

Annual SEND Report for Governors

School:	St David's C of E Primary School
SENCO:	Cat Henderson
Date of report:	07.03.2024
SEN Governor:	Yvonne Webster

Total NOR	Total % on school census coded K and E for current year	Total % on school census coded K and E for previous year	Total number of learners with SEND in the school	Total number of learners with SEND in the school on the SEND register without an EHCP	Total number of learners with SEND in the school on the SEND register with an EHCP	Total number of requests for Statutory Assessment	Total number of requests for Statutory Assessment agreed
57	22.8%	19.7%	57	47	10	8	2

SEND Profile (for last 12 months)

Primary area of need	Communication and interaction	Cognition and learning	Social, Emotional and Mental Health needs	Sensory and/or physical needs
Total % across the school	6.4%	11.6%	4.8%	0.4 (non sen)
Total number of learners with the primary area of need	16	29	12	1 (non sen)
EYFS	2	2	0	0
Year 1	1	3	1	0
Year 2	3	1	4	0
Year 3	1	4	1	0
Year 4	5	8	1	0
Year 5	2	3	3	0
Year 6	2	8	2	0

Key Points

	Narrative
SEND information report is available on the school website and is dated within the last year.	This will be updated at the end of July and put on the school website.
SEND policy is up to date and available for review	This is due to be reviewed October 2024.
The SENCo holds the mandatory qualification	Qualified in March 2021
Overall SEND budget (notional and element funding)	£90,563

Provision, Access and Support

How does the school identify learners with SEND?	Identification of special needs can occur through observations by parents, caregivers, teachers, or healthcare professionals. The school follows the graduated pathway approach, of REVIEW, ASSESS, PLAN and DO this underpins our approach. Staff meeting time has focused on clear direction on processes.
What happens when a learner has been identified?	Initial concerns are first raised, this triggers a visit from the Sendco. The SENDCo will observe, work with the identified child and have a consultation with the class teacher/support staff. The class teacher would have already raised concern with the parent as part of the Initial Concerns process. Any advice/strategies/resources are implemented and monitored. Every half-term, SENDCo/teach meets are scheduled, and part of this process monitors the learners needs.
What provision is in place to support teachers to provide for a learner with SEND?	Whole school provision document details what provision is available and may be effective for different learners. Each class has a Class TA in the morning. Each child with an EHCP has a 1:1 TA or allocated similar accordingly. Teachers are encouraged to employ inclusive teaching practices that accommodate learning styles and abilities within the regular classroom environment. Specialist Support Services: St David's has access to specialist support services, such as speech therapists, occupational therapists, educational psychologist, counsellors, and behaviour specialists, who can provide additional expertise, consultation, and direct intervention for students with SEND. Teachers can collaborate with these specialists to develop targeted interventions and My Plans.

	<p>Teach meets with the SENDCo, offer a time to look at what's working well and what may need to change in supporting SEN children, as part of the Graduated Pathway. This is evidenced in each child's file on Provision Map, in order to ensure smooth transition throughout their education.</p>
How are parents and carers informed of identification?	<p>Parents are typically informed through meetings, that outline the identified needs and potential interventions or support services. This may be with the class teacher, the SENDCo or both. At St David's we value a team around the child approach.</p>
How are parents and carers informed of progress a learner is making?	<p>Parents' evenings – Parents with a child with SEN have additional time to discuss their child's My Plan. The My Plan is reviewed and written in conjunction with the parent. My Plan reviews are discussed with parents, 3 times a year. End of Year reports – provide a summative overview of the child's progress at the end of the year.</p>
What interventions are in place to support learners?	<p>On Whole school Provision Map</p>
How is access to interventions planned?	<p>Pupil Progress meetings – identify where children are at. If children are 'at risk', 'below' as indicated then additional support is implemented. Plans are then put in place to address areas identified. Interventions for children with a My Plan are SMART, each intervention has been baselined, focuses on the exact need identified and then assessed, in-line with My Plan review dates. The SENDCo and DH review My Plans to ensure effectiveness. We are careful, where possible to ensure interventions do not clash with a child's favourite subject e.g. Science.</p>

Achievement and Attainment Data (Summer 2023 – Spring 2024)

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Reading	15.8% (9)	22.9% (11)	52.1% (25)	25.0% (12)
Writing	15.8% (9)	14.6% (7)	56.3% (27)	29.2% (14)
Mathematics	15.8% (9)	27.1% (13)	56.3% (27)	16.7% (8)

Children who have made below progress are then discussed in SEN Teach meets. Next steps are then planned for.

