



## SEND Report to Governors 2019 -2020

Date of report: 17<sup>th</sup> August 2020

SENDCO: Tracy Young

SEND Governor: Nancy Talbot

### SEND profile for the last 12 months

- Number of pupils on SEND register including numbers with Education Health and Care Plans School = 71 out of 445 = 15.95%

Lancashire average 2018 -19 - 12.7%

National average 2018 -19 - 14.2%

- EHC plans 12 = 2.7%total school

16.9% of SEND have EHCPs

10 are boys = 83.33%

2 are girls = 16.66%

- Number of pupils according to primary need /gender/other characteristics e.g. Pupil Premium = 30 out of 445 = 42.25%

EAL - 14 out of 445 = 19.71%

Boys - 45 = 63.38%

Girls - 27 = 39%

### SEN Category By Year Group – Spring 2 2020

Year Group	C&I/SLCN	PD/Sensory	C&L	SEMH	% in year group	% of SEND 71	% of whole school 445
Nur	2				2/38 = 5.26%	2/71 = 2.82%	0.45
Rec	3	1			4/55 = 7.27%	4/71 = 5.63%	0.90
Y1	10		1	2	13/60 = 21.66%	13/71 = 18.3%	2.92
Y2	2	2	4		8/55 = 14.54%	8/71 = 11.26%	1.8
Y3	6		2	2	10/58 = 15.78%	10/71 = 14.08%	2.24
Y4	5		2	4	11/60 = 18.33%	11/71 = 15.49%	2.47



## St Matthew's CE Primary School

Y5	3		3	5	11/60 = 18.33%	11/71 = 15.49%	2.47
Y6	3		2	7	12/59 = 20.33%	12/71 = 16.9%	2.7
Total	34	3	14	20	71/445 =15.95%		
% of SEND	34/71 = 47.88%	3/71 = 4.22%	14/71 = 19.71%	20/71 = 28.16%			
% of whole school 445	7.64	0.67	3.15	4.5			
71 children on SEND register out of 445 = 15.95%							
Overall quality of provision for pupils with SEND							
<b>Achievement of pupils with SEND:</b> <ul style="list-style-type: none"> <li>• statutory assessment data</li> <li>• School tracking data is on the OneDrive</li> <li>• Wider outcomes – the SENCo works closely with the Attendance Coordinator to target pupils with SEND who have poor attendance and punctuality.</li> </ul>							
<b>SEND policy</b> Reviewed September 2020 The SEND information report is on the school website. It was reviewed 28/07/2020 The school's Local Offer was reviewed 23/07/2020							
<b>SEND budget and spending</b> The budget allocation for 2019 – 2020 was £500 which was spent on resources for the SEND children and renewing the license for IDL. There was good value of money as teachers requested specific resources for children in their classes and these were ordered. There are CPD opportunities for TAs and an audit of training is carried out regularly.							
<b>Staffing for SEND</b> Any staff employed specifically to support pupils with SEND and their qualifications. The SENCo is a qualified teacher – PGCE and Master in Education Management. The SENCo also has a Diploma in SEND.							
<b>Interventions</b> Precision Teaching Paired Reading IDL Rapid Phonics Multiplication tables – Times Tables Rockstars Vocab Training (Speech and Language) Talkboost							
CPD related to SEND							

“Be blessed by God, be happy and aspire to be...”



## St Matthew's CE Primary School

Some TAs have taken part in SaL training.

The SENCo has weekly meetings with TAs where good practice is discussed, ideas shared and requests for training explored and arranged.

### **Engagement with stakeholders**

Pupil voice – SEND children give feedback which is recorded

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

Multi-agency work: SEND Inclusion Teachers work closely with the SENCo, class teachers, TAs and pupils. We are supported by the NHS Speech and Language Therapist and the school employs an Independent SaLT who liaises with Mrs A Lambat who supports speech and language groups throughout KSI. The school works with the local mental health practitioner, Shamaila Iqbal, 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, GHIST.

### **Complaints**

No complaints have been made.

### **Any other developments regarding SEND?**

Training has improved staff knowledge on specific interventions and procedures. Teachers and teaching assistants have improved knowledge of the range of special needs and how to effectively support pupils, eg ASD awareness training has given staff more confidence with how to support children with social communication difficulties. Teachers and TA's report that Precision Teaching has impacted on pupil's ability to retain information where overlearning is suited to their learning style. Staff are also more knowledgeable in the use of ICT software to support SEN pupils (IDL).

Our Early Years practitioners took part in the Hanen Language Project and have cascaded these skills with TAs 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 PD. We need a better changing room for children who wear nappies/pull-ups – we now do have a changing bed but as children grow, this is not always safe or suitable.

Some of the most challenging children put themselves and others at risk with their behaviour – climbing on the stair bannister, trying to get out of first storey windows etc.