



Bridgewater School Annual SEND Report 2021-2022

Evaluating the effectiveness of Bridgewater School's provision for children with SEND.

The information and data in this report relates to the 2021-2022 academic year. It reflects how school have used SEN funding to meet the needs of our children with SEND and it should be read in conjunction with:

- The SEN Information Report
- The SEN Policy
- The Accessibility Plan.

Bridgewater is a highly inclusive school. This is reflected in our data year on year, with percentages of children with Special Educational Needs and Disabilities significantly above the national average. It can also be seen and felt as you walk into our school: it is wonderfully diverse and welcoming. We strongly believe that all children matter, all children have a voice, a story to tell, need to be heard and appreciated and be given opportunities and develop knowledge and skills to reach their potential. Differences and needs in the way a child learns bring a unique perspective on the world. Differences in social, emotional and mental health needs also bring a unique perspective and diversity which contribute to the richness of school life. We believe that all children deserve a balanced curriculum with broad life experiences that enrich their cultural capital and give them the very best start in life. We believe that all children have talents and it is our business to help them to discover their talents and develop self-belief and determination to succeed.

Context:

Bridgewater School is a 0-11 School with an Early Years Assessment Additionally Resourced Provision (ARP). Places at our Early Years ARP are available for settings to apply for from the Spring term of Nursery to commence in the child's Reception year (for up to 2 years) and are decided by a Local Authority panel; details of how to apply can be found on the Newcastle Local Offer. Please note that this is a city-wide provision, all schools can apply and that having a place at Bridgewater School does not guarantee a place in the ARP or give preference to a Bridgewater child. The number of children identified with SEN at Bridgewater is historically above the national figures at SEN Support level and the number of children with an Education Health and Care Plan (EHCP) at Bridgewater continues to be above national figures. The school historical pattern is that Bridgewater School is annually above the national figure for pupils eligible for the Pupil Premium grant. A large proportion of our SEN population are also eligible for the Pupil Premium Grant. This academic year, 61 % of our SEN population were also eligible for the Pupil Premium Grant. Our SEN register has 166 pupils identified with special educational needs and disabilities. This is 35% of our Nursery to Year 6 school population. Within our 0-3, 23 out of 66 children have been identified as having SEND.

Summary of SEN

Total number of children on roll: **474 Nursery to Y6 with a further 66 children in 0-3 (540 children)**

Number of children with SEND: **166 – Nursery to Y6 and 23 in 0-3**

National % of children at SEN Support **12.6%**

Bridgewater Nursery- Y6 % of children at SEN support-**35%**

Number of children with EHCP: **23**

Nationally, the percentage of children with an EHCP is 4.0%, Bridgewater has **4.8%** of children with EHCP this year

Bridgewater 0-3 % of children at SEN Support -**35%**

Number of children in our Early Years ARP: **6**

Number of children at High Needs level N-Y6 Including ARP: **90**

Number of children at High Needs level in 0-3: **12**

Number of SEN children who are also Pupil Premium: **101 (61%)**

Number of SEN children who are also EAL: **52**

Number of children who are SEN, Pupil Premium and EAL: **25**

Number of children with SEN who are girls (N-6): **35**

Number of children with SEN who are boys (N-6): **131**

Attainment and Progress

Children with Special Educational Needs and Disabilities at Bridgewater School are supported to reach the highest standard they possibly can. This is made possible through careful and thoughtful provision for children with Special Educational Needs. Regular monitoring and pupil progress meetings support the assessment and next steps for pupils with Special Educational Needs and Disabilities.

<u>Year 6 results 2022</u> <u>Children with SEND</u>	<u>Expected</u> <u>Progress</u> <u>or above</u>	<u>Attained</u> <u>National</u> <u>Expected</u> <u>Standard</u>

<u>Reading</u>	86%	36%
<u>Writing</u>	86%	29%
<u>Maths</u>	86%	29%

<u>Year 5 results 2022</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age related Expectation</u>
<u>Reading</u>	92%	65%
<u>Writing</u>	86%	65%
<u>Maths</u>	86%	65%

<u>Year 4 results 2022</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>
<u>Reading</u>	69%	67%
<u>Writing</u>	67%	67%
<u>Maths</u>	65%	67%

<u>Year 3 results 2022</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>
<u>Reading</u>	79%	62%
<u>Writing</u>	71%	46%
<u>Maths</u>	75%	69%

