

**Calverley Parkside Primary School  
SEN Annual Report 2021-2022**

## Executive Summary

This report was written in September 2022 to reflect the academic year from September 2021 to July 2022. Over the past few years, more children with increasingly complex needs have been admitted to Parkside – requiring school to invest in specialist CPD in order to support these needs. Parkside prides itself on its inclusivity – and has started to develop areas around school to provide more specialist provision for children with additional needs (redevelopment of library into a nurture room) .

Whilst there were no national lockdowns during the last academic year – there were still some minor teaching and learning disruptions – with staff and pupils still requiring to isolate: our remote learning offer continued to support children and families where this was required.

School continued to access support from a wide range of external services – with school referring in to professionals (SENIT, EP, Speech and Language, OT), supporting the development of bespoke provision to enhance the education of pupils. Pudsey Cluster provided speech and language support to schools in the Cluster through Away with Words, a private speech and language company. School now access one half day a month through a qualified therapist from the service and the same therapist visits each month to ensure consistency of assessments, reports and targets. In addition to this, school refer to the NHS for extra support with the speech and language caseload.

Behaviour throughout school continued to be excellent for the majority of pupils; any pupils who required extra support to manage their behaviour had access to appropriate intervention and support in school. We have staff in school trained to deliver Lego Therapy and Emotional Literacy as therapeutic interventions for children with social and emotional difficulties. School additionally applied for the support of PAT (Pets as Therapy) and our school therapy dog Ella continues to come into school to support children with additional needs. Our school learning mentor continues to have a 0.2 FTE commitment to delivering individual and group support for a wide range of SEMH needs.

## School characteristics

	2019-2020	2020-2021	2021-2022
Total number of children on school roll (inc N)	254	244	250
Number of children on SEN register for this period	19	18	20
Number of children with EHCPs	1	3	3
% of children on school roll with SEN	7.4%	7.1%	8%
National average % of children on school roll with SEN	12.1%	12.2%	

### Education Health and Care Plans

	Number
Number of EHCP applications currently in progress	2
Number of EHCP applications planned for next year	0

### Breakdown of SEN register by primary category of need

*The primary category of need is determined by what the pupil needs the most support with at school.*

	2019-2020	2020-2021	2021-2022
Communication and interaction 11111111	4	6	7
Cognition and learning 11111111	13	10	7
Social, emotional and mental health difficulties 111111	2	2	5

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Sensory and/or physical needs 1	0	0	1
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(Broad Areas of Need taken from SEN Code of Practice 2015)

Spread of needs across year groups

	2019-2020	2020-2021	2021-2022
Nursery on SEN register	2	2	2
Reception on SEN register	0	1	2
Year 1 on SEN register	2	0	2
Year 2 on SEN register	3	2	0
Year 3 on SEN register	6	4	5
Year 4 on SEN register	2	5	4
Year 5 on SEN register	3	1	4
Year 6 on SEN register	1	3	1

### Funding arrangements

	2019-2020	2020-2021	2021-2022
Total funding received by school (elements 1 and 2)	£59,801.25	£53,376	48,395
Number of pupils for whom top up (element 3) funding is being claimed	6	7	10
Total funding received by school (top up funding, element 3)	£28,871	£34,883	£70,096
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£88,672.25	£88,259	£118,491
Total number of pupils who are eligible for SENDIF Funding	0	0	0

### Staffing

Current SEN staffing infrastructure

	Number of Staff	Full Time Equivalents
Lead Practitioner for SEND	1	1
SENDCo	1	1

Staff qualifications (relating to SEN)

	Qualifications
Jacqueline Wolstenholme	Makaton Level 1, 2, 3

Staff deployment

	Number of Staff	Full Time Equivalents
In class / whole group support	7	6.5
1:1 support	5	3.5
1:2	2	2
Delivering interventions	Fluid	-
SEMH support	1	0.2

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Training opportunities provided in this period

Staff role	Training accessed and rationale	Desired impact	Number of staff training cascaded to
EYFS Leader	<b>Colour Semantics</b>	Impacted on QFT in Reception - to be cascaded whole school.	-
Y1 team	<b>Autism Awareness - Level 1</b>	Develop strategies and understanding of the condition to support children in the class.	-
LM, TA and SENDCo	<b>Lego Therapy</b>	Staff to deliver interventions from 2022-23	-
SEN lead and SENDCo	<b>Finely Graded Assessment</b>	Support the development of the GA toolkit and prepare accurate assessment procedures for children with SEND.	To be cascaded to teachers in 2022-23
SEN Lead	<b>The GA Toolkit</b>	Development of new approach to provision mapping and provision development.	To be cascaded to teachers in 2022-23

### Relevant data sets

Here is the data for the achievement at the end of each Key Stage at July 2022:

Foundation Stage Data:

Pupils who achieved a Good Level of Development:

	<b>... Primary</b>
All pupils	19/25
Pupils without SEN	19/23
Pupils with SEN	0/2

Key Stage 1:

<b>% achieving the expected standard: SEN</b>	Reading	Writing	Maths	RWM*	Number of Pupils
... Primary School	100%	100%	50%	50%	2

\*RWM=Percentage of pupils who received the age related expectations in Reading, Writing and Maths.

