Calverley Parkside Primary School
SEN Annual Report 2022-2023

Executive Summary

This report was written in September 2023 to reflect the academic year from September 2022 to July 2023. Calverley Parkside is committed to providing a supportive and inclusive learning environment for all its students, including those with special educational needs. Our school embraces a wide range of special needs and is continually expanding its expertise to meet the diverse requirements of our student body.

Diverse Special Needs Expertise:

Calverley Parkside prides itself on having a dedicated team with specialisms and expertise in supporting children with Downs Syndrome. We have developed targeted interventions and tailored support to ensure that these students thrive academically and socially.

Increasing ASD Diagnoses:

We have observed a notable increase in the number of pupils with a diagnosis of Autism Spectrum Disorder (ASD). To meet this growing demand, we have implemented specialised strategies and support structures to cater to their unique needs.

Severe Communication Difficulties:

Another emerging trend is an increase in pupils with severe communication difficulties. We have invested in speech and language therapy services and assistive communication technology to enable effective communication for these students.

Growth in EHCs and Applications:

Calverley Parkside has experienced a rise in the number of Education, Health, and Care Plans (EHCs) and applications. We work closely with parents and external agencies to ensure each child's specific needs are met comprehensively.

Assessments for ADHD:

In collaboration with parents, we have witnessed an increase in requests for assessments for Attention Deficit Hyperactivity Disorder (ADHD). We have established protocols for timely assessments and tailored support plans.

Rising SEMH Support:

There has been a notable increase in the need for Social, Emotional, and Mental Health (SEMH) support. We have enhanced our SEMH provision and staff training to address these challenges effectively.

Focus on PDA Profiles:

Calverley Parkside recognizes the growing importance of Pathological Demand Avoidance (PDA) profiles among students. We have adapted our teaching methods and behaviour management strategies to meet the unique needs of pupils with PDA.

Prioritising Provision:

To ensure that every student receives the best possible support, we have shifted our focus from targets to provision. Our new provision maps guide our daily practices, ensuring that each individual's needs are met consistently.

School characteristics

	2020-2021	2021-2022	2022-2023
Total number of children on school roll (inc N)	244	250	243
Number of children on SEN register for this period	18	20	26
Number of children with EHCPs	3	3	3
% of children on school roll with SEN	7.1%	8%	10.7%
National average % of children on school roll with SEN	12.2%		

☐ Education Health and Care Plans

	Number
Number of EHCP applications currently in progress	3
Number of EHCP applications planned for next year	2

2

☐ 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.

	2020-2021	2021-2022	2022-2023
Communication and interaction	6	7	7
Cognition and learning	10	7	9
Social, emotional and mental health difficulties	2	5	10
Sensory and/or physical needs	0	1	0

(Broad Areas of Need taken from SEN Code of Practice 2015)

☐ Spread of needs across year groups

	2020-2021	2021-2022	2022-2023
Nursery on SEN register	2	2	3
Reception on SEN register	1	2	1
Year 1 on SEN register	0	2	3
Year 2 on SEN register	2	0	3
Year 3 on SEN register	4	5	2
Year 4 on SEN register	5	4	7
Year 5 on SEN register	1	4	2
Year 6 on SEN register	3	1	4

Funding arrangements

	2020-2021	2021-2022	2022-2023
Total funding received by school (elements 1 and 2)	£53,376	£48,395	£53,298
Number of pupils for whom top up (element 3) funding is being claimed	7	10	10
Total funding received by school (top up funding, element 3)	£34,883	£70,096	£75,936
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£88,259	£118,491	£129,234
Total number of pupils who are eligible for SENDIF Funding	0	0	0

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Staffing

☐ Current SEN staffing infrastructure

	Number of Staff	Full Time Equivalents
SENDCo	1	1

☐ Staff qualifications (relating to SEN)

	Qualifications
Jacqueline Wolstenholme	**Makaton Level 1, 2, 3**
Laura Jones	**Makaton Level 1, 2, 3**

☐ Staff deployment

	Number of Staff	Full Time Equivalents
In class / whole group support	5	4.5
1:1 support	6	6
1:2	2	2
Delivering interventions	Fluid	-
SEMH support	1	0.2

☐ Training opportunities provided in this period

Staff role	Training accessed and rationale	Desired impact	Number of staff training cascaded to
All staff	**Autism Awareness - Level 1**	Develop strategies and understanding of the condition to support children in the class.	All staff
SEN Lead	**Individual Provision Maps**	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:

	… Primary
All pupils	23/30
Pupils without SEN	23/29
Pupils with SEN	0/1

☐ Key Stage 1:

% achieving the expected standard: SEN	Reading	Writing	Maths	RWM*	Number of Pupils
… Primary School	0%	0%	33%	0%	3

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

- ☐ Key Stage 2:

Average Scaled Scores: SEN	Reading	GPS**	Maths
… Primary School	99.75	96.5	95.75

**GPS=Grammar, Punctuation and Spelling

% achieving the expected standard: SEN	Reading	GPS	Maths	Writing Teacher Assessments	RWM	Number of Pupils (RWM)
… Primary School	75%	0%	25%	50%	0%	4

*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 - AO	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 - July)

Whole-school attendance rate	94.41%
Attendance rate for those on SEN register	95.4%

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	3

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 learning for children with complex needs.

☐   Range of interventions currently in place

Description	Maths - Arithmetic - KS2
Analysis of effectiveness / impact Positive progress score in the end of KS2 maths (+2.3), 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.	

Description	SHINE - Reading and maths
Analysis of effectiveness / impact 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 that ever.	

Description	Specialist 1:1 Speech and Language Therapy
Analysis of effectiveness / impact Children accessing specialist therapy have 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.	

Description	Phonics/reading intervention
Analysis of effectiveness / impact 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).	

Description	SEMH - Learning Mentor
Analysis of effectiveness / impact 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 complaint 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?	✔

Summary

SENCO's priorities for next academic year
Sensory circuits
PDA training
Nurture room provision
Team teach and positive handling
AET assessment tool for ASD
Speech and language development