



**Phoenix Community Primary SEND Evaluation Report
2022-2023**

Name of SENCo: Rachel Leavey

Contact Details: senco@phoenix-primary.kent.sch.uk

via the School Office 01233 622510

2022-23 SEN Need Type Data

	C&I		C&L		SEMH		Phys. & Sensory		
	SLCN	ASD	Dyslexia	Other C&L	ADHD	Other SEMH	Physical	Sensory	Total
	14	7	0	12	3	7	1	0	44
Total:	21		12		10		1		
% of SEN Register	47.7		27.3		22.7		2.3		
% of School	10.6		6.1		5.1		0.5		22.2%

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

HNF Budget: £61,774.19

SATs Data

Phonics - 80% passed

Key Stage 1 - 50% combined

Key Stage 2 - 53% combined



Progress data based on Teacher Assessment 2022-2023

(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 1 (5 / 25)	40% / 56%	20% / 64%	40% / 64%
Year 2 (3/ 27)	50% / 79.2 %	33.3% / 87.5 %	50% / 75 %
Year 3 (4 / 24)	50% / 95.8%	50% / 95.8%	50% / 95.8%
Year 4 (9/21)	33.3% / 65.4%	33.3% / 57.7%	33.3% / 73.1%
Year 5 (9/19)	60% / 75.5%	80% / 87.5%	60% / 62.5%
Year 6 (5/25)	90% / 95%	80% / 95%	70% /65%

Attendance of pupils with SEN

2022 –2023	% sessions missed due to overall absence	
	School	National
No SEN	5.2	5
SEN support	6.4	not released until March 2024
SEN with EHCP	7.2	ot released until March 2024



Exclusions occurring in the last 12 months

	SEN	Non-SEN
Fixed term	7	6
Permanent	0	0

Secondary School Destinations of Pupils with SEN

Number of SEN Pupils	Mainstream Comprehensive	Mainstream Grammar School	Specialist Provision	Other
5	1	1	2	1 SRP within mainstream

Parent Feedback

The result of the last satisfaction survey of parents of pupils with SEN – will be collected at annual review of EHCPs and SENs 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 2023/24 (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	100%	continue as required for children with communication and interaction needs
Sensory Circuits	To develop strategies for children to self-regulate	88.6%	continue as required, embedding sensory breaks for those that need them
Focus Maths	To improve fluency and reasoning	86.7%	continue as required
Focus English	To improve spelling, punctuation and grammar	75.6%	continue as required, writing to be a school focus for 2023/24
Letter Formation/ Handwriting	To develop a fluent, cursive handwriting style	78.3%	continue as required, RL to liaise with SM (English lead) to ensure resources are appropriate
Phonics	To develop decoding and blending skills	92.3%	continue as required
Reading	To read with fluency, expression and understanding (Dog Domains as a focus)	74.4%	continue as required
Pre-Teaching	To support understanding through pre-teaching	92%	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, training and CPD to be a focus to support this intervention



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, writing to be a school focus for 2023/24
Toe By Toe	A highly structured, phonetic approach to reading	100%	continue as required
Times Tables Support	To develop children's recall and application of times tables up to 12x12	62.5%	Monitor this intervention over 2023/23 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	R Leavey	Support, advice and specialist teachers accessed.
SENCo Forum	S Town	Sharing local SEND information and initiatives - transition to secondary focus
SEND Updates	R Leavey	Sharing local SEND information and initiatives
Staff Meeting: Zones of Regulation	All teaching staff and TAs	Raising awareness and understanding of Zones of Regulation
CARE SENCOs Meetings	R Leavey	Supporting SENCOs in the CARE Trust and sharing practice
SEN Review	R Leavey	Review into current practice and suggestions for improving practice
Sensory Circuits	Ali Marsh	What sensory circuits are



	Rachel Leavey	and suggested activities
Pre-learning and Over-learning	All Teachers and TAs	Effective strategies for supporting learning
Nurture UK training	Dena Bebell Rachel Leavey	To achieve Nurture UK status as a school
PDA Training	Rachel Leavey Disseminated to all TAs and Teachers	Profile of PDA and strategies to support learners
Makaton Training	Fiona Caddy and Amanda Hodges	To develop communication skills.
DCD Training	TAs and Teachers	Profile of DCD and strategies to support learners

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

- Continue to work towards Nurture UK Status
- All teaching staff to access 'Autism Education Trust - Making Sense of Autism' Training delivered by STLS to support understanding of pupils who are on the pathway towards or have an Autism diagnosis
- Implement the balanced system for Speech and Language Therapy (SALT) with the link Speech and Language Therapist and create a school action plan to improve working relationships with TAs, Teachers and parents
- Twice yearly parents evenings for children with personal plans to be established with the SENCo in addition to the twice yearly class teacher meetings.