Key Stage 2:

<b>Average Scaled Scores: SEN</b>	Reading	GPS*	Maths
... Primary School	N/A	N/A	N/A

\*\*GPS=Grammar, Punctuation and Spelling

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<b>% achieving the expected standard: SEN</b>	Reading	GPS	Maths	Writing Teacher Assessments	RWM	Number of Pupils (RWM)
... Primary School	0	0	0	0	0	1

\*RWM=Percentage of pupils who received the age related expectations in Reading, Writing and Maths.

\*\*GPS=Grammar, Punctuation and Spelling

### Pupil performance against agreed outcomes

For all the pupils with EHCPs, it is possible to see how many of their outcomes they achieved.

Pupil identifier (initials or UPN)	Target	Actual	✓ /
A - HT	6	2	✓
B - OO	8	2	✓
C - AE	4	4	✓

**Note: the EHC targets for children are set with a 2 year window to achieve these targets. All children are on track to achieve their objectives, despite showing not all objectives being achieved.**

### Attendance (September 6th - July 22nd)

Whole-school attendance rate	<b>93.69%</b>
Attendance rate for those on SEN register	<b>93.26%</b>
Attendance rate for those not on SEN register	<b>93.75%</b>

### Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	0
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	0
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEN cohort)	0

### Alternative arrangements

Number of SEN pupils who are on a reduced timetable	0
Number of SEN pupils receiving their education off-site	0
Number of SEN pupils who are being taught out of their chronological cohort	0

### The quality of teaching and learning

All teachers have performance management objectives and these are reviewed regularly throughout the year by the Headteacher and other members of the Senior Leadership Team. Monitoring of lessons takes place through drop in sessions with a focus on inclusion and provision for pupils with SEND. Monitoring of support staff is carried out through drop ins and observations of interventions. Monitoring is also carried out by analysis of data for pupils with SEND through the use of progression steps for children with complex needs. Termly pupil progress meetings with staff enable leaders to identify barriers and to plan next steps in collaboration with the class teacher and SENDCo. There are additional termly SEN meeting for parents to discuss with the class teacher and SENDCo the current provision and the progress their children are making.

Additionally support staff are observed as part of the monitoring cycle - to review the quality of the teaching and

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learning for children with complex needs.

Range of interventions currently in place

<b>Description</b>	<b>Maths - Arithmetic - KS2</b>
<b>Analysis of effectiveness / impact</b> Positive progress score in the end of KS2 maths (+3.9), children scored highly on the arithmetic and pre and post assessment of the arithmetic papers shows the large amount of progress children made in this particular area.	
<b>Description</b>	<b>SHINE - Reading and maths</b>
<b>Analysis of effectiveness / impact</b> Teachers have been able to efficiently provide intervention for pupils individual gaps in knowledge - staff have been able to deploy support staff to deliver schemes of work to target the gaps in knowledge that come from the QLAs of assessment - meaning intervention has been more targeted and efficient than ever.	
<b>Description</b>	<b>Specialist 1:1 Speech and Language Therapy</b>
<b>Analysis of effectiveness / impact</b> Children accessing specialist therapy has developed their range of speech sounds and have had success in developing their ability to both create these sounds and blend sounds together to formulate coherent speech. Children have progressed from speaking words to speaking in sentences over 4 word level - competently and independently.	
<b>Description</b>	<b>Phonics/reading intervention</b>
<b>Analysis of effectiveness / impact</b> School developed a consistent approach to the teaching of early reading through the Floppy's Phonics programme. Pupils in EYFS and KS1 have daily teaching of the programme whole class and some children are identified as needing extra intervention, either through extra phonics sessions or daily reading with an adult one to one. As this is a new scheme and a new intervention, impact has been more difficult to measure compared to previous resources and schemes (no PSC for the last two academic years).	
<b>Description</b>	<b>SEMH - Learning Mentor</b>
<b>Analysis of effectiveness / impact</b> Across school, the number of pupils who struggled to regulate their social, emotional and mental health increased when school reopened fully in March 2021. School continue to offer a range of different therapeutic interventions for individuals, which include ELSA (Emotional Literacy Support) and the use of our pet therapy dog. This is alongside outside agencies from Pudsey Cluster who offer specialist workers to come into school to deliver schemes of work. School has seen a reduction in the number of pupils with struggles to transition into school, the LM has supported families in overcoming a range of barriers (such as bereavement, self-esteem, strategies to support with anxiety).	

**Compliance with statutory duties**

	✓ /
The accessibility of school trips and extra-curricular activities	✓
Whether the school's website is compliant with statutory requirements	✓
Is the school's building fully accessible?	✓
Are pupils with EHCPs receiving their statutory right to provision?	✓
Are annual Reviews for EHCPs have been carried out and any paperwork has been submitted to the authority within the timescales?	✓
Are all written professional recommendations being implemented?	✓

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**Summary**

**SENCO's priorities for next academic year**

**GA Toolkit development and implementation**

**Development of sensory space and low-stimulus alternative classroom**

**Research into the 'therapeutic classroom'**

**Implementation of colour semantics**

**Intensive interaction and PECS CPD for staff**