



Annual SEN Report Sept 2023

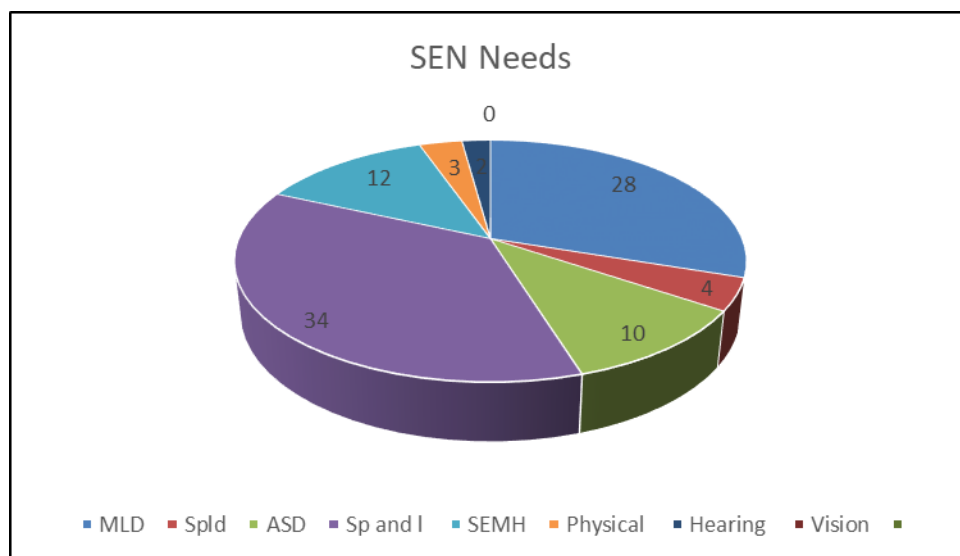
Evaluating the Effectiveness of Beech Hill Primary School's Provision for Pupils with SEND

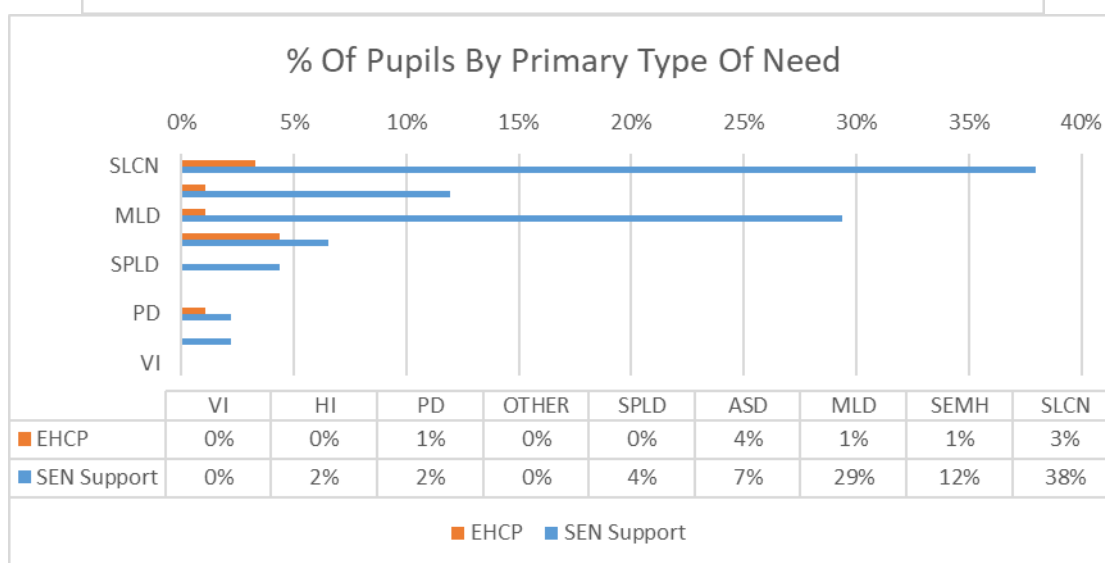
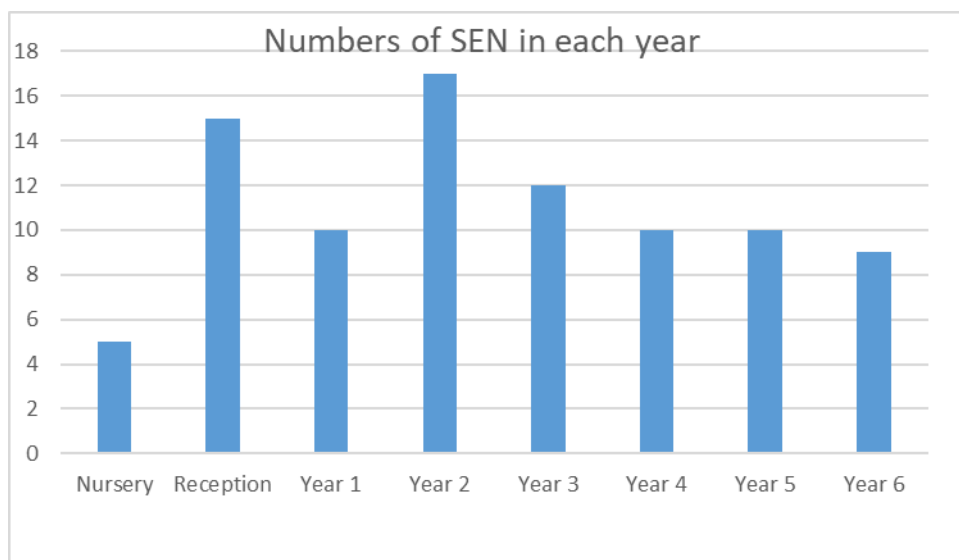
The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