<u>Year 2 results 2022</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>

Reading	100%	81.3%
Writing	75%	81.3%
Maths	93%	81.3%

<u>Year 1 results 2022</u> <u>Children with SEND</u>		
	<u>Expected Progress or above</u>	<u>Attained Age Related Expectation</u>
<u>Reading</u>	70%	53%
<u>Writing</u>	100%	53%
<u>Maths</u>	90%	60%

<u>Reception results</u> <u>2022 Children with SEND</u>	
	<u>Attained Age Related Expectation</u>
<u>Reached 'GLD'- Good Level of Development</u>	56%

Progress Measures

At Bridgewater we closely monitor the progress of groups of children, including those with Special Educational Needs and Disabilities. In 2021-2022, the majority of children (60-80%) with SEN made expected or better progress. For those children who made slower than expected progress, we put increased support in place after planning intervention based on assessments by teachers and other professionals. We have also put measures in place to further investigate the child's needs such as Educational Psychology, Speech and Language assessment, OT assessment, support from SENDOS through the ASAP pathway or statutory assessment for EHCP.

We use PIVATS (Performance Indicators for Value Added Target Setting) to set targets for children working below Age Related Expectations to help to identify their next steps and track steps of progress. For children working below the Year One expected level, we use SCART (Sir Charles Parson's Assessment and Reporting Tool) which was designed by Sir Charles Parson's Special School in Newcastle.

At Bridgewater we regularly review the progress of children with SEN and involve their parents. These meetings are either with the child's teacher and parent/carer or are larger meetings which are also attended by the Parent/Carer, SENDCo, SENDCo Assistant and other professionals who are involved with the child. These meetings are an opportunity to review the child's progress and discuss emerging needs. Parents are regularly informed of interventions and support that their child is receiving. The SENDCo is also available to meet with parents throughout the year.

Staff Training and Expertise

In 2021-22, staff training and expertise to support children with SEND was managed through our appraisal system and pupil progress meetings. During the year, our Early Years team received support from Early Years specialists from SENDOS and from Autism Specialist Speech and Language Therapy. This helped to plan and support the provision for our youngest children with a diagnosis of Autism and other additional needs.

Our 0-3 staff liaised closely with the SENDOS Early Years Team to provide support for children with additional needs in the Early Years. Our Educational Psychologist and Speech and Language Therapist supported with children and families going through Statutory Assessment for Education, Health and Care Plans too.

We continued to have a Zone West Link Worker to support children's emotional wellbeing and resilience. We invested in Commandojoes training to support personal development, behaviour and attitudes of all pupils. Our post-Covid assessments demonstrated that children had missed out on play and social opportunities therefore we invested in OPAL (Outdoor Play and Learning) training to enhance our outdoor spaces and develop our children's play and social opportunities. We continued to work on children's employability skills and understanding of careers from the very earliest stage through our partnership with NELEP (North East Local Enterprise Partnership) and the Skillsbuilder programme. This is inclusive of all children and raises aspirations for all children.

Our SENDCo completed her training as the Senior Mental Health Lead for our school. This included action planning to support the mental health and wellbeing of all children and staff in school. All staff were able to take part in elements of the online training modules to develop their understanding of how best to support mental health needs in school.

Our Early Years staff have commenced training on Launchpad for Literacy and will continue training throughout 2022-2023. Launchpad for Literacy develops staff understanding of early language development. Training and resources from Launchpad for Literacy will also be used where appropriate to support children further up the school, for example where a child may need support with auditory discrimination or pragmatic language (examples of strands).

Our Head Teacher took part in the initial training for Thrive approach to understanding, identifying and supporting the root causes of behaviour in children. She was so impressed by the power of this approach to understanding behaviour as communication and understanding how developmental needs can be met and repaired. She felt that it complemented the extensive work we have already undertaken on emotion coaching, co-regulation and Zones of Regulation so she booked whole staff training to take place in September 2022 and further Early Years Thrive training for December 2022. Our Assistant SENDCo completed her Thrive Lead Practitioner course and is school ambassador for Thrive.

In 2021-2022, we continued to work closely with SENDOS to provide advice on pupils with dyslexia and dyscalculia and to screen pupils for these specific difficulties.

We employed a Speech and Language Therapist two days a week through the LEAPS package. She provided one to one therapy, group therapy and whole staff training on Developmental Language Disorder. We also worked closely with the Developmental Language Disorder Team. Therapists from the DLD team provided support and programmes for individuals. We sought outreach support from Thomas Bewick for pupils with Autism and this was used to enhance daily timetables and routines. We received support from Highly Specialist MLD SALT to support children with Speech and Language difficulties as well as cognitive difficulties.

