



LONGSIGHT COMMUNITY PRIMARY

ANNUAL SEND REPORT 2019/2020

Introduction

Longsight Community Primary currently has 213 pupils on roll which comprises of a Reception Class and Years 1-6. We have high aspirations and ambitions for all our children and check progress regularly to ensure that all children meet their potential. Summative assessments are carried out termly which then inform pupil progress meetings. At these meetings the class teacher and a member of the SLT analyse data and if needed, put additional support in place for the following term through the systems Key Groups Action Plans and further referrals through the Termly SEND meetings. Longsight Community Primary has high aspirations for all its pupils regardless of individual starting points: 3+ tracking points progress in each year group. This equates to good progress. We are continually evaluating the effectiveness of our provision through learning walks, book scrutiny, pupil progress meetings, environment checks, parent voice and pupil voice.

Analysis of Numbers of Pupils on the SEN Register: At present there are 35 children who have SEND. This is 16.4% of the school roll. 88.6% of these children are at the support level of 'SEN Support' and 11.4% have an Education, Health and Care Plan (EHCP). According to primary need, 9 children are on the register for cognition and learning needs, 20 for communication and interaction difficulties, and 6 for sensory and/or physical needs

Number of pupils	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	5	2	2	9	3	5	5
On EHC Plan	0	2	0	1	0	0	1

Attendance and Exclusions

Average attendance for pupils with SEND - 92.3%

Approaches to teaching: We aim to ensure all children can access learning within the classroom. Teaching inputs use a wide range of Kagan structures to engage and support children. Teachers include visuals on all presentations to help children access the lesson. All tasks are differentiated and children self-select the task they will complete. Work is marked during the lesson to ensure instant feedback and identify those who need support. We encourage all children to participate in all activities and work hard to identify any adaptations that need to be made.

Interventions: Wave 2 and 3 interventions take place for targeted pupils. Interventions include additional Language and Communication support and additional phonics and

writing sessions. Support for emotional and social development takes place through our family support worker.

Individual Education Plans (IEP) and Provision Maps: An IEP and provision map is written for all children requiring additional support. This outlines their strengths and needs and provides guidance for strategies and interventions that are used to support learning for that child. These are reviewed with parents at parent meetings and during SEND review meetings.

Multi-agency interventions/support: We work with a wide range of outside agencies to help identify and meet the needs of children and families. Many of the agencies also provide training to help develop our staff expertise.

- Educational Psychologist
- Early Help Targeted Support
- Speech and Language therapist – school commissioned
- Lancastrian specialist support for Hearing Impaired Pupils
- Manchester healthy schools
- Manchester school nurse service
- Grange school outreach service
- CAHMs

Moving between phases of education: When children are moving between phases of education or settings we liaise with the new setting to ensure there are no gaps in the support they receive.

2019/20 SEND Spending

Area of need	Details
5 children requiring EP assessments	EP report SEN TA support
5 children requiring additional 1-1 support	EP Report SALT support TA support x 2
SEN support for 4 pupils on EHCP	SEN TA support
Intervention support by a teacher to support literacy	Class Teacher
Speech and Language Assessment	Assessment for 3 children and ELKAN training.