SEN Data Population – Autumn 2023

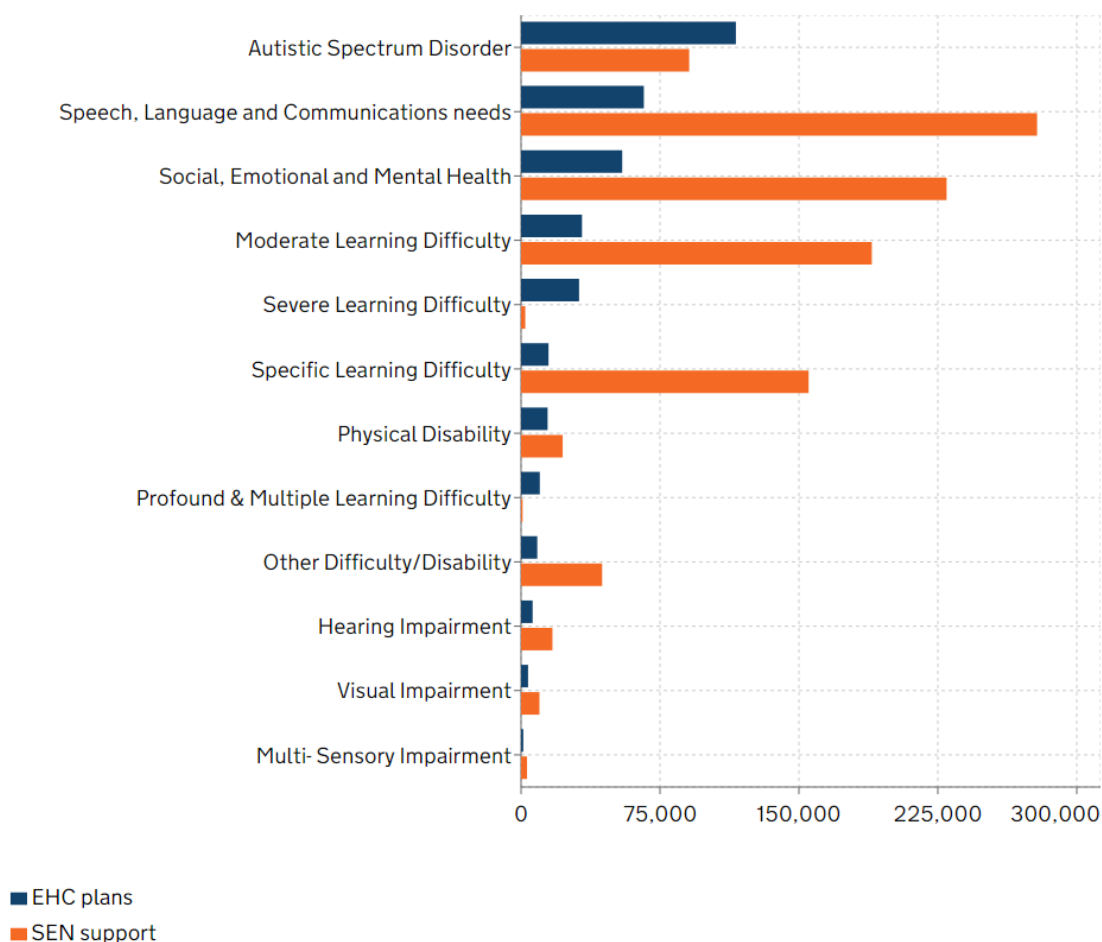
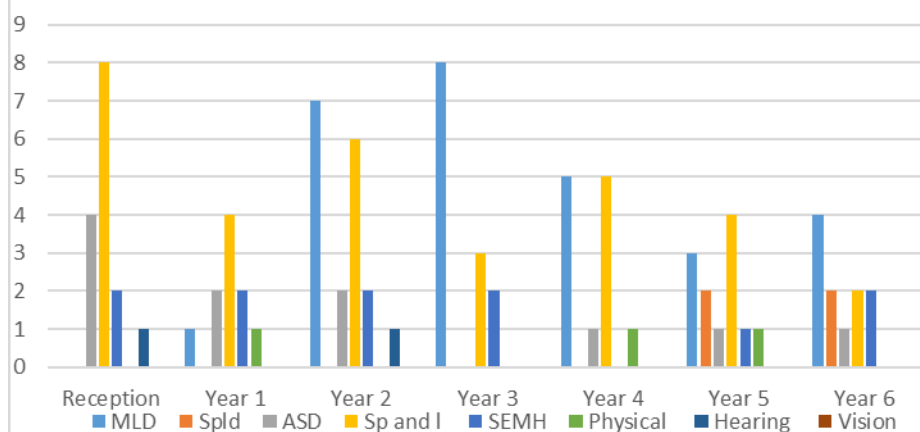
School Population	No of pupils	School %	National %
SEN total	88/436	20.1%	17.4%
SEN support	80/436	18.3%	13%
EHCP	8/436	1.8%	4.3%

