

St James'

Church of England Primary School

SEND report for governors and parents/carers – 2022-2023

June 2023

All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school community. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.

SENCO – Mrs Rachel Dove rdove@st-james-pri.gloucs.sch.uk

SEND Governor – Kelley Sutton ksutton@st-james-pri.gloucs.sch.uk

Levels of need June 2023

- SEND register is 58 - a substantial increase of 20 from May 2022 when the register was 38 children. This is 13.8% of the school population. (2018-2019 - 7.3 %, 2019-2020 - 9.4%, 2020-2021 – 10.4%, 2021-2022 9.2%). There has been an increase of need in Reception/Y1 and for SEMH.
- 2 children have been removed from the register this year due to good progress.
- There are currently 7 EHCPs in school.
- 1 child with an EHCPs will be leaving in July to secondary school.

Progress and attainment of SEND Children

- 'INSIGHT' our tracking system ensure children's progress and attainment is monitored closely by the SENCO, SLT, subject coordinators and class teachers.
- The majority of children have either made Expected Progress or Above Expected Progress in reading, writing and maths from Autumn 1 to Spring 1/2.
- There are small numbers of children in each cohort so data can be skewed.
- Where progress is a concern the teacher and SENCO use the My Plan meetings and review system to address these concerns.
- Below are the progress grids for reading, writing and maths for Reception to Y6.

Reception

Progress Overview for Pupils with EHC Plan or SEN Support, in Reception – 2022-2023 Entry to 2022-2023 Spring 2 Main Assessment

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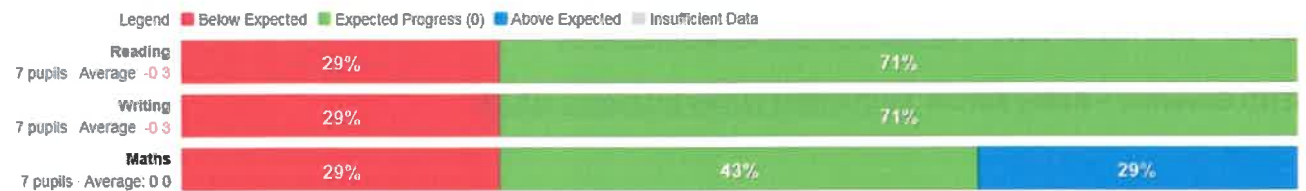


One child not included on INSIGHT as new to school.

Year 1

Progress Overview for Pupils with EHC Plan or SEN Support, in Year 1 – 2022-2023 Autumn 1 to 2022-2023 Spring 2 Main Assessment

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One child not included on INSIGHT as new to school.

Year 2

Progress Overview for Pupils with EHC Plan or SEN Support, in Year 2 – 2022-2023 Autumn 1 to 2022-2023 Spring 1 Main Assessment

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Year 3

Progress Overview for Pupils with EHC Plan or SEN Support, in Year 3 – 2022-2023 Autumn 1 to 2022-2023 Spring 2 Main Assessment

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Year 4

Progress Overview for Pupils with EHC Plan or SEN Support, in Year 4 – 2022-2023 Autumn 1 to 2022-2023 Spring 2 Main Assessment

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Year 5

Progress Overview for Pupils with EHC Plan or SEN Support, in Year 5 – 2022-2023 Autumn 1 to 2022-2023 Spring 2 Main Assessment

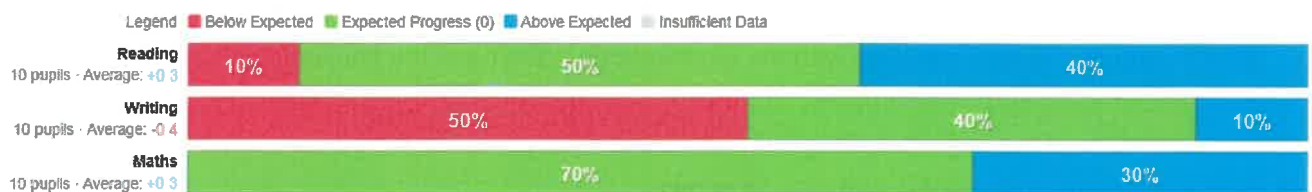
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Year 6

Progress Overview for Pupils with EHC Plan or SEN Support, in Year 6 – 2022-2023 Autumn 1 to 2022-2023 Spring 1 Main Assessment

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SEND funding 2022-2023

- Notional SEND budget was £143,585 an increase from the previous year (2018-2019 it was £173,280, 2019-2020 it was £168,492, 2020-2021 it was £142,600, 2021-2022 it was £136,068).
- High needs pupil funding (allocated resources from the local authority to support children with an Education, Health and Care Plan) was £47,604.
- The resources employed to support higher needs children were £92, 239. School supplement the difference of £44,635 with the Notional SEN budget and pupil premium.

School improvement activities for 2022-2023

- St James' has had whole school training from the ADHD Foundation on neurodiversity. This has benefitted staff in knowing more about this from a trusted source. SENCO has been able to use resources and website for own knowledge and to suggest to families wanting more information.
- The school's investment in further support from Move More has resulted in our families being able to access 1:1 parenting support.

- The Young Minds Matter (YMM) project continues with a positive impact on children and families. So far there have been 28 referrals and 24 children or parents/carers have been supported through mainly face to face from YMM or Teens in Crisis (TIC+).
 - The SENCO and Pastoral Lead have had termly consultation meetings with a Senior Mental Health Practitioner which has improved our knowledge of mental health/wellbeing and the support available.
 - The support provided from YMM has been low level CBT (Cognitive Behaviour Therapy) that has been parent-led for the under 8s or 1:1 sessions with individual children
 - Counselling sessions have been provided through TIC+.
 - Parents/carers have also been kept up to date with the parenting sessions and helpline numbers from TIC+.
- SENCO has been part of a group looking at the EHCP portal pilot. This has now been rolled out to all schools and is currently in use. We were not able to use it for a live application (as it wasn't running in time).
- 7 children have been supported by Dr Simon Connor this year. Next year the local authority will be changing the way schools have access to the Educational Psychology service. They have moved back to an allocated EP service (schools will not have to subscribe). We will know in September who are allocated EP is and how many sessions we will have. We will continue to use Simon as we get very positive support from him – he knows the school and children.
- St James' has been supported by the Advisory Teaching Service with visits to children from the PD (Physical Difficulties), VI (Vision Impairment), C and I (Communication and Interaction) and CL/SEMH (Cognition and learning/Social, Emotional and Mental health) teams.
- Training given this year – TA and Teacher training on the My Plan and how to review them and planning using a EHCP.
- SENCO has completed a book look with DHT and HT.
- SENCO has met with subject coordinators and discussed ways of maximising learning opportunities of SEND pupils.
- SENCO attending cluster meetings with the local authority, DGAT and the Cheltenham SENCOs.

Ideas for School Improvement for next year 2023-2024

- SENCO and relevant staff to attend training on the AET (Autism Education Trust) framework (1st session July 2023)
- To support teachers in providing calm corners/areas in classrooms and around school
- To continue to monitor and evaluate the adaptations teachers make for children with literacy/numeracy difficulties in all subjects