

## SEND Report to Governors 2024 -2025

Date of report: 02.09.2024

SENDCO: Tracy Young

SEND Governors: Natalie Towers

### SEND profile for the last 12 months based on Summer 2 2024

- Number of pupils on SEND register including numbers with Education Health and Care Plans School = 99/466 = 21.24%
- EHC plans 18 = 3.82% total school (there are 5 in the assessment process)  
18.18% of children with SEND have EHCPs  
Boys – 56/99 = 56.56%  
Girls – 43/99 = 43.43%
- Number of pupils according to primary need /gender/other characteristics e.g. Pupil Premium =  
PP – 36/99 (not including Nursery) = 36.36%  
EAL 36/99 =36.36%

### SEND Category By Year Group – Summer 2 2024

Year Group	C81/SLCN	PD/Sensory	C&L	SEMH	% in year group	% of SEND 99	% of whole school 466
Nur 50	7			1	8/50= 16%	8/99= 8.1%	1.7
Rec 60	11	2		4	17/60= 28.33%	17/99= 17.17%	3.65
Y1 59	5		2	1	8/59 = 13.56%	8/99= 8.1%	1.7
Y2 60	7	2	4		13/59= 22.03%	13/99= 13.1%	2.8
Y3 59	6	1	4		11/59 = 18.64%	11/99= 11.1%	2.4
Y4 60	2	2	6		10/60 = 16.67%	10/99= 10.1%	2.15
Y5 59	1	3	9		13/59= 22.03%	13/99= 13.13%	2.7
Y6 60	6	3	5	5	19/60 = 31.67%	19/99= 19.19%	4.1
Total 466	45	13	30	11	99 out of 466 = 21.24%		
% of SEND	45/99 = 45.45%	13/99= 12.12%	30/99= 30.3%	11/99= 11.11%			
% of whole school 466	9.66	2.79	6.4	2.36			

99 children on SEND register out of 466 = 21.24%

### Overall quality of provision for pupils with SEND

Provision is good – every child has some 1:1 time working on their IEP targets with LSA or SSA support at the direction of the class teacher. Children and LSA/SSA work on Pupil Passport front sheet

Every SEND child is heard to read daily. They also have additional phonics support as well as Precision Teaching to improve sight vocabulary.

All can access IDL for reading, spelling and maths both at home and in school.

Outside agencies are referred to if additional support or interventions do not result in expected progress. Parental consent is given for specialist teacher assessment and observation.

The Inclusion Teachers we have in school provide excellent advice, support and reports needed – early identification is vital and referrals made to EY Inclusion service.

The SENDCO works with the SENDO – Sue Hurst and several SEND Assistant Case Managers.

Our Independent Speech and Language Therapist provided excellent support = group support and advice to the LSAs and SSAs working with language support groups. She also assesses and writes reports on individual children which are useful in identifying areas of need and are valuable in applying for EHCPs/Inclusion Funding. Half termly training is given to LSAs/SSAs – Colourful Semantics, Widgit program, Barrier Games and Lego Therapy and writing social stories so far covered.

We work closely with staff from our local PRU – Golden Hill who provide specialist advice and support in school and through short-stay placements. Reach provide in-school support and we had 1 child who was on a 12-week placement at Golden Hill which was extended due to his needs.

#### **Achievement of pupils with SEND:**

- Statutory and teacher assessment data on school tracker – this was the case but now we are trying to get data on Target Tracker (now Sonar) – most SEND children are assessed using PIVATS
- Wider outcomes – the SENDCO works closely with the Attendance Coordinator to target pupils with SEND who have poor attendance and punctuality. Home visits are made, meetings with parents for children with SEND are made and followed up as well as catching parents at the gates before and after school.
- We have an Inclusion Team made up of the SENDCO, Attendance Coordinator, Behaviour Lead, Family Support Officer, Nurture Lead and Pupil Premium Co-ordinator who meet up half termly and discuss issues and cases we are working on to see if there is anything else that can be done to support the children and families.

**SEND policy** Reviewed 1<sup>st</sup> September 2024

**The SEND information report** is on the school website. It was reviewed 23/08/2024

**The school's Local Offer** was reviewed 23/08/2024

#### **SEND budget and spending**

There is no specific budget allocation for SEND but orders have always been approved for resources for the SEND children.