Within our SEN cohort:





National Figures

Number of pupils with an EHC plan or SEN support, by type of need, 2022/23**Needs within each year group****Summary of our SEN population:**

Our SEN population is higher than the national average, this has increased this year due to a higher number of SEN children joining our school in early years. Speech and Language is still our highest

need for the third year running. 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, reception and KS1 cohort. Our SEMH needs are increasing. Therefore we have employed a counsellor to work one day a week, supporting through play therapy in EY, also supporting groups of children throughout school and working with some children 1:1.

SEN Attendance:

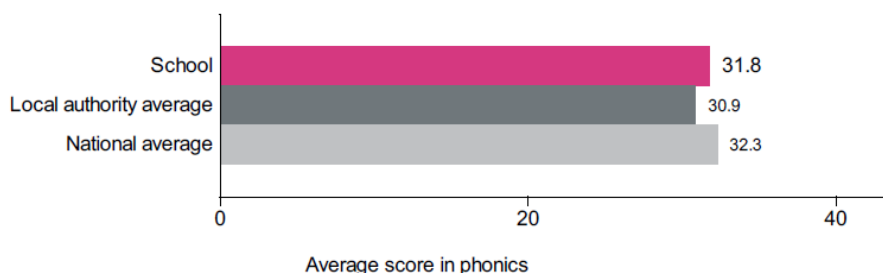
SEN- 91.83% compared to 93.46% for non-SEN pupils

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.

