

The Silverdale Federation

SEN Annual Report Sept 2022 - 2023

Updated September 2023



Signed by:

_____ Chair of governors Date: _____

_____ Headteacher Date: _____



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The New Broadwalk

1.	How many children in the school have special educational needs?	See table overleaf for the academic year 2022-2023
2.	How many children have met the exit criteria and no longer need that support?	All pupils at the PRU are categorised as School Action + (K) as they are being taught in small classes with additional support. Those who no longer need support and have good behaviour for learning are reintegrated back into mainstream provision through Salford's In Year Fair Access Panel.
3.	How are pupils with SEND ensured access to the curriculum?	<ul style="list-style-type: none"> • A broad and balanced differentiated curriculum • Education Psychology support where required • SALT • CAMHS • Mentoring • Bespoke timetable • High staff to pupil ratio • Small groups • IYSS • AP (to complement provision where appropriate) • BOLT which is a programme of outdoor activities, tailored to the needs of the pupil(s)
4.	What are the targets and outcomes for children with special education needs	All pupils are expected to make 3 KPIs each term if their academic ability is below the average for their age group where possible with at least 7 KPIs per year. Also due to the COVID 19 some pupils have catch up targets as part of their personal progress plan. These are being delivered via lessons in class, homework and remote learning.
5.	How is their progress monitored?	Individual Education Plans through Personal Progress Plans and a termly review of progress for academic achievement, PSBD (Personal, Social and Behavioural Development) and behaviour analysis. Intervention support is put into place when needs are identified on a whole school and subject by subject basis.
6.	Are all the relevant plans in place? (Personal Progress Plans, pastoral plans)	Yes
7.	How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<ul style="list-style-type: none"> ▪ 4TA 3s ▪ 4 HLTAs (one for PIP /lead and one to assist the behaviour lead and two pastoral) <ul style="list-style-type: none"> • 2 named EPs

		<ul style="list-style-type: none"> • Family liaison officer to assist in working with families and other agencies • Outside agencies where appropriate (SALT, MFH, FSW, YOS, EH etc) • 3 mentors (SEN, reintegration and attendance)
8.	Are there any budget/resource issues in terms of SEN provision?	<p>All PRU places are funded via the Local Authority and include funds for supporting pupils with SEND. Some pupils attend on a dual registration as an assessment place.</p> <p>We claim back pupil premium if they are with is for longer than 1 term.</p>
9.	<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ <p>Does the policy reflect and meet needs of pupils</p>	<ul style="list-style-type: none"> ▪ September 2023 ▪ September 2024 ▪ KB/ ON / JS <p>Yes</p>
10.	Has the SENCO undertaken the necessary training?	Yes both Mrs Naylor and Mrs Stocks completed the Salford SEN Training and Mrs Naylor and Ms Barry have also completed the National SENCo Award.
11.	Have the relevant staff members received appropriate training?	<p>Yes</p> <p>Regular auditing of training needs completed and relevant training offered.</p> <p>All staff have completed various training sessions and updates through the LA including: Psychological First Aid, Understanding Anxiety and Breaking the Cycle of Self Harm.</p>

Pupils assessed for EHCP whilst at Broadwalk

Name	Status	LA	EHCP issued	Outcome
Child A	PEX	Salford	Yes	Salford SEMH
Child B	Assessment place	Salford	Yes	Salford SEMH
Child C	PEX	Salford	Yes	Awaiting specialist placement
Child D	Assessment place	Salford	Yes	OOA SEMH
Child E	Assessment place	Salford	Yes	Salford SEMH

Child F	PEX	Salford	Yes	OOA SEMH
Child G	PEX	Salford	Yes	OOA SEMH
Child H	PEX	Salford	Yes	Alternative provision
Child I	PEX	Salford	In referral process	Awaiting outcome
Child J	PEX	Salford	In referral process	At Draft
Child K	PEX	Salford	Yes	Alternative provision
Child L	Assessment place	Salford	Yes	Mainstream
Child M	PEX	Salford	Yes	Clifton PRU
Child N	PEX	Salford	Yes	Awaiting placement
Child O	PEX	Salford	Yes	Awaiting placement
Child P	PEX	Salford	In process of referral	At Draft
Child Q	PEX	Salford	In referral process	Awaiting outcome
Child R	PEX	Salford	Yes	Awaiting placement
Child S	Assessment place	Salford	In referral process	Awaiting outcome

