



Annual SEN Report Sept 2022

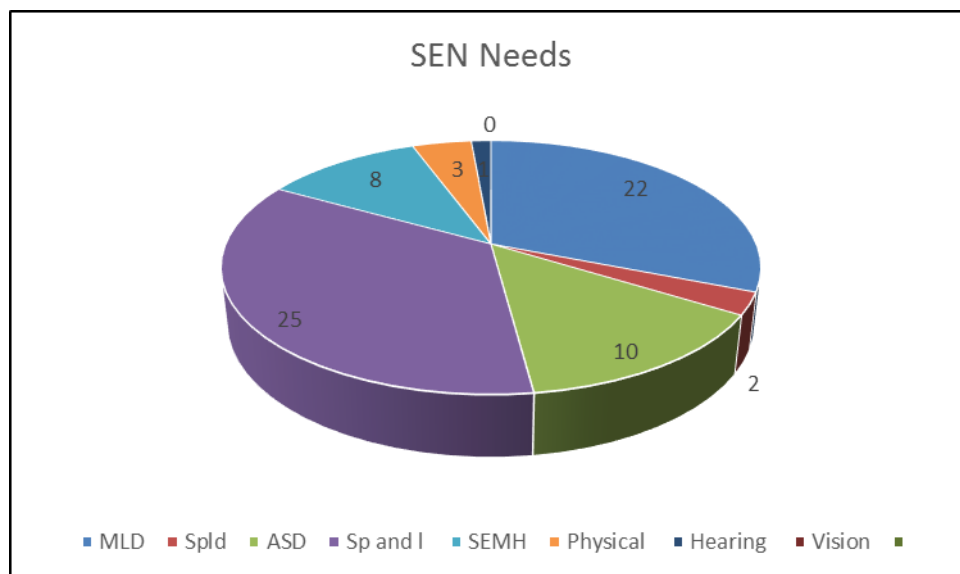
Evaluating the Effectiveness of Beech Hill Primary School's Provision for Pupils with SEND

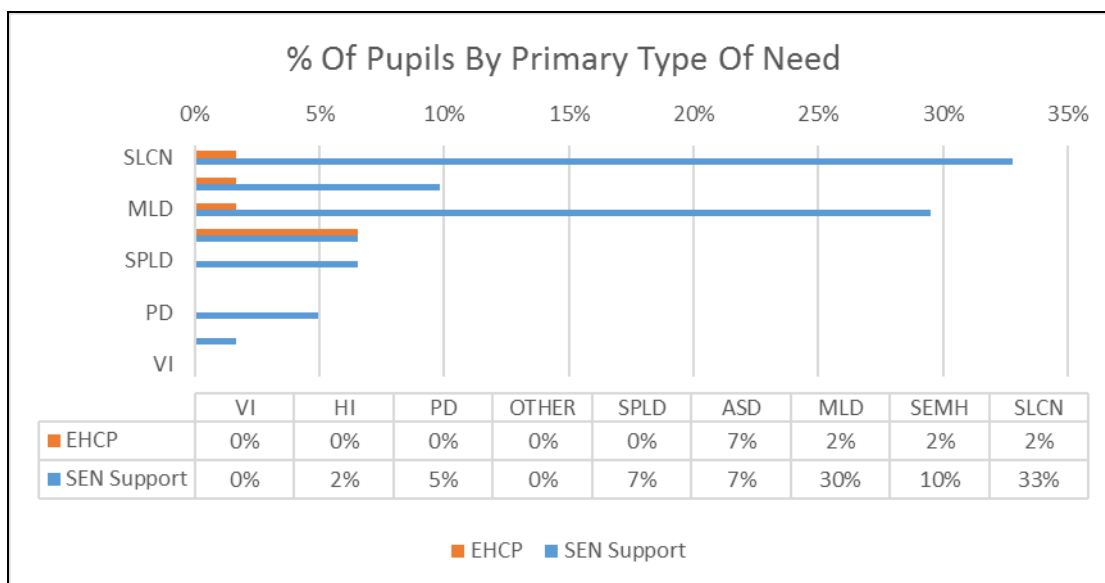
The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

School Population as of September 2022:

School Population	No of pupils	School %	National %
SEN total	61/443	13.7%	15.9%
SEN support	54/443	12.6%	12.6%
EHCP	7/443	1.5%	4%
SEN + PP	37/61	60%	