Data

Phonics average score

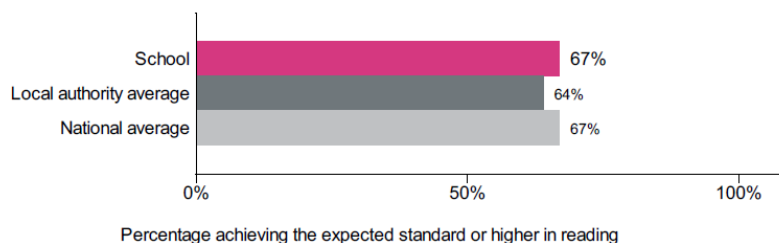
Number of pupils = 61



Key stage 1 data

Percentage achieving the expected standard or higher in reading

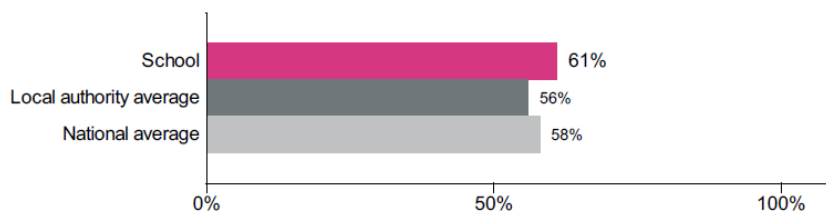
Number of pupils = 57



Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	57	12	18	67	67	28	23	5	9
Male	22	9	16	73	63	18	24	9	11
Female	35	14	20	63	71	34	22	3	7
Disadvantaged	29	7	21	55	72	38	20	7	7
Other	28	18	21	79	72	18	20	4	7
SEN EHCP	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEN support	6	0	N/A	0	N/A	67	N/A	33	N/A
No SEN	51	14	21	75	75	24	21	2	4
English first language	53	13	N/A	68	N/A	26	N/A	6	N/A
English additional language	4	0	N/A	50	N/A	50	N/A	0	N/A

Percentage achieving the expected standard or higher in writing

Number of pupils = 57

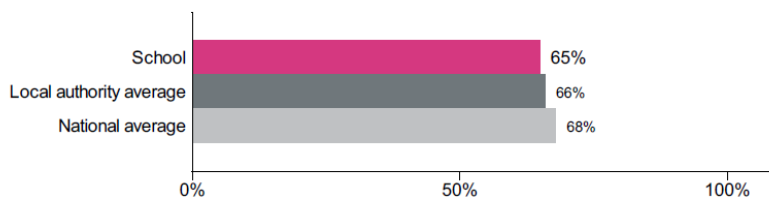


Percentage achieving the expected standard or higher in writing

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	57	4	8	61	58	32	31	7	10
Male	22	0	6	68	52	18	34	14	13
Female	35	6	10	57	64	40	28	3	8
Disadvantaged	29	3	10	48	63	41	28	10	8
Other	28	4	10	75	63	21	28	4	8
SEN EHCP	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEN support	6	0	N/A	0	N/A	50	N/A	50	N/A
No SEN	51	4	9	69	66	29	29	2	5
English first language	53	4	N/A	64	N/A	28	N/A	8	N/A
English additional language	4	0	N/A	25	N/A	75	N/A	0	N/A

Percentage achieving the expected standard or higher in maths

Number of pupils = 57



Percentage achieving the expected standard or higher in maths

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	57	11	15	65	68	33	24	2	7
Male	22	18	18	82	68	14	22	5	8
Female	35	6	12	54	67	46	26	0	6
Disadvantaged	29	7	18	52	73	48	21	0	5
Other	28	14	18	79	73	18	21	4	5
SEN EHCP	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEN support	6	0	N/A	0	N/A	83	N/A	17	N/A
No SEN	51	12	17	73	75	27	21	0	3
English first language	53	11	N/A	66	N/A	32	N/A	2	N/A
English additional language	4	0	N/A	50	N/A	50	N/A	0	N/A

Key stage 2 data

ATTAINMENT & ASSESSMENTS

Subject	Level	Beech Hill Primary School (2004)		Local Authority - Newcastle upon Tyne	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	70.7%		60.1%	+10.6%
	GDS/High Score	6.9%		9.2%	-2.3%
Reading	≥Exp.Std.	86.2%		72.6%	+13.6%
	High Score	36.2%		28.5%	+7.7%
Writing (TA)	≥EXS	84.5%		71.4%	+13.1%
	GDS	13.8%		17.9%	-4.1%
Maths (test)	≥Exp.Std.	72.4%		74.1%	-1.7%
	High Score	15.5%		23.3%	-7.8%

PROGRESS

Subject	Level	Beech Hill Primary School (2004)		Local Authority - Newcastle upon Tyne	
		Value		Value	Gap
Reading	Avg. Prog. Score	2.26		0.18	+2.08
	Conf. Int.	±1.65 +0.61 to +3.91		±0.23 -0.05 to +0.41	n/a
Writing	Avg. Prog. Score	1.71		0.61	+1.10
	Conf. Int.	±1.57 +0.14 to +3.28		±0.22 +0.39 to +0.83	n/a
Maths	Avg. Prog. Score	-1.50		0.26	-1.76
	Conf. Int.	±1.55 -3.05 to +0.05		±0.21 +0.05 to +0.47	n/a

