



**St Alfege
with St Peter's**
Church of England Primary School

Annual SEND Report 2022-2023

St Alfege with St Peter's CE Primary School is a one form entry mainstream primary school with a Nursery.

Profile of Pupils 2022- 2023

(data representative of end of summer term 2023)

	Number of pupils	Percentage (of overall pupils)	National average for mainstream primary
SEND record of need	41	18.22%	16%
School Support	36	16%	13.5%
ECHP	5 (plus 1 approved August '23)	2.2 (2.6) %	2.5%

Broad Area of Need	Number of Children Identified as Primary Need	Percentage (of children on record of need)
Communication and Interaction (with ASD diagnosis)	33 (11)	80.5% (26.9%)
Cognition and Learning	4	9.8%
Social, Emotional and Mental Health*	0	0
Sensory and/or Physical Difficulties	4	9.8%

*There are children with SEMH needs, but these have not been identified as their main area of need



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SEND Attainment and Progress 2022-2023

EYFS

	Number of children on SEND record of need who achieved GLD (good level of development)
GLD (all key areas of development)	2/5

Key Stage 1

	Number of children on SEND Record of Need who reached National Curriculum expected levels
Reading	3/7
Writing	0/7
Maths	2/7

Key Stage 2

	Number of children on SEND Record of Need who reached National Curriculum expected levels
Reading	7/25
Writing	11/25
Maths	12/25

The above data only shows how children performed against national curriculum expectations.

The best outcomes were in KS2 Maths, with KS2 writing close behind. No children on the SEND record of need in KS1 reached the expected standard in writing.



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We know that assessment data alone does not reflect how well our children with SEND do. Their successes are better shown through progress, measuring how far they've come from where they were.

We are currently able to measure progress of SEND children through outcomes of Learning Plans, written on Edukey. These learning plans include targets written specifically for the individual child. The targets may be around English and Maths, but will also focus on areas such as social and emotional development, confidence, independence, communication, to name a few.

Plans are reviewed termly and new targets are written.

All 41 children on the SEND record of need had learning plans throughout 2022-2023.

Analysis of all reviewed Learning Plans from 2022-2023 on Edukey shows:

- All children with plans made expected or better progress against one or more of their learning/development targets
- 52% of children made more than expected progress against one or more of their targets

Where children made less than expected progress against targets, teachers work with the SENCo and/or Assistant Head to determine what prevented this progress and use this information to write targets for the next cycle.

SEND priorities for 2022-2023

- To work towards a culture where conversations around neurodiversity are normalised, between staff, children, parents etc. This is an ongoing journey and something we will continue to focus on. Things that happened in 2022-2023 included:
 - Whole staff INSET led by Frances Akinde, thinking about Neurodiversity (a focus on ASD, but including a range of needs) from a strengths based approach. This was a very helpful reminder to all staff that each child with SEND is an individual and the most important thing is that we get to understand them, their strengths and interests, their needs in order to best support them.
 - Working with individual children to understand their diagnosis, mainly those with ASD. Particular children were worked with - some of whom had recently received a diagnosis; others who had been diagnosed a while ago, but were not necessarily aware, due to age or parental preference. We used resources such as the ASD and Me Picture Book,



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which takes a strengths and challenges approach and helping a child understand their diagnosis, but more importantly develop a sense of self and understand how they may interact with others differently because of their ASD. We also use the Ice-cream Sundae Guide to Autism as another young person-friendly approach to understanding their diagnosis. Such work has to be delivered on a 1:1 basis and can only be done with the full support of parents.

- Work with parents to accept a diagnosis/need and not view it as limiting or negative. We know there is still a lot of stigma around SEND and each parent is affected by this differently. Some are very open and accepting of a diagnosis or 'label', while others may find this hard to come to terms with. We work, as we always have, with the parents as individuals and approach these things differently depending on their views/readiness. Some parents were successfully supported in being more open with their child and sharing a diagnosis with them that they were not comfortable with sharing previously.
- Continuing to celebrate difference and promote inclusivity in all that we do as a school. This is something that is driven by all adults working in our school.
- Training staff on wider range of SALT interventions. Staffing challenges meant that interventions were not always able to take place. Plan is that if as many staff as possible are trained in the main SALT interventions, then the groups will not be as affected by staff absence, as another TA could cover the group. These training gaps began to be filled in 2022-2023, with all staff being trained in word aware, some staff being trained in Lego therapy, Active Listening, Language for Thinking and colourful semantics. This work will need to continue into 2023-2024, as TAs change year groups and new team members join. We also plan to ensure more TAs are trained in delivering sensory circuits. Overall, we want to achieve maximum flexibility and staff skilled in a wide range of supportive interventions.
- Parents evening SENCO drop ins were introduced. All parents were welcome to drop in and see the SENCO during parents evening. Some were parents of children already on the caseload, who just wanted to have a review. Others were parents who were bringing their own concerns to the SENCO. And some came following a meeting with their child's teacher where concerns were raised and parents wanted to discuss this further. These were fairly well attended but further promotion would be beneficial to encourage more parents to use these sessions next year.
- Well-being, specifically playground support for certain children. A new role for TA, SEMH lunchtime support, was set up by Kathy Simpson (DHT) using mental health funding from the LA.



