are beginning to experience emotionally based school avoidance. Therefore, a very small number of children in this group did have attendance less than 90%
- There have been no exclusions but two children were on reduced timetables
- Children with SEN attend the clubs that interest them and are not disadvantaged in attending due to their SEN
- By the end of the year, 4 children had been allocated places in specialist provision.

Impact of COVID-19

The most common impact of the pandemic on this group of children is a rise in anxiety. Staff working with this group have sought advice on adjusting their provision accordingly as we found that needs changed. Some children were still waiting for assessment from service such as CYPs, Occupational Therapy, Speech Therapy and Educational Psychology.

Deployment of Staff and Resources

The deployment of staff is reviewed continually to ensure the right provision and intervention is provided to ensure maximum impact on progress. During the year, staff have been deployed to support SEN children in the following ways:

- Support for cognition and learning
- One-to-one support for physical needs
- One-to-one support for social interaction and communication
- One-to-two support for social interaction and communication
- Additional small group support for English and Maths
- Physical Therapy programmes
- Delivering Speech and Language programmes to individual pupils from Speech and Language Therapy Service
- Providing social and emotional support to individual pupils and groups of pupils
- Providing one-to-one emotional support to individual pupils
- Carrying out phonic and reading interventions in KS1 and 2
- Supporting pupils during less structured times of the day
- Delivering intervention programs such as Lexia
- Providing bespoke support to small groups and individual pupils to enhance progress in reading, writing and maths

Staff Training and Expertise:

- All staff working with children with autism have accessed 'autism awareness' training alongside parents
- The SENCO attended Trust and Local Authority meetings and updates for SEN
- Training for staff in developing effective support plans and targets for SEN and assessment
- A number of support staff have been supported by physiotherapists to continue programmes in school for individual children
- A member of staff has had training in specific programmes to support dyslexia
- All staff have updated their safeguarding training

Next steps:

- The SLT has planned regular training sessions throughout the next academic year to build staff knowledge in making all classrooms autism, attachment and dyslexia friendly.
- The SENCO will ensure all staff have access to appropriate CPD to meet the needs of individual children in their class.
- The SENCO will support a group of staff interested in further developing their knowledge of particular SEN within ASD and Specific Learning Difficulties.
- A new SENCO to be appointed.

Working with Outside Agencies

The following services have supported school staff in identifying and meeting the needs of children:

- SENDOS Team
- Local Authority SEN School Improvement Service
- Speech and Language Therapy
- Physiotherapy Service
- Occupational Therapy Service
- Educational Psychology Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- School Health
- Specialist Paediatric Nurse
- Young Carers

Working with these agencies has enabled staff to evaluate the impact of the provision and Quality First Teaching that individual children receive and refine practice accordingly.

Next Steps: Continue to work with the above agencies to refine and personalise provision.

Pupils Views:

Pupils' views are of great importance to us. We listen to children on a one to one basis to ensure we build an accurate picture of their successes and the areas they feel they need to develop and how we can help them.

We gather pupil's views through:

- Pupil reviews
- Brunton Voices
- Pupil questionnaires
- Informal discussions with pupils

Next Steps:

- To continue to refine documentation to ensure it is highly accessible to pupils in language and presentation.

Parents/Carers' Views:

Parents' and carers' views are collected from a variety of means. The results are analysed and where parents are willing we have meetings with them to ensure we are doing as much as we can to alleviate concerns and resolve any issues.

We ensure that parents are fully informed of their child's needs, provision and progress.

We gather parent's views through:

- Parents evenings
- Parent reviews
- School based Parent questionnaires

Next steps:

To evaluate and adapt how our school-based questionnaire is presented to parents and its accessibility to ensure it is effective in the information it provides leading to improved outcomes for families.

What OFSTED says...

'We also observed teachers working with pupils on strategies to support good mental health. For example, they sensitively managed a peer massage session in a Year 1 lesson.'

'In the visits we made to classrooms, we observed skilful teaching and high-quality discussion about the adverse effect of gender and disability stereotyping. ... It was clear that you actively foster pupils' awareness of protected characteristics, in line with the requirements of the Equality Act.' July 2019

Newcastle Local Offer

Please find below a link to the Newcastle Local Offer for further information on other services linked to SEN and Disability in Newcastle

[Special Educational Needs and/or Disabilities \(SEND\) | Newcastle City Council Special Educational Needs and/or Disabilities \(SEND\)](#)