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	56	2.26	0.04	2.26	0.00	58	86	73	36	29	107.1	105.1
Male	28	2.65	-0.21	2.65	-0.26	29	79	70	38	27	106.7	104.6
Female	28	1.86	0.29	1.86	0.27	29	93	76	34	31	107.5	105.6
SEN EHCP	2	-12.64	N/A	-12.64	N/A	3	33	N/A	0	N/A	102.0	N/A
SEN support	8	3.12	N/A	3.12	N/A	8	38	N/A	25	N/A	97.6	N/A
No SEN	46	2.75	0.41	2.75	0.40	47	98	81	40	34	108.8	106.3

Writing progress and attainment by pupil group

This is provisional data for 2022/23.

Key stage 2 writing by pupil group											
Breakdown	Writing progress					Writing attainment					
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth		
		School	National	School	National		School %	National %	School %	National %	
All pupils	57	1.71	0.04	1.71	0.00	58	84	71	14	13	
Male	29	0.79	-0.75	0.79	-0.81	29	76	65	3	10	
Female	28	2.67	0.87	2.67	0.85	29	93	78	24	17	
SEN EHCP	3	-5.81	N/A	-5.81	N/A	3	33	N/A	0	N/A	
SEN support	8	1.76	N/A	1.76	N/A	8	25	N/A	0	N/A	
No SEN	46	2.19	0.62	2.19	0.60	47	98	82	17	16	

Maths progress and attainment by pupil group

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	56	-1.50	0.04	-1.52	0.00	58	72	73	16	24	102.2	104.2
Male	28	-1.06	0.82	-1.06	0.78	29	66	73	14	27	101.2	104.7
Female	28	-1.95	-0.77	-1.99	-0.81	29	79	72	17	21	103.1	103.7
SEN EHCP	2	-6.83	N/A	-6.83	N/A	3	33	N/A	0	N/A	95.0	N/A
SEN support	8	-1.96	N/A	-1.96	N/A	8	13	N/A	0	N/A	92.0	N/A
No SEN	46	-1.19	0.45	-1.21	0.43	47	85	82	19	28	104.2	105.6

Compared to pre-covid, our SEN data is still below where it 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.

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 dyslexia in December 2022.
- Assistant SENCO worked alongside dyslexia assessors to look through pupil's books and identify children who would benefit from further assessment.
- 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.
- Staff are updated with SEN information on a regular basis (at least termly) in staff meeting times.
- New staff attended autism training from the AET.

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 2022-23 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) 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 love all my friends."
- "I enjoy sharing news with the class and talking about Mario. I find it tricky when things are changed from my usual routine. But Mrs Donaldson helps me a lot when I find things tricky."

- "My Spiderman table helps to keep me calm if I get cross I can go there."
- "I would like my new teachers to know that sometimes it is very hard for me to leave my mum in the morning."
- "I feel so smart because I am good at my spellings and drawings."
- "I like that I'm a bit unique and that my teachers know that I get upset sometimes."
- "I feel so proud to be able to complete more writing tasks and successfully complete all my spellings."
- "I think I have completed my target to improve my spellings because I always get 10/10 for my weekly spellings now."
- "I would like my new teachers to know, that I like to do jobs for my teachers. "
- "I am happier in science now because I can independently mix the substances together and they don't go onto the tables."
- "If I could change anything in school, I would use a computer to help with writing as my hands hurts after a lot of writing."
- "I like this school better than my other school because the teachers explain what we are doing in every lesson. I really like the outdoor areas, especially the basketball area, and the big field because we can wear the wellies."
- "I love Yr.6 because the teachers help you when you're struggling, we do great activities and the teachers are really fun. I would like to improve my writing, especially my handwriting and writing stories."

Parents/Carers' Views:

- 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.

Next steps:

- Introduce staff to the newly updated mainstream guidance and implement this into school support plans.
- Whole school dyscalculia training planned for the Spring term.
- Whole school autism and anxiety (AET) training planned for the Spring term
- New staff to attend Autism training from the AET.
- Develop roles for SEN ambassadors for the Dream Team.
- Evaluate the role of school counsellor within our setting.

Date: September 2023