

North Walsall Primary end of year SEND Report 2022

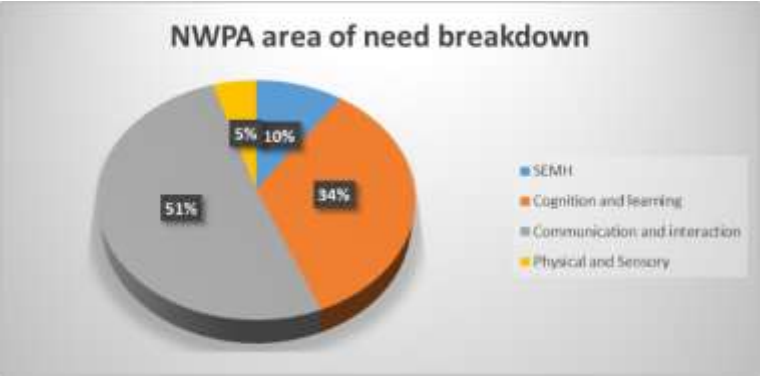
Total Number of pupils on SEND register

SEND Support	Education, Health and Care Plans	% of academy population	
		SEND support	EHCP
41 children	7	17.6%	3%

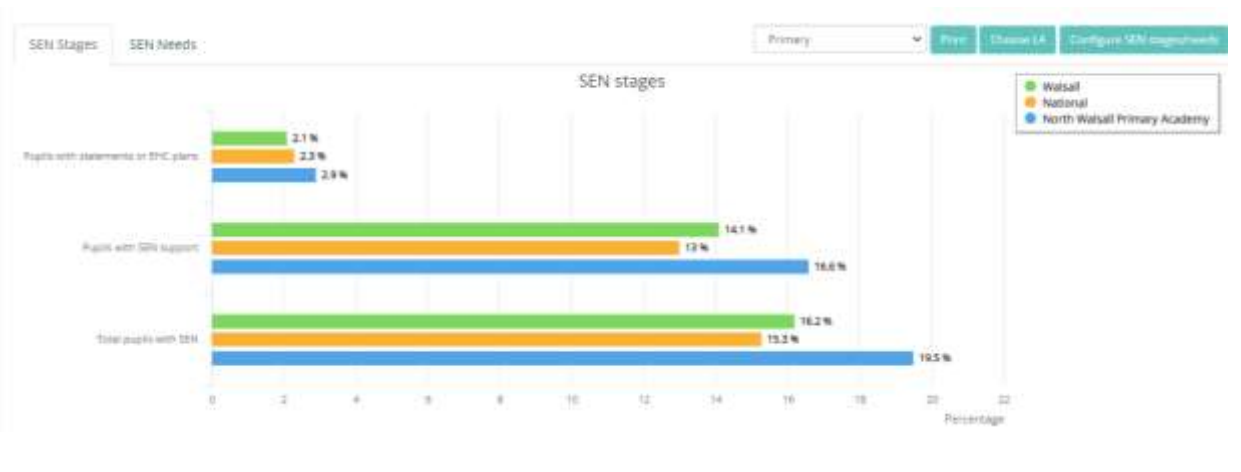
% boys and girls

SEND and Pupil Premium % of SEND cohort

Boys	Girls	SEND and Pupil Premium % of SEND cohort
33 boys 80%	8 girls 20%	32/41 children 78%



SEND Figures compared to National and Local comparisons.



Progress made by pupils with SEND

Below is the summary of the average progress made by our SEND pupils in regards to their individual targets set on provision map. These are referred to as Plan outcomes.

Average learning plan progress breakdown taken from provision map



Plan outcome report for North Walsall Primary Academy

From 1/8/2021 to 1/8/2022

Breakdown by year

	Pupils	Average outcome
Year N2	7	-0.32 As expected
Year R	2	-0.21 As expected
Year 1	6	-0.14 As expected
Year 2	7	+0.12 As expected
Year 3	5	+0.62 More than expected
Year 4	7	-0.01 As expected
Year 5	3	-0.04 As expected
Average/Total	37	+0.01 As expected

Below is the summary of the average progress made by our SEND pupils in regards to their interventions.

Average Intervention progress breakdown taken from provision map



Outcome report for North Walsall Primary Academy

From 1/8/2021 to 1/8/2022

Breakdown by year

	Pupils	Average outcome
Year R	1	+0.5 More than expected
Year 1	1	0 As expected
Year 2	24	+0.09 As expected
Year 3	7	0 As expected
Year 4	20	-0.09 As expected
Year 5	11	-0.22 As expected
Year 6	9	+0.07 As expected
Average/Total	73	+0 As expected

Effectiveness of targeted interventions

Welcomm intervention

In September 2021 we had 25/30 children who scored below their recommended age in the Welcomm screener. Children received this intervention 3 times a week for the academic year.

In July 2022 only 4 children remained on the list for intervention as the remaining 19 were now age appropriate and no longer required the intervention.

