**Finstall First School - SEND Impact Report for Website – 2022 / 23**

There were 17 pupils on our SEND Register in 2022/23.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Year group | Primary area of need | Outside agency involvement |
| Pupil A | YR | **EHCP**- Communication and interaction | Speech and Language team, Visual Impairment team |
| Pupil B | YR | Communication and interaction – Speech and language | Speech and language team. Block of Speech and Language therapy 1:1 at least annually. |
| Pupil C | YR | Sensory and Physical – Hearing impairment | Hearing impairment team |
| Pupil D | YR | Communication and Interaction – Speech and Language | Speech and Language team |
| Pupil E | Y1 | Communication and interaction | Speech and language Block of Speech and Language therapy 1:1 at least annually. |
| Pupil F | Y1 | Communication and interaction | Speech and language team  Block of Speech and Language therapy 1:1 at least annually. |
| Pupil G | Y2 | **EHCP** – Social, Emotional and Mental health, ADHD diagnosis and Autism diagnosis | Speech and Language team, Camhs Cast  Occupational Therapy, Complex Communication and Needs Team |
| Pupil H | Y2 | Communication and Interaction | Speech and language team, Block of Speech and Language therapy 1:1 |
| Pupil I | Y2 | Social and Emotional health, ADHD diagnosis | Learning Support team |
| Pupil J | Y3 | Cognition and Learning | Learning Support team, Referral to paediatrician  Educational Psychology |
| Pupil K | Y3 | Cognition and Learning. Specific Learning difficulty- Dyslexia | Learning Support team |
| Pupil L | Y3 | Social and emotional mental health- ADHD | Speech and Language -but now discharged. |
| Pupil M | Y4 | Cognition and Learning. Specific Learning difficulty- Dyslexia | Learning Support team |
| Pupil N | Y4 | Cognition and Learning. Specific Learning difficulty- Dyslexia, Developmental Coordination Disorder and ADD | Learning Support team  Occupational therapy |
| Pupil O | Y4 | Communication and interaction – Speech and Language | Speech and Language  Block of speech and language therapy 1:1 at least annually. |
| Pupil P | Y4 | **EHCP** – Sensory and Physical, Visual impairment | Visual impairment team, Educational Psychology |
| Pupil Q | Y4 | Cognition and Learning. Specific Learning difficulty- Dyslexia | Learning Support team |

**SEND – Overview of progress of 17 pupils on SEND Register – 2022/23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 10 | 3 |  |
| **Prev Yr At ARE** | 1 | 3 |  |
| **Prev Yr Above ARE** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 11 | 3 |  |
| **Prev Yr At ARE** |  | 3 |  |
| **Prev Yr Above ARE** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 9 | 4 |  |
| **Prev Yr At ARE** |  | 2 | 1 |
| **Prev Yr Above ARE** |  |  | 1 |

Of the 17 pupils on the SEND Register, in Reading, 3 moved from below ARE to at ARE, whilst 1 pupil dropped from at ARE to below ARE. In Writing, 3 moved from below ARE to at ARE whilst, in Maths, 4 pupils moved from below ARE to at ARE and 1 pupil moved from at ARE to above ARE.

Progress measures based on: Years 2 – 4 – Progress from end of July 2022 to end of July 2023

Year 1 – Progress from ELG (July 2022) to end of Year 1

Year R – Progress from baseline on entry to Year R to end of Year R

For Years 1 – 4, Working Below = up to 7 steps behind (up to just over 1 year behind e.g. 1w – 2w at end of Year 2);

Working Significantly Below = 8 steps or more behind (a minimum of 1 year and a term behind e.g. 1b+ or under at end of Year 2)

**Attainment of SEND children**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current year below ARE | Current year at least at ARE | Current year above ARE |
| Reading | 11 (64.7%) | 6 (35.3%) |  |
| Writing | 11 (64.7%) | 6 (35.3%) |  |
| Maths | 9 (52.9%) | 6 (47.1%) | 2 (11.8%) |

When taking their individual needs into account, a reasonable % of SEND children attained at least ARE in Reading, Writing and, particularly, Maths.

When looking at progress and attainment of children with SEND, although it is important to look at the data, it is more important to appreciate the achievements of the children, including the progress made against the targets set on their Individual Education Plans. This is detailed in the year group sections of this report. The SEN provision reviews completed by our SENDCO, Mrs Harrison, in Autumn 2022, Spring 2023 and July 2023, demonstrate these achievements that have come about as a result of the adapted provision and the hard work of Mrs Harrison and the staff. These reviews are carried out to ensure that all SEND children have their full entitlement to the curriculum and that interventions carried out are robust and effective. We regularly monitor the attendance of our SEND children and we provide support to parents of children whose attendance is slipping. In 2022-2023, 82.3% (14/17) of SEND children had attendance that was above 90%. Three children had attendance below 90%. Mrs Ayers- Joyce has been appointed as pastoral lead from September 2023 to support parents/families who have poor attendance and she will continue to monitor and support these parents to improve their child’s attendance in the next academic year.