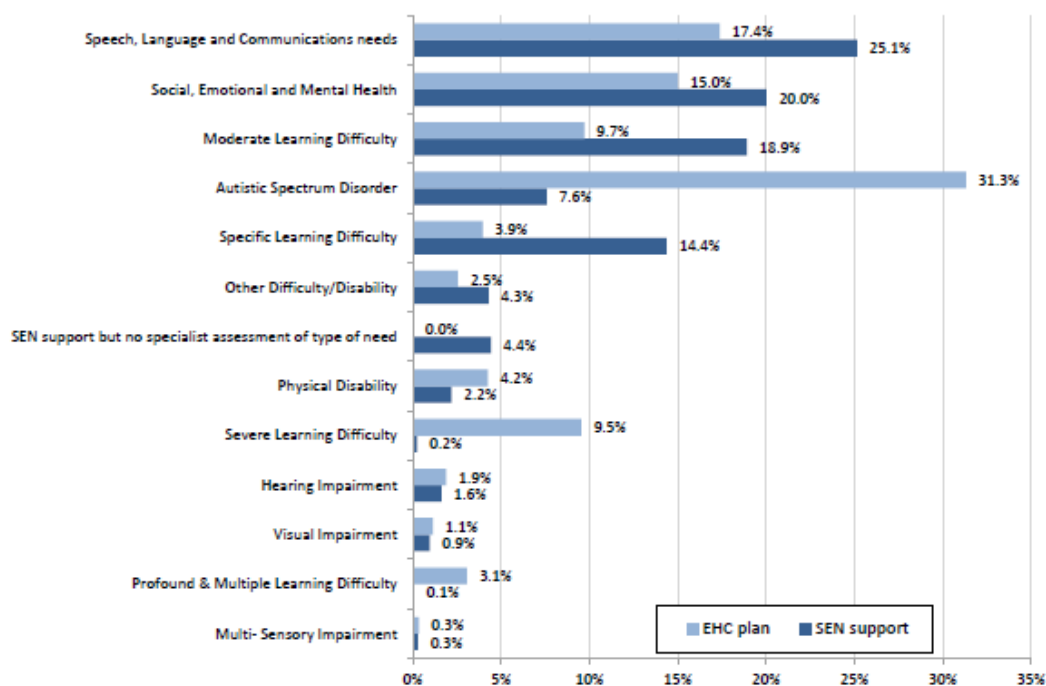
Within our SEN cohort:



