

Eccleston C.E. Primary School

*Let our Light Shine*

SEND IMPACT STATEMENT

Teaching, Learning & Personnel Committee

Reviewed: Autumn 2022

Approved by Full Governing Board: Autumn 2022

Signed by Chair of Governors:

Review Date: Autumn 2023

**Evidence of Impact of SEND provision 2021 - 2022**

In the academic year 2021-22, approximately 21% of Eccleston pupils had a special educational need or disability (SEND).

Children in Reception and Year 1 make good progress from their starting points. Staff work to identify difficulties quickly and put early interventions in place.

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

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

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

In the year 2021-22, school assessments show evidence that SEND pupils are still being impacted by the disruption and trauma of the Covid 19 pandemic. This will almost certainly have affected academic progress which is closely linked to general well-being. Interventions were put in place to try and close gaps and enhance positive social, emotional and mental health with a commitment to continue investment into the new academic year.

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.

Individuals on the SEND register have a Child 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. Every effort was made to help children close any gaps that had developed because of the significant disruptions encountered in the previous academic year.

**Key areas of how SEND funding was spent**

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| **Priority for spending SEND funding** | **Reasoning and impact** |
| TAs to support children one-to-one (and online as appropriate) | Support staff helped SEND pupils to grasp instructions by repeating, rephrasing and reinforcing orally and by using visual prompts or other resources. Adults worked to help keep our SEND pupils focused and stay on task and to ensure that they accessed learning to their full potential. Our rationale being that pupils should *keep up* rather than *catch-up* although we recognised the need for individual strategies too.  SEND pupils, therefore, received one-to-one interventions in areas of the curriculum that they found difficult. Interventions were often in addition to small group support within class lessons. All interventions aimed to supplement and reinforce class teaching. Pupils were withdrawn for sessions at times when they would not miss out on core subject teaching. First and foremost, pupils with more complex needs were supported one to one in the classroom to ensure they were able to access the curriculum fully with supplementary intervention time.  Investment was put into ensuring that all pupils still requiring Phonics had 1:1 tutoring every afternoon again, embracing our philosophy of, trying to support children to ‘keep up ‘ rather than ‘catch up’. |
| Professional counselling | This year, there have been some SEND pupils who have also had significant emotional difficulties to cope with. 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 (by school staff and outside support). We employed a professionally qualified counsellor who worked with pupils in one-to-one sessions throughout the year. |
| Training | Heavy investment was put into Phonics training and specialist interventions to support our children with this area.  Staff also did training to support their practice in supporting children with specific SENDs. We believe that staff need to be provided with a good understanding of SENDs as well as equipped with strategies to support our pupils. |

Individuals on the SEND register have a Child 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. This is identified as an increasing area of need amongst our pupils. 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.

**Planned SEND provision for 2022 - 2023**

In the academic year 2022 -2023, approximately 20% of Eccleston pupils are considered to have a special educational need or disability (SEND) and are listed on our SEND register. There are a few additional children who have been identified for early intervention. Some pupils on the register have speech and language or social and communication difficulties and others may struggle with a specific area of the curriculum. 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 children on our SEND register (and the interventions used to support them) will be reviewed each term.

All staff are committed to QFT in the classroom. Interventions will be put in place for all our pupils with SEND. This is sometimes provided by additional adult support in lessons, counselling, discrete S&L sessions or one to one literacy or phonics support. We will review our practise every half term considering the needs and progress being made by our pupils with SEND.

The SENCo will attend training virtually or face-to-face to support her role in monitoring QFT is implemented effectively and the needs of pupils are fully met. She will seek guidance and share good practise from other professionals.

We intend to invest in:

* Training to equip staff with trauma informed approach to learning
* Counselling from Health Box UK
* ELSA sessions
* SAL sessions
* TA to deliver daily 1:1 literacy interventions
* Yoga
* 1:1 support TAs for children with EHCPs

Parents of pupils with SEND are offered the opportunity to meet termly with the SENCo.

Tracking the progress of pupils with SEND will be carried out termly to track progress across. 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. We believe that having a positive self-esteem is fundamental to achieving well academically and therefore invest heavily in our pastoral care as well as academic strategies.**

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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