Nessy reading and spelling

Nessy – 34 SEND pupils have accessed the software this academic year. The average amount of progress made by this group is detailed below.

Spelling- Average 9 months improvement

Reading- Average 11 months improvement

Rainbow Room

Our speech and language base has been successfully running over the past 12 months and has been externally moderated through our IQM assessment and through our internal Full Academy review. The provision has resulted in 2 of our pupils gaining a space in specialist provision after we could prove that they required this provision full time. We have been and seen all of the local special schools in Walsall and have planned the provision based on a special school model to ensure we are implementing strategies used in Walsall's most specialised settings.

Our rainbow room is then used for pastoral interventions in the afternoon which are run by Mrs Winwood.

External Moderation Quotes

- **The knowledgeable and passionate SENCO works tirelessly to ensure that provision for pupils with SEND provides them with the best possible education**
- **Support for SEND pupils is a strength and the SENCO pursues all avenues to support these pupils**
- **The Nurture group has successfully supported pupils in their EYFS development and has enabled pupils to return full time to mainstream or to secure a place at special school**
- **The Nurture room was well set up and very calm and purposeful with the needs of the children being met**

FAR direct quotes from the final report from the 24th and 25th June 2022

“ The school vision is particularly evident in the highly inclusive strategies in place for SEND. SEND provision is led by a tremendously skilled and knowledgeable SENDCO supported by a range of additional input from outside agencies and specialist staff. Since the previous IQM review North Walsall Primary Academy has undertaken a significant amount of work to support SEND with a particular focus on developing Speech and Language and vocabulary. The Inclusion Lead has continued to ensure that the needs of all children, particularly those most vulnerable, are supported by the appropriate teams in school”

IQM Assessment, 24th May 2022

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

- The introduction of the Quality First Toolkit document has allowed staff to have a “ Go to” guide when struggling to think of strategies to support their send children. This has been hugely popular with staff and has been shared with other SENCOs across the trust.
- We have another member of staff who has completed the SENCO Qualification and is being mentored by the current SENCO as part of succession planning.

External specialist support services and impact

Private Play Therapist

After returning from the second lockdown, we reached out to our play therapist who works 1 afternoon per week with a key group of boys. These children have struggled with self-regulation and managing their behaviour since returning from lockdown. All 3 boys have shown an improvement in their Boxall scores since starting the therapy and we will continue to buy into this service next year due to its success.

Private SALT Therapist

During COVID the speech and language team continued to provide direct therapy through live streamed lessons and weekly paper based activities that were sent out to children in the post. When the children returned from lockdown we were so impressed to see that 30/31 children made progress from their previous baseline. This continued into the Summer term with all children making progress in this term.

Private Education Phycologist –EP First

We have continued to access this service despite the pandemic which has resulted in 2 key children receiving their diagnosis assessment for Autism. Without this private service the children would be waiting over 12 months for an appointment due to the waiting list. EP first provide specialist assessments for children with cognition and learning needs and also help provide reports to use towards an EHCP plan for our children where specialised provision is needed.

Cadmus Inclusion

We have really benefited from Beccie Hawes's expertise over the past academic year. She has delivered a range of CPD sessions including sessions on Lego Therapy and supporting mental health in schools. Beccie will work with children directly and offer detailed reports that can be used to inform new targets for individual pupil plans as well as offer advice for adapting the classroom environment. These reports have helped support the school's documentation in order to gain additional support from the paediatrician team. Teaching staff have found her reports and consultations highly valuable in ensuring adaptations are made in order to meet the needs of all pupils.

Quality first teaching offer at NWPA

What does QFT look like in our school?

Positive Learning Environment

- Encourages all children to achieve
- Promotes inclusion and equality
- Supports children to develop good relationships and positive behaviour
- Promotes the rights and responsibilities of all children

Record-Keeping

- Planning identifies target groups and differentiation for those pupils
- Formative assessment is used to track progress daily
- Classroom interventions are monitored at least half-termly to assess the impact

Teaching and Learning

- Teaching assistants are familiar with the planning and understand what children in their group need to learn to move forward
- Groupings are flexible
- Marking provides positive feedback that moves learning forward
- Questioning is differentiated
- Activities and resources may be differentiated
- Teaching methods are varied to meet the needs of visual and/or kinaesthetic learners
- Displays and resources encourage independence of all pupils
- Consideration is given to e.g. seating position in class, use of displays, visual/auditory support
- Resources are available to meet the needs of specific pupils e.g. dyslexic pupils - coloured overlays, work

The Quality First Teaching Toolkit

The toolkit provides information on how to support the needs of pupils with SEN in the classroom as part of a quality first teaching approach. Each section links to one of the four broad areas of need.

You will find:

- The broad area of need.
- Categories of potential difficulty within that need.
- What that area of difficulty might look like in the classroom.
- Supportive quality first teaching strategies that will offer support.