Year overview 2022 - 2023	English	Maths
Pupils with SEND either being assessed for or have an EHCP	87% at least expected progress 76% accelerated progress	92% at least expected progress 76% accelerated progress
All pupils	82% at least expected progress 61% accelerated progress	84% at least expected progress 72% accelerated progress

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**The Clifton
Centre**

1.	How many children in the school have special educational needs?	See table overleaf for the academic year 2022-2023
2.	How many children have met the exit criteria and no longer need that support?	All pupils at the PRU are categorised as School Action + (K) as they are being taught in small classes with additional support.
3.	How are pupils with SEND ensured access to the curriculum?	<ul style="list-style-type: none"> • A broad and balanced differentiated curriculum • Education Psychology support where required • SALT • CAMHS • Mentoring • Bespoke timetable • High staff to pupil ratio • Small groups • IYSS • AP (to complement provision where appropriate) • Careers • Work experience • Wider Achievements • Exam access arrangements
4.	What are the targets and outcomes for children with special education needs	<p>All students are expected to make <u>accelerated progress</u> at 2 full grades of progress (6 sub-levels) from Baseline on Entry over the full Key Stage. This means that students should, on average, make a 1/3 grade progress over a full term.</p> <p>This is to reduce the gap of attainment. However, the <u>expected progress</u>, based on mainstream progress data, should be 4 sub-levels of progress.</p>
5.	How is their progress monitored?	Interventions such as extra Maths and English lessons have been put on the timetable to aid the rate of progress students can make. Each student has a personal Student Support Plan, half termly academic progress tracker and behaviour analysis. Subject leads identify individuals and put interventions in place within the lessons. Students identified by more than one subject have support put in place on a whole school level. For example: APTaskforce, 1:1s etc.

6.	Are all the relevant plans in place? (Student Support Plans, data tracking, pastoral plans)	Yes
7.	How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<ul style="list-style-type: none"> • 5 TA 3s • 2 HLTAs • 2 named EPs • Family liaison officer to assist in working with families and other agencies • Outside agencies where appropriate (SALT, MFH, FSW, YOS, EH etc) • Attendance lead & 2 attendance mentors • AP Taskforce
8.	Are there any budget/resource issues in terms of SEN provision?	All PRU places are funded via the Local Authority and include funds for supporting pupils with SEND. Some pupils attend on a dual registration as an assessment place.
9.	When was the SEN policy last reviewed and when will it be reviewed next? <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? <ul style="list-style-type: none"> ▪ Does the policy reflect and meet needs of pupils 	<ul style="list-style-type: none"> ▪ September 2023 ▪ September 2024 ▪ SC/ON <p>Yes</p>
10.	Has the SENCO undertaken the necessary training?	Yes SC attends regular training.
11.	Have the relevant staff members received appropriate training?	Yes Regular auditing of training needs completed and relevant training offered. All staff have completed various training sessions and updates through the LA including: SALT, Trauma Informed practice, Literacy training, ADHD support strategies

Pupils assessed for EHCP whilst at The Clifton Centre

Name	Status	LA	EHCP issued	Outcome
Child A	PEX	Salford	Yes to assess	Clifton PRU
Child B	PEX	Salford	Yes	Clifton PRU
Child C	PEX	Salford	Yes	Clifton PRU
Child D	PEX	Salford	Yes	Full time AP managed by Clifton PRU
Child E	PEX	Salford	Yes	Clifton PRU

Year overview 2022 - 2023	English	Maths
YEAR 11		
Pupils with SEND either being assessed for or have an EHCP	<p>100% at least Expected Progress</p> <p>100% Accelerated Progress</p> <p>67% Outstanding Progress</p>	<p>100% at least Expected Progress</p> <p>67% Accelerated Progress</p> <p>0% Outstanding Progress</p>
All pupils	<p>91% at least Expected Progress</p> <p>66% Accelerated Progress</p> <p>61% Outstanding Progress</p>	<p>80% at least Expected Progress</p> <p>38% Accelerated Progress</p> <p>21% Outstanding Progress</p>

Year overview 2022 - 2023	English	Maths
YEAR 10		
Pupils with SEND either being assessed for or have an EHCP	<p>100% at least Expected Progress</p> <p>100% Accelerated Progress</p> <p>50% Outstanding Progress</p>	<p>100% at least Expected Progress</p> <p>0% Accelerated Progress</p> <p>0% Outstanding Progress</p>
All pupils	<p>86% at least Expected Progress</p> <p>38% Accelerated Progress</p> <p>19% Outstanding Progress</p>	<p>67% at least Expected Progress</p> <p>48% Accelerated Progress</p> <p>24% Outstanding Progress</p>