**Breakdown of attainment and progress across each year group.**

**Year R**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading (Word Reading and Comprehension)** | | **Writing** | | **Maths (Number and Numerical Patterns)** | |
|  | **Baseline on entry** | **End of Year R (2022)** | **Baseline on entry** | **End of Year R (2022** | **Baseline on entry** | **End of Year R (2022)** |
| Child A | Below | Emerging | Significantly below | Expected | Below | Expected |
| Child B | Significantly below | Expected | Significantly below | Below | Below | Expected |
| Child C | Significantly below | Expected | Significantly below | Expected | Below | Expected |
| Child D | Below | Expected | Significantly below | Expected | Significantly below | Expected |

75% (3/4) of Year R children made at least the progress we would expect in Reading and 50% of the children made better than expected progress. 100% of Year R children made at least the progress we would expect in Writing and 75% of children made better than expected progress. In Maths, 100% of children made at least the progress we would expect and 25% made better than expected progress.

**Year 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year R (2022)** | **End of Year 1 (2023)** | **End of Year R (2022)** | **End of Year 1 (2023)** | **End of Year R (2022)** | **End of Year 1 (2023)** |
| Child E | Emerging | Below ARE | Emerging | Below ARE | Emerging | Below ARE |
| Child F | Expected | At ARE | Emerging | Below ARE | Emerging | At ARE |

Child F maintained the expected standard in Reading and moved from Below ARE to At ARE in Maths.

**Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year 1 (2022)** | **End of Year 2 (2023)** | **End of Year 1 (2022)** | **End of Year 2 (2023)** | **End of Year 1 (2022)** | **End of Year 2 2023** |
| Child G | Working at | Working at | Working below | Working below | Working below | Working below |
| Child H | Working below | Working below | Working below | Working below | Working below | Working below |
| Child I | Working below | Working below | Working below | Working below | Working below | Working below |

**Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year 2 (2022)** | **End of Year 3**  **(2023)** | **End of Year 2 (2022)** | **End of Year 3**  **(2023)** | **End of Year 2 (2022)** | **End of Year 3**  **(2023)** |
| Child J | Working significantly below | Working significantly below | Working significantly below | Working significantly below | Working significantly below | Working significantly below |
| Child K | Working below | Working below | Working below | Working significantly below | Working below | Working below |
| Child L | Working below | Working below | Working at | Working at | Working at | Working above |

Child L maintained ARE in Writing and moved from At ARE to Above ARE in Maths. However, Child K slipped from below ARE to significantly below ARE in Writing.

The Fort Royal school assessment documentation is used to track Child J’s progress. This is an assessment system to use for children who are not ready for the Year 1 National Curriculum to track their progress. Children complete ‘layers of learning’. For each layer of learning, there are a series of statements for children to work on. Teachers assess children against the statements based on a ‘best fit model’. Expected progress for this programme is 1 to 1.2 layers of learning per academic year.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Reading Summer 2022 | Reading Summer 2023 | Writing Summer 2022 | Writing Summer 2022 | Maths Summer 2022 | Maths Summer 2023 |
| Child J | 7.1 | 8.4 | 7.4 | 8.4 | 7.6 | 8.8 |

Reading – better than expected progress

Writing – expected progress

Maths – expected progress

**Year 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year 3 (2022)** | **End of Year 4**  **(2023)** | **End of Year 3 (2022)** | **End of Year 4**  **2023** | **End of Year 3 (2022)** | **End of Year 4**  **2023** |
| Child M | Working significantly below | Working significantly below | Working sig below | Working sig below | Working sig below | Working sig below |
| Child N | Working significantly below | Working significantly below | Working sig below | Working sig below | Working sig below | Working sig below |
| Child O | Working below | Working at | Working at | Working at | Working at | Working at |
| Child P | Working at | Working at | Working at | Working at | Working above | Working above |
| Child Q | Working below | Working below | Working below | Working below | Working below | Working below |

All Year 4 children progressed well in Reading. Child P maintained ARE in Reading and child O moved up from ARE to Above ARE. In Writing, Children O, P and Q progressed well with Child O and Child P maintaining ARE.

All Year 4 children progressed well in Maths, with one child maintaining ARE and one child maintaining GD.

**Summary**

Most of the children, currently on our SEND Register, have progressed well when compared with other children at similar starting points and some have made accelerated progress. The achievements and progress of those few children who are working significantly below their peers can also be demonstrated in the Case Studies provided in the SEND Provision Reviews.

The SENDCo has undertaken regular book reviews of SEND children’s work and held meetings with staff to ensure that the work the children have been given has been adjusted, where necessary, to allow them to access the curriculum independently. The outcome of these book trawls is that, in nearly all cases, this is happening.

**Areas for Continued Development**

Increase monitoring of SEND children to ensure that they are progressing well towards their IEP Targets - SENDCo to ensure that IEP targets are achievable and that these targets are continually worked on, especially in any interventions and through additional support in Class.

Continue with book trawls to ensure that work is appropriately adjusted so that all children can access work independently, especially with regard to writing.

Ensure Early Reading and Phonics are being taught effectively throughout the School using the new Essential Letters and Sounds Scheme and Interventions.

Continue to check the effectiveness of interventions so as to ensure that they are having a positive impact.

SENDCo to support the staff in striving to increase the percentage of children making ARE in Reading, Writing and Maths.

Increase the attendance of a few of our SEND children through support provided by the new pastoral lead.

SENDCo to provide training to TAs and SSAs on new IEP format that was implemented in September 2023 following training with teaching staff in July 2023.