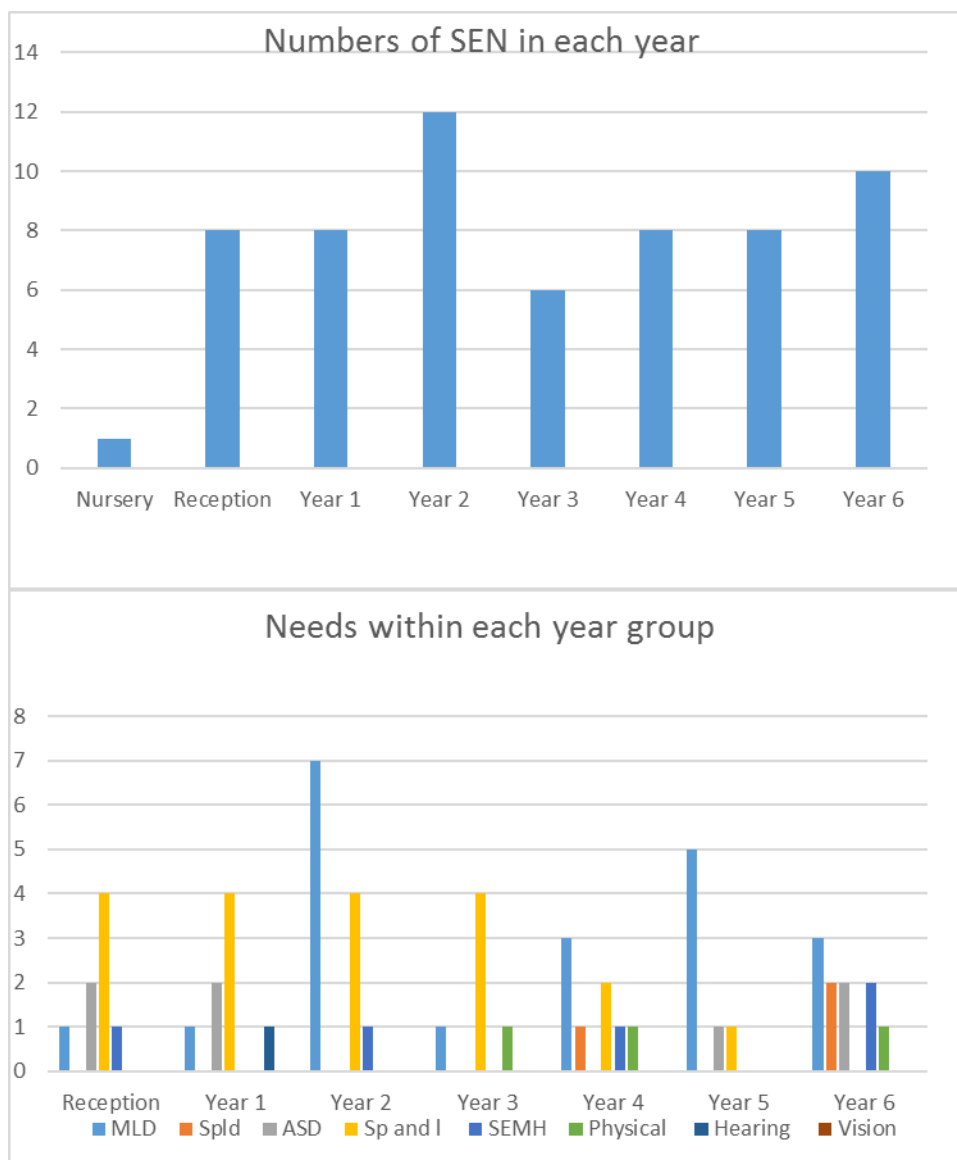


National Figures

Percentage of pupils by primary type of need and SEN provision, January 2022



Source: School Census



Summary of our SEN population:

Our percentage of children with MLD continues to be higher than the local and national average. We will continue to review the children on our SEN register and those causing concern, especially the children identified as MLD– we are monitoring some children with a view to removing them next term if progress continues and also whether some of these children actually have a specific learning difficulty or other difficulty. Most of the SEN needs within SEN support school fall within Cognition and Learning (MLD) and Communication and Interaction (SLCN). Most of our EHCP pupils have a diagnosis of ASD. This year we also have a higher number of children diagnosed or currently being assessed for ASD within our nursery and reception cohort.

SEN Attendance:

SEN- **91.83%** compared to **93.46%** for non-SEN pupils

There is a gap in absence rates between our SEN children and non-SEN children at both a school and local level. Our FSO and attendance officer continue to work with families whose attendance is poor and where appropriate we contact outside agencies to provide additional support with this.

SEN Data

GLD

GLD at Beech Hill	Newcastle	National
65%	62%	65%
GLD SEN at Beech Hill	Newcastle	National
20%	23%	22%

Year 1 phonics

All children at BH	Newcastle	National
71%	86%	87%
SEN at BH	Newcastle	National
8%	44%	44%

Year 2 phonics

All children at BH	Newcastle	National
66%	72%	65%

Key stage 1 data teacher assessments

	All BH	Ncl	National	SEN BH	SEN Ncl	SEN Nat
Reading	65%	64%	67%	0%	29%	30%
Writing	65%	56%	58%	0%	22%	20%
Maths	65%	66%	68%	0%	43%	42%

Key stage 2 data

	All BH	Ncl	National	SEN BH	SEN Ncl	SEN Nat
Reading	68%	74%	74%	22%	44%	44%
Writing	86%	71%	69%	44%	33%	31%
Maths	65%	72%	71%	55%	41%	40%
GPS	84%	72%	72%	22%	38%	36%
Combined	56%	61%	59%	11%	24%	21%

Compared to the last published data, our SEN data is well below where we would usually be. Our typical pattern (pre-covid) was that children would start their journey at BH well below the national average and this gap would narrow over the years so that by the time they reached year 6 our results showed that our SEN child did at least in line (if not better) than the SEN national average. Obviously this data does not reflect this. Our SEN provision often goes above and beyond what other schools offer and, undoubtedly, 2 years of disruption to learning and provision has impacted our SEN pupils hugely – especially KS1 children – and waiting lists to access SEN services are still very long.

