



SEND report 2020-2021

At the end of the academic year 2020-2021 there were 27 pupils on the SEN register. This is 13% of the total school role of 216 pupils.

The four areas of need are as follows:

- Cognition and learning
- Communication and interaction
- Social, mental and emotional health
- Physical and Medical

Profile of pupils with SEND:

Year group	Individual provision plan	School support	HLN	EHCP
Nursery	0	1	0	0
Reception	1	1	0	0
1	1	1	2	1
2	3	3	0	0
3	4	4	2	0
4	8	8	4	1
5	4	4	0	0
6	6	5	2	0

Area of need	Cognition and Learning	Communication and Interaction	Social, mental and emotional health	Physical and Medical
Total number	10	7	2	8
Distribution of children	Y1 Y3 Y4 Y4 Y4 Y5 Y6 Y6 Y6	Rec Y1 Y2 Y4 Y5 Y6	Y3 Y4	Y1 Y2 Y3 Y3 Y4 Y5 Y6

Demographic	Percentage
Boys	70
Girls	30
Pupil premium	59
LAC	4



Year	Reading		Writing		Maths	
	% making at least expected progress	% at ARE	% making at least expected progress	% at ARE	% making at least expected progress	% at ARE
1	100	0	100	0	100	0
2	33	33	33	33	66	33
3	60	20	100	60	80	40
4	67	17	34	17	83	17
5	100	0	100	33	100	67
6	67	17	83	17	83	17

Outside agencies

We have worked successfully with the following agencies to enable our children to access education effectively this year:

Educational Psychologist	Behaviour Support	Learning Support
Local Authority representative	Elective Home Education representative from LA	Occupational Therapist
Paediatricians	Epi-pen trainers	Social Care workers
Fair Access	Autism Education Team	Targeted Family Support

Next steps 2021-2022

Our Family Support Worker will continue to work with families and the Local Authority to reduce absence which has led to limited progress for children with SEND in Year 2 and Year 4.

Accelerated Reader has been introduced for the year 2021-2022 in order to promote enjoyment, speed, accuracy and comprehension when reading. This will benefit all children from Y2-Y6 including children with SEND. Over one thousand online texts (myon.co.uk) and all the books in our library are pitched to each individual learner's needs and are used for 20 minutes three times per week with all children from Y2-Y6. Based on the individual reader's speed, accuracy and skill level, the programme assigns them a selection of books which are suitable for their zone of proximal development. These books are then accessed from school and from home (<https://ukhosted103.renlearn.co.uk/6705339/>). Children are given quizzes to answer, based on the books, which help teachers to see how accurately the child is reading. The quizzes can be accessed on laptops, mobile phones and tablets or iPads so are accessible to almost all of our families. All children can access the quizzes in the library if they can't access the quizzes outside the school day.

Children earn points for every book they read (shorter, easier books award less points than longer, more complex books). Teachers set the children a goal to be achieved within a specific time frame and reading books enables them to achieve these goals. Once children have achieved a target set of points (100 in Y2/3 and 400 in Y4,5,6), they can choose a free book as a reward.



In Maths, we will embed our system of Power Maths which was new this year. It aims to develop mathematical knowledge at a deeper level through systematically revisiting core skills.

To ensure we are able to accurately assess small steps of progress for children accessing a curriculum significantly below one for their chronological age, we will start to use B Squared as an assessment system for children who are working below the level of the Year 1 curriculum. This will enable us to track small steps of progress that cannot be tracked using our current assessment system.

We will open a nurture unit to support our most vulnerable KS1 pupils who need an entirely personalised curriculum. This will be prepared with support from the Learning Support Team and the Autism Team to meet the needs of our children.

We will continue to use our Yoga Nurture therapy to develop learning behaviours and mental health in all learners.

Yoga Nurture Therapy Bespoke yoga sessions are planned to improve gross motor skills and develop independence skills. These yoga sessions have an emphasis on eye contact and developing understanding of oral instructions. All of the children receiving personalised yoga therapy have made at least good progress in their attainment academically but have also developed in their social, emotional and resilience skills and values. They strengthen core values to cope with daily challenges that require confidence and trust and acceptance.

The highly individualised yoga sessions delivered at Warren Primary Academy have the following aims:

To improve physical and mental flexibility.

Yoga poses are designed to provide a whole-body stretch from head to toe. This can be a big advantage for children with neurological and physical disabilities who develop muscle tightness. Working on flexibility is important for all children, and each class has weekly class yoga session.

To develop physical and mental strength.

Our yoga teacher works hard with our children on developing strength from core strength to leg strength to upper body strength. The strength required to hold these poses also develops mental resilience. To improve Body Awareness, Balance, and Coordination. Our yoga sessions develop essential skills in our ASD learners such as developing a sense of our body's space. Getting into (and out of) yoga poses requires a strong sense of where your body is in space (the vestibular sense) and how your body parts are moving in relation to one another (proprioception). Yoga poses also require complex combinations of movement to be performed in a smooth and fluent manner (coordination).

To develop essential attention skills and Behavioural Regulation strategies.

Yoga has the ability to calm and relax children. Breathing techniques used in yoga are the perfect tools for children to support with behaviour regulation strategies. Teaching calming breathing and visualisation techniques can empower all children – letting them know that they have tools they can use anytime and anywhere to calm their bodies and minds. To develops Social Skills. In the whole class yoga children are able to feel one another's energy, follow the example of others, and



Warren Primary Academy

A L.E.A.D. Academy

learn to be leaders. Many of our SEND children who have accessed 1:1 or small group yoga therapy this year, have also had access to yoga therapy in previous years. This ensures there is a continuation of learning and skills being applied year on year.

Sports Mentorship

12 of our pupils with SEND accessed this support this year with 11 making expected progress. The mentoring not only develops new skills but allows children to learn resilience by being taken out of their comfort zones; this powerful strategy supports with learning inside the classroom. Essential life lessons and skills are taught in a fun practical way. Our coaches know the importance of instilling positive values in our young players. The coaching sessions are designed to test their patience and to develop this important skill. Patience, along with fair play, responsibility, having fun, leadership, and problem solving are just some of the valuable lessons taught and learned in our mentoring sessions. Skills such as effective communication and developing self-confidence are tools that are then applied in the classroom setting. The mentoring sessions also develop endurance and the children's fitness levels. The sessions are an invaluable tool for health and well-being. The children leave the sessions with a sense of pride and accomplishment. The children take a piece of work they are proud of each week, which is then reviewed and discussed with their coach, who reinforces these positive learning behaviours.