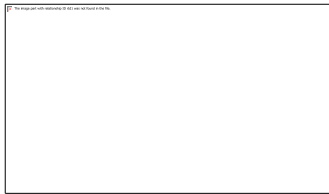
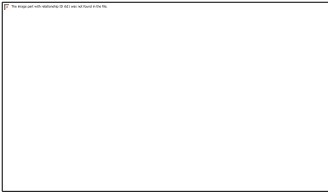


# Annual SEND Report to Governors 2019/2020 Primary





<b>Name of Academy</b>		<b>Sun Academy Bradwell</b>				
<b>SENCO</b>		<b>Laura Niemczyk</b>				
<b>Date of Report</b>		<b>13.10.2020</b>				
<b>SEN Governor</b>		<b>Father Chris Routledge</b>				
<b>SEN profile</b>						
<b>Total Number of pupils on SEN register 2019-20</b>						
SEN Support	Education, health and care plans	Statements	% of academy population			
<b>19</b>	<b>4</b>	<b>0</b>	SEN support 9%	EHCP 1.9%		
% boys and girls <b>Boys = 78%</b> <b>Girls = 21.7%</b>	SEN and Pupil Premium % of SEN cohort 43.5%	<b><i>SEND needs breakdown should be shared with Governors using needs analysis template</i></b>				
<b>Identifying pupils with SEND</b>						
See flow chart 1 attached for identification						
See flow chart 2 for what do once on SEND register and if they do not make progress						
<b>Progress made by pupils with SEND</b>						
Data used is TA only as end of key stage data was not submitted						
<b>EYFS (GLD)</b>	<b>ALL</b>	<b>SEN</b>	<b>Non SEN</b>	<b>Comment</b>		
<b>National All/SEN</b>	<b>68%</b>					
<b>KS1</b>	<b>ALL</b>	<b>SEN</b>	<b>Non SEN</b>	<b>National All/SEN</b>	<b>Comment</b>	
Reading	<b>70%</b>	25%	77%	N/A	No national data for 2019-2020 due to the partial closure of academies due to COVID-19.	
Writing	<b>67%</b>	50%	69%	N/A		
Maths	<b>70%</b>	50%	73%	N/A		
<b>KS2</b>	<b>ALL</b>	<b>SEN</b>	<b>Non SEN</b>	<b>National All/SEN</b>	<b>Comment</b>	
Combined	<b>57%</b>	20%	64%	N/A	No national data for 2019-2020 due to the partial closure of academies due to COVID-19.	
Reading	<b>60%</b>	20%	68%	N/A		
Writing	<b>67%</b>	20%	76%	N/A		
Maths	<b>70%</b>	20%	76%	N/A		
<b>Progress KS1 to KS2</b>	<b>ALL</b>	<b>SEN EHCP</b>	<b>SEN Support</b>	<b>Non SEN</b>	<b>National All/SEN</b>	<b>Comment</b>
Reading	<b>-22</b>	<b>-25</b>	<b>-39</b>	<b>-20</b>	N/A	



Writing	-11	-14	-32	-9	N/A	
Maths	-13	-28	+7	-13	N/A	

**Summary**

Mainly – progress scores

SEN support children out performed all other groups for progress in maths

**Other year groups- % of SEN pupils who met or exceeded end of year expectations (Based on TA) Results at point of closure- any child developing in year group skills**

Yr	Reading		Writing		Maths	
	SEN	non SEN	SEN	non SEN	SEN	non SEN
1	33%	60%	33%	50%	33%	50%
3	67%	92%	67%	88%	33%	92%
4	0%	90%	0%	93%	0%	86%
5	50%	73%	50%	77%	50%	59%

**Effectiveness of targeted interventions (outline successes and interventions not so successful and why)**

Precision teaching has enhanced the progress of target children within reading and spelling. This work effectively until the partial closure within the academy.