Staff Development

Staff	Overview of training	Expected impact
1:1 TA	Selective mutism	Effective support is implemented for children identified with selective mutism.
Staff Meeting	Provision map/graduated pathway	Graduated pathway is effectively embedded. My Plans are SMART. Early identification of need and next steps in place.
TAs supporting identified children	SaLT	Children assessing provision will have made progress towards SaLT targets. TA supporting will have gained hands-on knowledge on how to support this in class.
Staff Meeting	Autism Awareness	Staff are aware of Autism and are aware of strategies, resources that can support children with Autism or autistic traits.
TAs	Numicon (in House)	Effective use of Numicon
Staff Meeting	Maths manipulatives (Maths Lead)	Effective use of maths manipulatives in the classroom. Support in embedding understanding of maths concepts.
TA	Continence	To support identified child.
TAs	ADHD	Staff are aware of ADHD and are aware of strategies, resources that can support children with ADHD or ADHD traits.
SENDco	SENDco Training (SEN Planning)	Updated on current good practice. SEN for the year is planned for effectively.
SENDco	Wellbeing Lead	To provide Yoga based techniques to help children within St David's.
SENDco	Pastoral Training	To help develop ELSA support with current advice and strategies.
Learning Mentor	ELSA Supervision	To provide supervision
Support staff working with child	Diabetes Training	To ensure staff are trained in managing diabetes.
SENDco and DH	DGAT Sendco and PP forum (x2)	National and local updates and sharing good practice

SENDCo	Early Help Forum (x2)	National and local updates and sharing good practice. (EH, PEAK, SCAAS..)
SENDCo	SENDCo North Cotswolds Cluster	General updates in the Cluster. EP, ATS and EH – advice and updates of service.
SENDCo	SENDCo ATS/EP Cluster meetings	General updates in the Cluster. EP, ATS and EH – advice and updates of service.

External Agencies

Agency	Purpose	Impact
ATS	Visit chn on MP+ and with a My Assessment – with then recommend further strategies, resources to be implemented. Adviceline – to offer no names advice on SEN areas.	The process for an ATS visit can be uncertain. Even when a child has a MP+ and My Assessment ATS still may not visit. (ATS has seen 2 out of the 4 children referred) Adviceline has been utilised more as quicker however, advice is given without then seeing the child or the provision and is based on a phone call.
EP	10 sessions for this year.	1 x Statutory Assessment (EHCP) = 4 sessions Support with consultation (1 session) JPS for 2 children = 2 sessions Observed and attended MP+ review for 2 children. Next planning meeting – 10.04.2024
School Nurse Hub	On line referral service offering support on a range of needs.	Referrals made regarding – Continence sleep
TIC+	Offers counselling to children	Currently 4 children have accessed the service this year. Intended impact to improve mental health and well-being.
UTurn	Bespoke CBT	Currently working with one child – supporting sibling relationships.
LINC SaLT	To provide SaLT assessment and provision for identified children.	Children assessing provision will have made progress towards SaLT targets. TA supporting will have gained hands-on knowledge on how to support this in class.
NHS SaLT	Offers assessment, sessions and targets for school.	School receive targets that have been made from an assessment by a SaLT professional. These are then implemented and aim to support progress.
Point 5 Behaviour	Offer Team Teach training, behaviour management.	New staff have received training.
SCAAS	Social, Communication Assessment Autism Service	Children identified as presenting with Autism traits that are affecting daily life either at home/school or both are referred to the service. There is currently a 2.5 year waiting time.

GP	Parents may be advised to see the GP by school if their child presents with ADHD traits that are affecting daily life either at home/school or both.	Parents will often raise concerns as often impacts homelife. Impact – strategies in place, possible medication.
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Pastoral

The Harbour/ELSA

Children are referred using ELSA referral system.

Sessions are individually planned to meet the identified needs as indicated by the referral form.

Sessions are reviewed at the end of 6 weeks and an end report is shared with CT and parents.

Check ins are timetabled and aim to literally ‘check in’ – giving on the spot time to talk, advice or a thumbs up.

Impact can be tricky to gauge – however, children having received sessions are noticed by staff to be more emotional literate, have an improved understanding of sizes of problems, the strategies that work for them when feeling dysregulated.

Parental Engagement

Curriculum workshop – Pastoral – this aimed to inform parents about the provision based at St David’s covering Learning Mentor, ELSA and SEN.

Coffee mornings – every half-term. These have included looking at Zones of Regulation, Positive reframing, Adult Learning Workshops, Local offer, transition.

SENDCo is available 2 mornings a week and after school in the playground – impact – parents able to approach me. From these quick check ins, communication about day to day concerns or processes are dealt with quickly.

Next steps:

- Whole school document to be written detailing clear thresholds, descriptors ensuring the Graduated Pathway is effective across the school.
- Continue to ensure training for staff supports the current SEND needs of SEND pupils.
- Ensure provision for children at SEN support (My Plan and My Plan+) is effective, through careful monitoring of data, books and learning walks.