



**Phoenix Community Primary SEND Evaluation Report
2020-2021**

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2020-21 SEN Need Type Data

	C&I		C&L		SEMH		Phys. & Sensory		
	SLCN	ASD	Dyslexia	Other C&L	ADHD	Other SEMH	Physical	Sensory	Total
	15	7	1	6	6	5	2	0	42
Total:	22		7		11		2		
% of SEN Register	52.4		16.7		26.2		4.8		
% of School	10.5		3.3		5.2		1.0		20.2

C&I(communication and interaction); **C&L**(Cognition & Learning); **SEMH**(Social Emotional Mental Health)

HNF Budget: £88,200.77

DUE TO COVID, THERE IS NO NATIONAL DATA for 2019/20 and 2020/21



Progress data based on Teacher Assessment 2020-2021

(Expected progress on Target Tracker per year is 6 steps progress. Figures based on children on track for expected, or better progress from their starting points.)

% SEN/non-SEN	Reading	Writing	Maths
Year R (8/22)	62.5 / 90.9	62.5 / 90.9	62.5 / 90.9 (Numbers)
Year 1 (7 / 23)	71.4 / 87	28.6 / 69.6	71.4 / 82.6
Year 2 (5 / 24)	20 / 37.5	0 / 20.8	40 / 58.3
Year 3 (9 / 21)	44.4 / 38.1	22.2 / 14.3	11.1 / 19.0
Year 4 (13/17)	38.5 / 76.5	0 / 5.9	69.2 / 94.1
Year 5 (5/25)	40 / 44	20 / 12	20 / 24
Year 6 (8/22)	62.5 / 100	62.5 / 90.9	62.5 / 100

Attendance of pupils with SEN

2020 –2021	% sessions missed due to overall absence		% persistent absentees – absent 10% or more sessions	
	School	National	School	National *2018/19 data pre-Covid
No SEN	3.7	3.8	7.3% (12/164)	4.3
SEN support	5.6 <small>(4.04 Authorised/ 1.53 unauthorised)</small>	5.2	11% (4/36)	6.5%
SEN with EHCP	4.0	6.3	16% (1/6)	8.7%



Exclusions occurring in the last 12 months

	% SEN	% Non-SEN
Fixed term	9.5	0
Permanent	0	0

Secondary School Destinations of Pupils with SEN

Number of SEN Pupils	Mainstream Comprehensive	Mainstream Grammar School	Specialist Provision	Other
8	4	1	2	1

Parent Feedback

The result of the last satisfaction survey of parents of pupils with SEN – will be collected at annual review of EHCPs and SSENs and could be collected by the school as part of the 3 formal meetings with parents of pupils with SEN Support.

Satisfaction surveys completed as part of EHCP Annual Review process show that parents have indicated that they are ‘fully satisfied’ on the Local Authority form although they do feel that the form is slightly confusing as the school is the point of contact and has completed the review, and yet they are being asked to comment on the Local Authority support. Unless there has been an issue, Local Authority advice is rarely sought and so the positive feedback can be misleading. On the participation section of the Annual Review form that related to the engagement with school, all parents indicated that they felt fully involved in the review with no disagreements identified.



An evaluation of the interventions used by the school to support pupils with SEN

Intervention and number of pupils who accessed this intervention this year	Focus	Impact % making progress/achieving targets	Implications for 2021/22 (continue / drop / re-train TA / select pupils more accurately)
Speech and Language	NHS SALT plans	100%	continue as required
Social Skills	Taking turns, listening, social cues etc	94.1%	continue as required for children with communication and interaction needs
Sensory Circuits	To develop strategies for children to self-regulate	89.5%	continue as required
Focus Maths	To improve fluency and reasoning	75.6%	continue as required
Focus English	To improve spelling, punctuation and grammar	71.4%	continue as required
Letter Formation/ Handwriting	To develop a fluent, cursive handwriting style	73.7%	continue as required
Phonics	To develop decoding and blending skills	94.1%	continue as required
Reading	To read with fluency, expression and understanding (Dog Domains as a focus)	74.7%	continue as required
Pre-Teaching	To support understanding through pre-teaching	88.5%	continue as required
Nurture	To improve self-esteem and self-image	83.3%	continue as required
Emotional Regulation	To support children to self regulate	72.7%	continue as required



Language Enrichment	To improve children's vocabulary and understanding of language	90%	continue as required
Writing	To improve spelling, punctuation and grammar	79.4%	continue as required
Toe By Toe	A highly structured, phonetic approach to reading	100%	continue as required
Spelling	To develop children's spelling	53.7%	Monitor this intervention over 2021/22 academic year
Times Tables Support	To develop children's recall and application of times tables up to 12x12	56.45	Monitor this intervention over 2021/22 academic year
Pastoral	To increase levels of wellbeing and involvement within the classroom	85.7%	continue as required

SEN Training provided to staff over the last 2 years

Training	Attendees	Outcomes
LIFT Meetings	A Crockford R Leavey	Support, advice and specialist teachers accessed.
SENCo Forum	A Crockford	Sharing local SEND information and initiatives.
Annual Online Safety Course for School Staff	All Staff	Raising awareness.
SCERTS (ASD)	A Crockford S Town A Marsh	Improve understanding of ways to support ASD children in the classroom with emotional regulation and language.
Emotional Regulation	A Crockford	Improve understanding of how to support children with emotional regulation difficulties



Mainstream Core Standards (MCS)	All Teaching Staff	To raise awareness of new MCS and how these should be used in the classroom to support children with different needs
Differentiation	A Crockford (led for staff at another school)	To raise teachers' understanding of differentiation in the classroom and how to support children with their learning
Rainbows Bereavement Training	D Bebell A Crockford	To enable staff to support children with bereavement
Neli (Nuffield Early Literacy Intervention)	Zelal Demirel	To improve early Literacy Skills in EYFS/KS1

Actions that will be included in the next school development plan to improve provision further for pupils with SEN

- Review of provision maps to include proportion of children achieved and/or RAG rating.
- Re-introduce Beanstalk Readers to support early reading
- Train staff on First Class with Number approaches to upskill the staff to identify and plug gaps
- New Maths Software has been purchased to identify pupil's gaps and work on them daily
- Review data and monitor the progress of children on the SEN Register compared to their peers every even term
- Review the SEN Register every even term
- Start parent groups to support parents of children with SEND, particularly with Communication and Interaction Difficulties