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- Work with new Mental Health in Schools Team (MHST), including direct referrals for parents/families and whole class workshop sessions held in school. This service is for children who do not meet the threshold for direct CAMHS involvement. Several parents have completed a series of work with them and have found it supportive. When service was new, referral path was fairly quick and waiting lists short. As it has become more established, availability is less and wait times longer - which reflects the need for mental health support at this level. Workshop sessions were more general mental health support for all and did not require referrals.
- Sensory needs understanding really developed across the school. Generally, staff seem more aware of sensory needs and are adapting and supporting these children in a more varied way than ever before. Classroom staff have been proactive in asking for fiddle toys, ear defenders, and other such resources, are giving children movement breaks and creating sensory spaces within classrooms. Sensory circuits has continued to develop across the school with children in all year groups accessing this intervention.

Education and Health Care Plans/Annual Reviews

- Five EHCPs in the school for year 22-23 (3 Greenwich, 2 Lewisham)
- one new EHCP draft issued in August 2023
- Annual reviews took place on time for all EHCPs, including one year 5 annual review.
- One Annual review held early as an 'Emergency annual review' to request increase in funding for child in Year 2 who is on funding level much lower than support we are providing. Still awaiting an outcome on this from Greenwich SEND.

External Agencies

- We continued to work closely with Speech and Language Therapy, Educational Psychology Team, Greenwich STEPs, CAMHS and the ASD Outreach team. We also made referrals to Greenwich MHST, Occupational Therapy and liaised with Greenwich and Lewisham Paediatric teams.
- We were allocated two Greenwich Educational Psychologists to split the caseload. Both are EPs who have worked with the school before and we share good working relationships. Unfortunately, sharing the caseload came with challenges and it meant we saw each EP less regularly than we would if there were just one taking care of the caseload. We had open and honest discussions with them about this and tried to find the best ways of working.



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Both EPs said they would report back to the service leader at the end of the academic year to explain why it was not working for all involved.

- We continued with a Speech and Language therapist 0.5 days per week, and a therapy assistant, 0.5 days per fortnight. The assistant's time was used to work directly with individual children/small groups and to train staff to deliver groups for needs such as speech sounds, attention and listening and sentence work.
- Our main therapist continued to work with a caseload well above what is recommended for the number of hours we have, but the number of children needing support from the service has not reduced, and the rate of new referrals has not slowed. SENCo looked into private SALT services that could be used to work alongside Oxleas therapist to reduce the caseload and mean more children are able to access the support they need. Contact was only made with private SALT services that came recommended by other schools in the borough. Most private SALT services contacted did not have the capacity to offer anything, with some facing recruitment difficulties. SENCo remained in contact with one company who contacted in July 2023 to say they were expecting to have recruited a new therapist who might be able to offer some weekly hours from October 2023.
- Our CAMHS outreach worker continues to be the same therapist we have worked with for years. In 22-23, she did some direct work with parents, under the 3-session model, and did consultation with members of staff.

Interventions

There were some periods in the year where delivering interventions was a challenge, due to staffing. At times, interventions had to be prioritised, and this looked different for different year groups, e.g. one year group prioritised Word Aware, due to many children having language/vocabulary needs.

Interventions for the academic year included:

- 1:1 or group sessions with Speech and Language Therapist/Assistant
- Word Aware groups across several year groups
- Active Listening in KS2
- Lego Therapy (Year 4 and 5 groups)
- Attention Bucket (KS1 and EYFS)
- Language for Thinking
- 1:1 STEPS Literacy programmes
- 1:1 STEPS handwriting programmes



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- Sensory circuits for children across all year groups
- Speech sounds 1:1 support
- Fine motor skills
- Colourful Semantics
- Early talk Boost (nursery)
- Dance Therapy
- 1:1 times table work
- 1:1 Reading
- 1:1/2:1 support for EHCPs
- TIGERS travel training
- Year 6 transition group

Staff Training

In 2022-2023, Staff completed CPD to enhance their knowledge of special educational needs and supporting children on the SEND Record of Need.

Some training was offered to all, and other training was specifically targeted for a particular member of staff's CPD needs, or needs of particular children/year groups.

The CPD attended included:

- Word Aware Training for all staff
- Zones of Regulation training for all staff (in preparation for starting as whole school approach in 23-24)
- Neurodiversity INSET day
- 5 day Autism course for one SEND TA
- SALT training – TAs were trained to deliver groups specific to the needs in their class. E.g. speech sounds, active listening, Lego Therapy, Attention Bucket
- Sensory circuits training
- SENCo Network meetings
- AGAS SENCo meeting
- Well-being and Mental Health Network Meeting
- SENCo attended ASD in girls course
- Staff consultations with CAMHS
- STEPS reassessment training
- Charlie Waller trust mental health training for all staff
- Training for all staff on developing independence and oracy



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