

Moorside Primary School Annual Special Educational Needs and Disabilities (SEND) Report 2021 - 2022

Special Educational Needs and Disabilities (SEND)

Evaluating the effectiveness of Moorside Primary School's provision for children with Special Educational Needs and Disabilities (SEND)

Key Staff/Governors:

Ms Linda Hall - Head Teacher/SENCO/ Designated lead for Children Looked After (CLA)

Ms Hall, Miss Rowe and Miss Harris SENCOs (The SENCO role is shared between the three members of the Senior Leadership Team all of whom have completed the National Award for Special Educational Needs.)

Ms C. Emmerson - Lead Governor for SEND

At Moorside Primary School, we pride ourselves in belonging to a caring school community where everyone is welcome. We strive to deliver an outstanding education for all our children and encourage everyone to thrive and achieve their full potential.

We believe we are a caring community where everyone is welcome and we all value, respect and support each other within a safe and inclusive community.

Special educational needs at Moorside Primary School 2021 – 2022

Total number of children on roll: 470

Number and percentage of children with SEND: 69 (14.6%)

Number of children at SEND support level: 59 (12.5%) (National Average being 12.6%, Newcastle Average being 14.6%)

Number of children with an Education, Health and Care Plan (EHCP): 10 (2.1%) (National Average being 1.3%, Newcastle Average being 0.6%)

Number and percentage of boys with SEND: 50 (72%) (6 with EHCP)

Number and percentage of girls with SEND: 19 (28%) (4 with EHCP)

Special educational needs in England 2021 – 2022

- 4% of all children in schools in England have an Education, Health and Care Plan (EHCP), a rise of 3.7% from 2020-2021.
- A further 12.6% of all children have SEN support, without an EHCP, up from 12.2% in 2021.
- The most common type of need for children with an EHCP is autistic spectrum disorder (ASD) and for children with SEN support is speech, language and communication needs.
- SEN continues to be more prevalent in boys than in girls, with boys representing 72.8% of all children with an EHCP and 63.5% of children with SEN support. This has slowly decreased since 2019.

SEND by Year Group

Year group	Number of children	Percentage
Nursery	8	12%
Reception	6	9%
One	10	14%
Two	12	17%
Three	7	10%
Four	9	13%
Five	8	12%
Six	9	13%

Areas of SEND

Area of SEND	Number of children	Percentage
Cognition and Learning	3	4%
Communication and Interaction	53	77%
Sensory/physical (Hearing/visual/physical need)	3	4%
Social, Emotional and/or Mental Health needs	4	6%
Medical	6	9%

The highest proportion of SEND needs at Moorside Primary School is Communication and Interaction with most of these children accessing speech and language intervention.

Of the ten children with EHCP eight of these children, have a diagnosis of ASD. One is due to Communication and Interaction and one linked to Social, Emotional and Mental Health.

Staff Training 2021 - 2022

All staff had Positive Behaviour Management Training delivered by Team Teach.

Speech and Language development approaches and strategies through LEAPs.

Staff have accessed virtual training, covering aspects of SEN and inclusive practice and mental health and wellbeing through the National College.

Newcastle Outreach Specialist Teachers have provided training and support.

School SEND Audit

On Tuesday 5th July Newcastle Authority School Effectiveness Team conducted a SEND Audit that identified the following:

- Moorside is committed to supporting children with SEND. This is evidenced by all three members of the senior leadership team being joint SENCOS.
- It is clear that the SEND team have an excellent knowledge of their children with SEND.
- CPD, in relation to SEND, is a priority and school have invested in a range of training including box time, colourful semantics, and the use of visuals.

Additional Provision

There is a small proportion of children who have specific high needs that impact on their ability to access their education in the same classroom setting as their peers. As a result, there has been two bases in school (known as Language Rooms) for identified children to access with significant communication and interaction needs. At present, one of these areas is currently being used by a child who requires one to one support. The other has ten children accessing it throughout the day and is led by a teacher with a high ratio of adults. The aim is to always reintegrate children back with their peers when and how it is appropriate to do so on the guidance of professionals.

Next Steps:

- To continue to monitor the delivery of 'Quality First Teaching' through observations, with a focus on inclusive practise, following the mainstream guidance.
- To monitor support plans on regular basis to ensure targets meet the needs of the children.
- To monitor children's learning experiences and discuss these with them to ensure work is challenging and matched to their ability.
- To ensure children are given frequent opportunities to work independently where appropriate.
- Use ongoing observations of learning and discussions with staff to ensure learning meets needs of children.
- Monitor attendance to identify and address any issues with Parent/Carers and offer further support where appropriate.
- Maintain all links with Parent/Carers and offer support and guidance as well as keep up to date.

- Staff deployment is based on the needs of the children. This will continue to be reviewed regularly to support the SEND children in achieving the best possible outcomes.
- Maintain links with other professionals through various approaches where necessary and appropriate.
- EHCP and school annual reviews to continue to take place in line with statutory requirements, Local Authority and school policy. Alongside requesting further EHCP where needed after seeking appropriate advice and working alongside the other professional.
- To continue to identify additional needs promptly.

Further information available to Parents/Carers

Link to the local offer:

<https://www.newcastlesupportdirectory.org.uk/>

In addition, the website has a wide range of information related to SEND including definitions, identifying additional needs, SEND Mainstream Guidance and Newcastle Local Area SEND inspection.