



Annual SEND Report to  
Governors  
2019/2020 Primary  
Phoenix

**#TransformingLives**

<b>Name of Academy</b>		<b>Phoenix Academy</b>		
<b>SENCO</b>		<b>Lucy Dawes</b>		
<b>Date of Report</b>		<b>September 2020</b>		
<b>SEN Governor</b>		<b>Neil Toplass</b>		
<b>SEN profile</b>				
<b>Total Number of pupils on SEN register 2019-20</b>				
SEN Support	Education, health and care plans	Statements	% of academy population	
	<b>35</b>		SEN support	EHCP 100
% boys and girls <b>Boys = 91%</b> <b>Girls = 9%</b>	SEN and Pupil Premium % of SEN cohort <b>100% SEN</b> <b>71% PP</b>	<b><i>SEND needs breakdown should be shared with Governors using needs analysis template</i></b>		
<p><b>Identifying pupils with SEND</b></p> <p>Every pupil has a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). These are reviewed and shared with parents, families or carers through the school's annual reporting process.</p> <p>On entry to the Academy, there is a short settling in period to assess pupils and place them into an appropriate class.</p> <p>Meetings are held three times each year with teachers and senior leaders to monitor progress. The school works closely with external agencies to identify the holistic needs of every child.</p> <p>Pupils are assessed individually against their own prior learning.</p>				
<p><b>Progress made by pupils with SEND</b></p> <p>See Appendix 1 attached</p> <p>Interventions:</p> <ul style="list-style-type: none"> <li>• Small group intervention for maths (identified pupils working with HLTA to support academic progress)</li> <li>• RWI groups/individual tuition</li> <li>• Art therapist – identified children but also drop in sessions to support emotional regulation</li> <li>• Rocket Man Music – develop confidence, peer relationships and resilience</li> </ul>				

<b><u>EYFS progress</u></b> N/A					
<b><u>Progress from Y1- Y6</u></b> See Appendix 1 attached					
<b>Effectiveness of targeted interventions</b> Interventions: <ul style="list-style-type: none"> <li>• Small group intervention for maths (identified pupils working with HLTA to support academic progress) – 55% expected progress or above expected progress</li> <li>• RWI groups/individual tuition – 50% expected progress or above expected progress</li> <li>• Art therapist – identified children but also drop in sessions to support emotional regulation – reduction of need for PI for chn accessing therapy</li> <li>• Rocket Man Music – develop confidence, peer relationships and resilience</li> </ul>					
<b>Wider Outcomes effectiveness for this cohort</b>					
<b>Attendance and exclusions</b>					
<b>Overall attendance %</b>		<b>% of pupils PA (10% of sessions missed or higher)</b>		<b>% and number of SEND pupils FTE or PEx</b>	
<b>SEND</b>	<b>Non SEND</b>	<b>SEND</b>	<b>Non SEND</b>	<b>SEND</b>	<b>Non SEND</b>
<b>94%</b>	<b>n/a</b>	<b>14.29%</b>	<b>n/a</b>	<b>1.349 %</b>	<b>n/a</b>
<b>Successes and next steps to improve attendance and lower exclusions</b> <ul style="list-style-type: none"> <li>• Continued work with EWO</li> <li>• Attendance initiatives in school (Family Intervention Workers)</li> <li>• Continued work with outside agencies to target correct provision (two pupils)</li> <li>• Multiagency working for targeted interventions – CADMUS/ Educational Psychologist</li> <li>• Intervention TAs – delivering intervention as per EHCP advice eg puppet play, role play, Lego therapy etc</li> </ul>					
<b>Ongoing training for staff in the last 12 months –</b>					

<ul style="list-style-type: none"> <li>The ATT Institute catalogue was made available to staff during lockdown and staff were guided towards course that would be of interest. This was in addition to the mandatory training (recorded on Blue Sky)</li> </ul>
<p><b>Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes</b></p> <ul style="list-style-type: none"> <li>Review of interventions package to be in line with Provision outlined on EHCP (to be implemented in September 2021 and focus for next Academic Year)</li> </ul>
<p><b>Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.</b></p> <ul style="list-style-type: none"> <li>Rewriting of curriculum to target key objectives only</li> <li>Suitability of intervention work – based on EHCP objectives and provision</li> </ul>
<p><b>Outline of objectives for 2020-21</b></p> <ul style="list-style-type: none"> <li>Bespoke intervention package for each individual based upon EHCP objectives and provision (Team of Intervention TAs to lead across school)</li> <li>Emotion Coaching training for whole staff</li> <li>Restorative Practice training for whole staff</li> </ul> <p><b>Other interventions</b></p>

Linked documents	Link on website
Local Offer (Local Authority)	<a href="http://www.mywalsall.org/fis/walsall-send-local-offer/">http://www.mywalsall.org/fis/walsall-send-local-offer/</a>
Academy Information Report/Academy's Offer	
Accessibility Plan	
Needs Analysis	Appendix A to this report

Appendix A

<b>Academy Needs Analysis:</b>			
Type of Need	No. of Pupils	% of SEND pupils	% of all pupils
Speech, Language and Communication Needs (SLCN)			

<b>Communication and Interaction</b>	Autistic Spectrum Disorders (ASD)			
<b>Cognition and Learning</b>	Moderate Learning Difficulty (MLD)			
	Severe Learning Difficulty (SLD)			
	Profound and Multiple Learning Difficulty (PMLD)			
	Specific Learning Difficulty (SpLD)			
<b>Social, Emotional and Mental Health (SEMH)</b>			100%	
<b>Sensory and/or Physical Needs</b>	Visual Impairment (VI)			
	Hearing Impairment (HI)			
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)			