



# SEND Review 2023-2024

---

## SEN Profile:

- 31 out of 204 pupils (15.2%) were on the SEND Record at the end of the summer term. This is an increase of 0.9% since last year. This is primarily a result of a high proportion of high-level needs in the new FS cohort.
- The gender split of the SEND population is 9 girls to 22 boys. This is quite typical for our SEND Record but obviously is heavily weighted towards the boys.
- 4 of the pupils had EHC Plans; this is 1.9% of the school population, a decrease on the previous year. Rather than a decrease being indicative of our SEND population, it is rooted in the length of time that statutory assessments are taking to complete. After gathering evidence for two cycles before a request can be submitted, the local authority are taking over 50 weeks to complete a statutory 20 week process. It took the full academic year for the county council to agree and issue a plan. Three other requests were also underway with the city council.
- 13 children were being monitored.
- 3 children had a visit by an Educational Psychologist this year. Two of these visits were to inform requests for EHC assessments while another was a diagnostic assessment for dyslexia. The number of children seen was less than in previous years; we experienced some difficulty in securing appointments with our normal provider due to demand so have sourced an alternative provider for this next academic year.

## Achievement of pupils with SEND:

### ***Progress and attainment of Pupils with SEND in Maths***

In Years 4 and 6, 60% and 80%, respectively, achieved EXS or above. However, in Years 1, 2, 3 and 5, 25% or less of children with SEND did so. This is our weakest area and will need to be addressed this academic year in our provision.

### ***Progress and attainment of Pupils with SEND in Reading***

In Years 2, 4 and 5, 50-60% of children with SEND achieved EXS or above. We have seen progress in each of those year groups of between 15-40% increases. The proportion in Year 3 decreased but their SEND numbers doubled over the course of the year. A lot of our provision has focused on reading fluency, comprehension and phonics boosters, as well as high quality teaching through our phonics scheme, Sounds Write. The English co-ordinator has disseminated training in this scheme to a wider range of staff so that more LSAs can deliver targeted interventions. Further up the school, it is important that we investigate alternatives to phonics, such as multi-sensory intervention sessions based on building words and learning to read on sight.

### ***Progress and attainment of Pupils with SEND in Writing***

In Years 2, 5 and 6, 50%, 60% and 80%, respectively, of children with SEND achieved EXS or above. The proportion in Year 3 decreased but their SEND numbers doubled over the course of the year. In the form of The Write Stuff exposes children to many different sentence and text structures. It is a highly structured programme so it is important that we equip children with the opportunities to apply these skills across the curriculum, to extend their sentences and to think imaginatively. We have also supplemented this with Colourful Semantics for some children with SEND which focuses on sentence structures and vocabulary.

**Wider Outcomes (e.g. attendance, intake and exclusions)**

Two FS children have attended on part-time timetables; one of these regularly increased their timetable each week so that by the end of the year, they were only missing lunchtimes. Another child was able to increase their timetable by the end of the year and we plan to steadily increase their timetable over the coming term.

**Identification and assessment of pupils with SEND:**

Children with SEND are currently assessed using the same procedures as children without SEND; Small Steps for pre-school and, where appropriate, FS; Symphony On-Track grids; and, standardised assessments through NTS assessments (Reading and Maths). Children on the SEND Record are also assessed, where appropriate, on the Boxall Profile and Strengths and Difficulties Questionnaire. Identification and assessment of reading and spelling can also be completed using the dyslexia screening materials and the Dyslexia Portfolio. We work with parents to support identification through open contact and parents evenings.

**Update on accessibility arrangements**

The Accessibility Plan is up to date and is available to view on the school website.

**Update on SEND provision arrangements:**

- The Autism Outreach Team have given advice following observations of 1 child and an online forum regarding two other children.
- One child was granted an EHCP this year on the city's lowest band of funding, despite a request for further funding based on the evidence submitted. One further EHCP was in draft since the Spring but wasn't finalized by the county until over the summer holidays.
- One child in the pre-school was granted Inclusion Funding for 15 hours a week while another was granted Transition Funding to support the cost of adult support for an enhanced transition.
- We provided year-round swimming lessons for a child with physical needs; this supported his progress in this area and was better suited to his physical needs compared to a PE lesson.

**SEN budget allocation:**

- The SEN budget has largely been used to purchase a range of sensory materials for sensory breaks and reading materials that are age appropriate for KS2 but have lower reading ages, making them more appealing for SEND children who wish to be free readers.

**SEND staffing resources:**

- We continue to put adult support in place for all children with an EHCP. We also had a full-time equivalent classroom LSA in all year groups. This was higher in Foundation Stage where we were experiencing the most high-level SEND difficulties.
- Staffing for SEN continues to be a concern; we have an increasing number of children with/in need of EHCPs and the funding granted does not cover the total wage of the adult assigned to the child. County applications are also taking more than 50 weeks to finalise, leaving us with a funding gap beyond the statutory 20 weeks.

**SEND school CPD arrangements:**

- Staff training on Understanding of Autism was updated. The SENCO attended two sessions related to supporting communication in the Early Years and has accessed a range of free training through the Whole School SEND website. We are trying to utilise training that doesn't come with additional costs. The SENCO has supported members of staff in understanding and adopting new interventions and strategies such as Attention Bucket and Intensive Interaction, as well as how to assess using the Small Steps trackers.

**SEN parent partnership activities:**

- Parents have been involved in applications for EHCPs and visits from other agencies, such as the Autism Outreach Team and the Educational Psychology Service.
- The SENCO is available for parents to contact at any time but also attends one of the parents evenings each term.

**Impact of partnerships with external agencies and other schools to improve the quality of SEND provision:**

- We have had a consultation with the Autism Outreach Team regarding two children. Alongside advice gathered from an Educational Psychologist and the Primary Behaviour Support forum, we were able to implement a range of strategies which led to greater regulation, increased learning and increased timetables.
- Support from Birkett House Outreach led to increases in a child's timetable.
- I have attended termly meetings with other SENCOs from the SLT which have been useful in sharing knowledge and strategies.

