

Eccleston C.E. Primary School

*Let our Light Shine*

SEND IMPACT STATEMENT

Teaching, Learning & Personnel Committee

Reviewed: Autumn 2023

Approved by Full Governing Board: Autumn 2023

Signed by Chair of Governors:

Review Date: Autumn 2024

**Evidence of Impact of SEND provision 2022-2023**

In the academic year 2022-23, approximately 21% of Eccleston pupils had a special educational need or disability (SEND).

Most pupils in Reception and Year 1 made at least good progress over the year.

82% of our SEND pupils made good or better progress from Year 2 to Year 6 in reading, compared to 100% for non SEND pupils.

64% of our SEND pupils made good or better progress from Year 2 to Year 6 in writing compared to 69% of non SEND pupils.

82% of our SEND pupils made good or better progress from Year 2 to Year 6 in maths compared to 89% of non SEND pupils.

In the year 2022-23, school assessments show that pupils made better progress in reading and maths than in writing.

The majority of SEND pupils at Eccleston consistently make good or better progress in reading, writing and maths. They are well supported by Quality First Teaching (QFT) in the classroom and by targeted and individualised intervention programmes. Whilst many one-to-one interventions still took place during the school closure and when classes were working in bubbles, children found learning more difficult to access online or with other restrictions in place.

This year, there have been some SEND pupils who have also had significant emotional difficulties to cope with (for different reasons including trauma and home circumstances). We believe that children need to be supported in their emotional well-being and so continued to invest a lot of time and money in running nurture sessions for our vulnerable pupils and equipping staff with the necessary training to support them. We employed a professionally qualified counsellor who supported pupils in one-to-one sessions throughout the year. Our pastoral team supported other children through ELSA, regular check-ins and nurture time.

In the year 2022-23, staff attended training in different areas to support children with additional needs.

Interventions were often in addition to small group support within class lessons. All interventions aimed to supplement and reinforce class teaching. Targeted Phonics and reading interventions had a significantly positive impact on reading progress.

Pupils were withdrawn for intervention sessions at times when they did not miss out on core subject teaching. Those pupils with more complex needs were supported one to one in the classroom where possible to ensure they were able to access the curriculum fully.

The school SENCo spoke to the parents of all children with EHCPs at least once a term throughout the year. Pupil and parent wishes were used to support how children were supported.

Individuals on the SEND register have a SEND Profile and targets were set for each term and reviewed. New targets have been set for the new academic year which often include our intention to support pupil’s social and emotional well-being. Targets are shared with the children (as appropriate), parents and all staff working with them. New targets will be introduced as appropriate and every effort will be made to help children close any gaps that may have developed and ensure all children make good progress.

**Planned SEND provision for 2023 - 2024**

In the academic year 2023 -2024, approximately 20% of Eccleston pupils are considered to have a special educational need or disability (SEND) and are listed on our SEND register. Some of these pupils have complex needs and need a high level of support and significant adaptations making to learning activities. There are also some additional children who have been identified for early intervention.

More pupils have Cognition and Learning as their the prime area of need (50% of SEND pupils) than other areas. Some pupils on the register have speech and language or social and communication difficulties (33%) and others prime area of need is SEMH (17%) although this is an area of need for all our SEND pupils even if not listed as the prime one. A significant proportion of our SEND pupils have ADHD or autism and investment will continue to be made in appropriate staff training in these areas of need. The needs of all these pupils will be assessed in the first half term and the SEND register will be reviewed at half term.

Once again, all staff are committed to QFT in the classroom and are embracing a trauma-informed approach to behaviour and teaching.

Interventions will continue to take place in and out of the classroom with the aim to support children to keep up rather than catch up. Early intervention programmes will be put in place for Reception children. Reasonable endeavours will be made to close any gaps in learning that may have developed and we will continue to aim for all of our pupils with SEND making at least ‘good’ progress in reading, writing. We aim to work with the Sensory Processing Support Team and Autism Outreach Team as well as external agencies in order to gain further insight and guidance. We aim to work with a specialist in dyslexia, social skills and autism.

The SENCo will attend training (virtually and some face to face) to support her role in monitoring QFT is implemented effectively and the needs of pupils with autism are fully met. She will still attend cluster meetings where SENCos can seek guidance and share good practise.

Pupils with SEND who also have emotional difficulties will be offered nurture support from class staff. We will continue to use the new PSHE programme (Jigsaw) to deliver structured lesson in a systematic way, use adhoc circle times to deal with any issues arising each day or week, employ a professional counsellor through Health Box to run one-to-one counselling sessions and draw on her expertise to help cascade information and strategies for staff to use with their children. Please refer to the Positive Mental Health policy. A member of staff from the pastoral team will train to be an ELSA and then a structured programme of emotional support will be offered to at least 6 pupils/ week for a minimum of 6 sessions. The waiting list will prioritise need.

A teaching assistant has now qualified as a children’s yoga teacher and will deliver yoga sessions as part of our well-being curriculum. We believe this will help to relieve children’s anxiety and stress levels.

Parents of pupils with SEND, will be offered the opportunity to meet termly with the SENCo and more regularly if they would like to discuss the needs of their children and the provision that school is offering in between.

Tracking the progress of pupils with SEND will be carried out termly to monitor progress across school. We intend to continue to invest in staff training and keep staffing levels as high as possible so that all SEND children can get the best opportunity possible to fully reach their potential.

**All staff at Eccleston continue to be committed to support all pupils including those with SEND so that they meet their full potential and to close gaps in learning as quickly as possible.**

We will work with children and parents and will always seek to gain their views and share all strategies used in school.

Please refer to the SEND Policy and SEND School Offer for further information or contact Katie Prescott (head teacher), Susanne Wearden (school SENCo) or Sue Willan (SEND Governor).

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