More encouragingly the EYFS data shows that 20% of SEN reached GLD which is 20% higher than last year suggesting that consistency in schooling is showing signs of recovery.

Reducing the gaps caused from COVID is still a school priority and teachers plan teaching activities and interventions to address these.

SEN pupil participation:

28 or 45% of our SEN children participate in extra-curricular activities. We also have SEN pupils on our eco committee, school council and year 6 “dream team”.

Staff Training and Expertise:

- Whole school training on Autism in September 2021 – Raising Autism Awareness through with Autism Education Trust.
- We have been training up a T.A. as an Autism Champion for our school. They completed Making Sense of Autism training through the Autism Education Trust.
- SENCO completed Leading Good Practice in Autism training through the Autism Education Trust.
- SENCOs met with our SIP to discuss our SEN procedures and practise.
- SENCOS had two visits with SEN Local Advisors to look at triangulation between provision maps, targets and books. Also met with pupils from KS1 and KS2 to discuss their experiences of SEN at Beech Hill.
- SENCOs met with Chair of Governors to discuss how SEN in our school had been affected by the pandemic.
- Staff are updated with SEN information on a regular basis (at least termly) in staff meeting times.

Working with Outside Agencies

We have a high number of special educational needs within our school and need to draw upon the support and advice from outside professionals and agencies. During 2021-22 we accessed support from the following services:

- Jump Ahead: A motor coordination intervention for children in Reception/Year 1 whereby early intervention is crucial in dealing with difficulties with motor skills and self-esteem.
- Specific Learning Difficulties (Dyslexia) traded support: This team of highly qualified, experienced specialist teachers offer professional expertise and knowledge and provide assessments, support and advice to SENCOS, teaching/support staff and parents in relation to individual children with specific learning difficulties (dyslexia) and speech and language difficulties.
- Educational Psychology Service: The Educational Psychology Service offers input in relation to a wide range of issues that impact on children’s learning and progress, including specific and general learning difficulties, language and communication skills, issues relating to social, emotional and mental health and physical / sensory difficulties.
- SEN Consultancy: Our school bought into the Silver level service which includes 1 consultancy days offering support and advice to SENCOS.

Pupils Views:

We collect pupil's views termly on their individual provision maps. These are collected by the Assistant Sencos and are read by the teachers and shared during pupil reviews. Examples of pupil comments from the previous academic year include:

- "I am proud to have kept some of my friends from year last year and I've made new friends in year two from being a play leader - we play games on the field together. This was my aim at the beginning of year is so I'm really pleased. I would like my new teachers to know how hard I've worked at keeping friends and the positive change in my attitude to people who I don't get along with."
- "Since September, I have improved my behaviour because I don't argue with my friends as much and I try to work my arguments out, before going to the teachers. Beech Hill could support me, by giving children more opportunities to sort problems out in a small group. This would encourage children to be more understanding of my feelings."
- "I feel proud to have passed three levels in Lexia -that was my aim at the start of year four."
- "Since September, my knowledge of history has improved. I'm better at listening & working by myself too."
- "I am really happy that I have improved my times table skills, which was my aim at the start of year three. I would like my Yr4 teachers to know, I like to make people happy and be a good friend."
- "Since September, I have improved my sewing skills in OT- I'm giving my mam the heart present for Mother's Day! "
- "I am happy to come to school because Mr NT helps me - he does fun things."
- "I like playing with my friends. I am good at writing jobs. Mrs Pardue and my friends help me when I get stuck."

Parents/Carers' Views:

- Due to Covid, SEN coffee mornings were unable to take place. An Autism Awareness coffee morning is being planned for the Spring term.
- Parent's views are collected during parent's evenings and reviews and are recorded on children's individual provision maps.
- It is pleasing to hear during reviews that many parents are very appreciative of the work our SEN team do.
- Parent views were gathered using a survey from the Autumn Term. Results were shared with the SLT.

Next steps:

- Review the implementation of the Newcastle Assessment Tool (now known as SCART) for children working significantly below age related expectations.
- Use CPOMS as a way of recording and logging SEN paperwork with the aim of being paperless by the end of the year.
- Whole School Dyslexia training planned for the Autumn term.
- New staff to attend Autism training from the AET.
- Create roles for SEN ambassadors for the Dream Team.

Date: September 2022