Additional funding for renewing the license for IDL is given and recently we have taken a subscription to Widgit used for making visuals.

VI resources have been purchased after advice from specialist teacher. Enlarged reading books are provided by the VI technicians

There are CPD opportunities for TAs and an audit of training is carried out annually.

SENDCO attended several CPD course including SLCN and Colourful Semantic – cascaded to teachers 17.01.24,

Graduated Approach for SEND, again, cascaded to teachers in a staff meeting.  
Early Years SENDCO update attended

### **Staffing for SEND**

LSAs and SSAs have attended in-house training and some have SaL training – Sarah Amin on Makaton and Mita Patel on ASD, Tracy Hood and Sue Robinson have attended SaL awareness courses for the children they support.

There have been issues with a high turnover of LSAs and SSAs due to staff absence and difficulties in recruiting.

The SENCO is a qualified teacher – PGCE and Master in Education Management.

The SENCO also has a Diploma in SEND.

### **Interventions**

Precision Teaching

Paired Reading

IDL

Rapid Phonics

Multiplication tables – Times Tables Rockstars

Vocabulary Training (Speech and Language)

Talkboost

Language support groups from Nursery to Y1.

Colourful Semantics – children with SLCN and EAL benefit from this.

### **CPD related to SEND**

All LSAs and SSAs have taken part in SaL training.

Various other training has also been arranged and attended by support staff.

All support staff have had training on Trauma Awareness and Adaptive Teaching strategies.

Half termly training on different aspects of SaL with Louise Laycock continues.

St Matthew's hosted the Cidari SENDCO cluster meeting in June and Louise discussed awareness and support for children with various SLCN.

### **Engagement with stakeholders**

Pupil voice – SEND children with EHCPs give feedback which is recorded as part of their annual review.

Parent/carer voice: Parents receive a copy of the Pupil Passport and Individual Education Plans and can comment on provision. TAF meetings are held where appropriate. Parent voice is captured annually.

EHAs completed.

Contact via email has increased.

Termly newsletter.

Classdojo messages.

Multi-agency work: SEND Inclusion Teachers work closely with the SENCO, class teachers, LSAs/SSAs and pupils. We are supported by the NHS Speech and Language Therapist and the school employs an Independent SaLT who liaises with Laura Slater who supports speech and language groups throughout Early Years. The school works with the local primary mental health practitioner, Karen Lee, who offers advice and signposts to other agencies. Referrals to other agencies are made such as CFWS and CANW.

The school has a good relationship with the outreach staff from the local PRU, and Reach.

Termly meetings with Michelle Orrell, Senior Family Support Worker for CFWS.

### **Complaints**

There were no complaints recorded in the last year.

**Any other developments regarding SEND?**

We have reviewed the Pupil Passports and IEPs. We discussed these in a staff-meeting following Graduated Approach training. We decided to keep the first page of the old Pupil Passport as it was important to have TA and pupil in-put. The second page reports need and next steps in each area of need. The graduated approach is reflected primarily in the SMART targets on the last page. LSAs and SSAs are to be encouraged to review progress against these and change HFWs/spellings/letters/number bonds etc and change as they are achieved.

In 2024 – 25 we have agreed to write targets termly rather than half termly.

Our Inclusion Teacher has provided support in ensuring IEPs are appropriate and we work together to monitor these and provision given.

Our Early Years practitioners took part in the Hanen Language Project and have cascaded these skills with LSAs and SSAs to improve the language and communication skills of our youngest children.

**Are there any concerns regarding provision for pupils with SEND?**

Some of the concerns are of a practical nature due to the building. We do not have a lift and there is a flight of steep stairs which is a barrier for some children with PDs. We now have a suitable hydraulic changing bed located in a private room off the KS1 girls' toilets. The toilets for KS2 children are now upstairs which makes access much easier.

Reach support is still needed for those children who need additional specialist support in school (these were mainly in Reception) – another child was accessing a 12-week placement at Golden Hill which was extended due to his extreme needs.

There was an Interim Review for a child whose parent wants specialist provision as he is struggling in a mainstream school.

Another child's whose parents went to tribunal to appeal the decision to refuse specialist support were successful – he will be transferring to Hillside in September 2024.

It was difficult to get 2 places for Y6 children to transfer to specialist school but this, again, was successful.

There are still children with extreme needs who are not accessing specialist school placements when they need this.