We employed a private nurse one day a week to support various physical and emotional needs across the school. We also employed an NHS Occupational Therapist to work in school one day a week to support with assessing sensory needs and motor skills and providing advice to support children's needs in class and at home.

We drew on expertise from our Wellbeing Officer and our Psychotherapist who provided coaching sessions for teachers. Our EAL teacher supported children who were both EAL (learning English as an Additional Language) and had SEND. We used Zones of Regulation lessons that were developed by our Educational Psychologist.

Deployment of Staff and Resources

The deployment of staff is reviewed continually to ensure the support and staff expertise is matched to the need in each year group. This ensures the maximum impact and progress for SEN pupils and all learners.

Examples of deployment of staff and resources to support children with SEND include:

One-to-one provision for learning and behaviour needs and physical support including toileting

Medical care for children with disabilities

Additional small group support for English and Maths

Leading motor co-ordination programmes based on advice from Occupational Therapy Service

Supporting pupils with Autism Spectrum Disorder, using individualised strategies advised by Newcastle Specialist Teachers of Communication and Interaction

Delivering Speech and Language programmes to individual pupils from Speech and Language Therapy Service including our LEAPS therapist.

Providing one-to-one emotional support to individual pupils

Providing small group intervention for emotional support through our Wellbeing Officer

Lego Therapy sessions to develop social communication skills such as sharing, turn-taking, following rules and problem-solving – this includes our Lego Building Friendships sessions

Carrying out 1:1 RWI Phonics sessions, small group RWI phonics sessions and Fresh Start RWI sessions. Carrying out 'Direct Phonics' for dyslexic learners who struggle to access our RWI scheme on the advice of specialist Dyslexia teacher

Supporting pupils during less structured times of the day- for example, support at break and lunch

Delivering small group handwriting and fine motor skills intervention

Bespoke small group intervention for social, emotional and behavioural needs

Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths

Pre and post teaching of vocabulary and concepts

Audit of use of visual resources to meet the needs of children with SEND.

'Deep Dive' into provision for lowest attaining 20% with our School Improvement Partner.

Teaching assistants do not solely support children with SEND. All teachers are teachers of SEND and our staff pride themselves on this. All children need to develop independence within the level they are working at and our staff also encourage stage-appropriate independence at all ages and stages.

For more information about specialist resources and provision, please see our SEN Information Report in the Special Educational Needs and Disabilities section of our school website.

Staff training and expertise

During this year, the following training has been undertaken:

SENCo Network meetings with LA

SENTA Network meetings with LA

WEST Trust SENCo Network meetings

Training for staff on supporting individual ASD pupils with Specialist Teacher for Communication and Interaction through LA and Highly Specialist SALT for children with Autism

Mental Health training through Creative Education

Whole school training on the Zones of Regulation

Development Days with our Read, Write Inc coach

Commandojoes Training

Training on New Development Matters for Early Years

OPAL training

Strategies for supporting individual pupils needs with Educational Psychologist

Coaching for staff to support a range of pupils' SEN needs

NASEN training on the SEND Code of Practice attended by HT and DHT

The deployment of staff is regularly reviewed to ensure that support and expertise is carefully matched to the needs of our pupils at all times.

Next steps in training for 2022-2023

Further support for staff during the implementation of the Zones of Regulation across the school

Embed Thrive training across the school. Lead Practitioner to share good practice and supervise the assessment process and intervention process for individuals and groups

Bespoke coaching for teams of staff working with pupils with speech and language difficulties

Embedding Element 2 of the Great Teaching Toolkit- Creating a Supportive Environment; this links with the Thrive Approach.

Work with External Agencies

During the course of the year we have sought advice from a number of outside agencies in order to support the children at Bridgewater School with Special Educational Needs and Disabilities, including:

Speech and Language Therapy

The Developmental Language Disorder (DLD) Team

Occupational Therapy Service

Educational Psychology Service

Newcastle and Gateshead Children and Young People's Service (CYPS)

Special Educational Needs Outreach Service (SENDOS)

School Health (NHS) and My School Health (private)

Specialist Paediatric Diabetes Nurses

Children's Social Care

Community Paediatrics

Visual Impairment Team

Clennell Education Solutions

Early Help Team

The RISE Team at The Children's Society

Thrive

Creative Education (Senior Mental Health lead)

Attendance

The attendance of SEN Support pupils was %

The attendance of pupils with an EHCP was %

The whole school attendance was %

There have been 5 fixed term exclusions during 2021-2022

This report was compiled by Mrs J Stoker – Autumn term 2022

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/getting-started-newcastle-local-offer>