Whole class targeted intervention worked to support children to practice skills learnt or provide pre-teaches to provide children with the prior knowledge to access the lesson (quality first teaching)

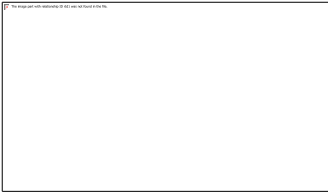
EYFS interventions were not as effective in raising attainment in target areas for individual children. This was a result of the consistency of delivery with the staffing and development of knowledge linked to EYFS- immediate support/challenge

Speech and Language programmes (speech therapy supplied)- 50% of the children on speech and language plans did not make the progress expected with the speech sounds. Where this has not been successful, we have set up meetings with the speech therapist to review. We have also supplemented the programmes with other activities and games to maintain children’s interest and application.

**Wider Outcomes effectiveness for this cohort**

Emotional support and development has played a significant role in supporting children within this cohort, especially linked to managing emotions. Providing children with a range of strategies when they feel angry, upset, anxious ensured that they were able to stay in classrooms to access quality first teaching.

Clear and precise routines for groups of our cohort is a huge part of their mental well-being throughout the day. Supporting this with visual timetables, now and next boards, social



stories and de-brief sessions has ensured that they have an opportunity to discuss the days events and prepare for the next one.

**Attendance and exclusions**

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
89.73%	95.9%	18.18%	8.9%	FTE- 3 (2 children) 8.7% PEx- 1 4.3%	FTE- 0 PEx- 0

**Successes and next steps to improve attendance and lower exclusions**

Home school link worker has worked as part of the attendance team, providing support and challenge linked to attendance.

SLT on door entrance has helped to promote positive attendance and discuss any concerns with parents. Staff meet the children on the door of the classroom which sets the tone for the day.

Specialist support was sought in relation to exclusions- 1 child that received an exclusion last year is still in the academy and has had no exclusions so far this year.

Emotion coaching with the whole staff has worked well to support children that have challenges managing their own emotions.

**Ongoing training for staff in the last 12 months**

Precision teaching- LSAs

Emotion Coaching- all staff

Work around supporting SEND needs and identification processes delivered to all staff

**Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes**

Clear identification process

Creation of SEND folders with a range of supporting documents/strategies

Early talk boost training attended by CN to support speech and language development in EYFS- ID will be attending this year

**Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.**

Access to quality first teaching for all- core skills will be underpinned through targeted sessions. All children have access to all lessons which result in a broad and balanced curriculum. Targeted interventions take place at key times within the day that will limit the 'lost curriculum' time

Learning passports will outline SMART targets to support children in making progress



<p><b>Outline of objectives for 2019-20</b></p> <p>Clearly define the identification process and supporting documents to support graduated response</p> <p>Clear support for developing social, emotional and mental well-being- emotion coaching, restorative practice, emotional literacy</p> <p>Standardised testing and tracking for children struggling or SEND to be developed</p> <p><b>Other interventions</b></p>
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Linked documents	Link on website
Local Offer (Local Authority)	Attached
Academy Information Report/Academy's Offer	Attached
Accessibility Plan	Attached
Needs Analysis	Appendix A to this report- attached

Appendix A

<b>Academy Needs Analysis:</b>				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
<b>Communication and Interaction</b>	Speech, Language and Communication Needs (SLCN)	8	34.8%	3.9%
	Autistic Spectrum Disorders (ASD)	5	21.8%	2.4%
<b>Cognition and Learning</b>	Moderate Learning Difficulty (MLD)	2	8.7%	1%
	Severe Learning Difficulty (SLD)	0		
	Profound and Multiple Learning Difficulty (PMLD)	0		
	Specific Learning Difficulty (SpLD)	1	4.3%	0.5%
<b>Social, Emotional and Mental Health (SEMH)</b>		4	17.4%	2%
<b>Sensory and/or Physical Needs</b>	Visual Impairment (VI)	1	4.3%	0.5%
	Hearing Impairment (HI)	2	8.7%	1%
	Multi-Sensory Impairments (MSI)	0		
	Physical Disability (PD)	0		

