

St James'

Church of England
Primary School

SEND report for governors and parents/carers – 2023-2024

June 2024

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 2024

- SEND register is 61 – a slight increase of 3 from June 2023 when the register was 58 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%, 2022-2023 13.8%).
- 2 children have been removed from the register this year due to good progress.
- There are currently 8 EHCPs in school.
- 2 children with an EHCP will be leaving in July to a more specialist setting at the request of their parents.

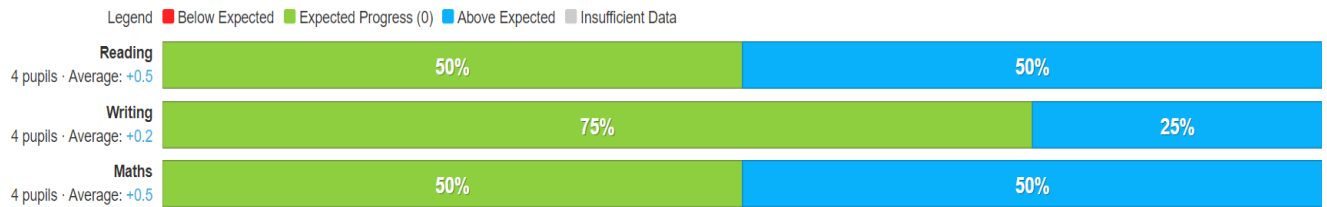
Progress and attainment of SEND Children

- '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 Summer 1.
- Children who have made 'above expected' progress are closing the gap between their attainment and their peers
- 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 SEN Support or EHC Plan, in Reception – 2023-2024 Entry to 2023-2024 Summer 1 Main Assessment

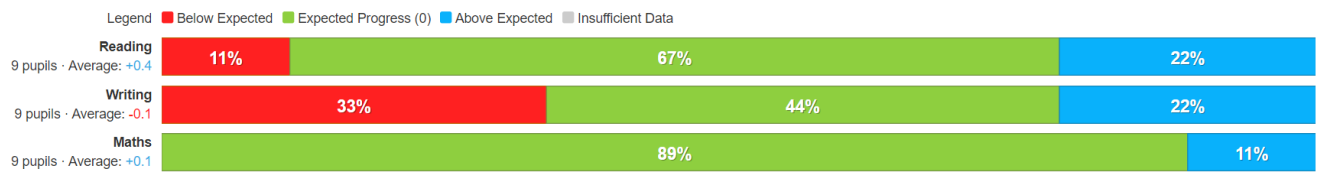
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Year 1

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 1 – 2023-2024 Autumn 1 to 2023-2024 Summer 1 Main Assessment

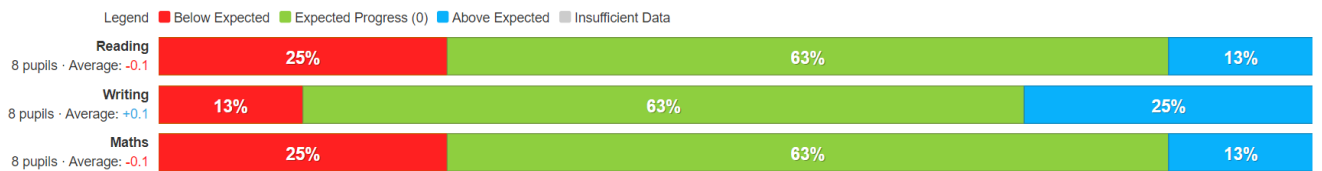
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Year 2

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 2 – 2023-2024 Autumn 1 to 2023-2024 Summer 1 Main Assessment

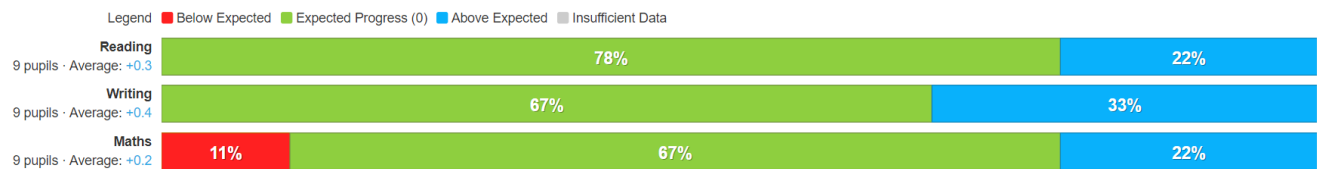
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Year 3

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 3 – 2023-2024 Autumn 1 to 2023-2024 Summer 1 Main Assessment

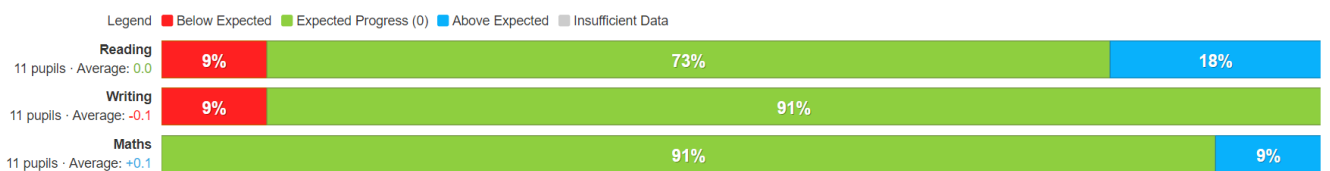
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Year 4

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 4 – 2023-2024 Autumn 1 to 2023-2024 Summer 1 Main Assessment

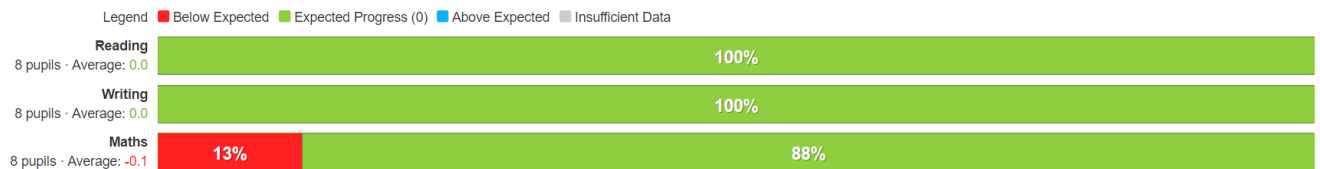
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Year 5

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 5 – 2023-2024 Autumn 1 to 2023-2024 Summer 1 Main Assessment

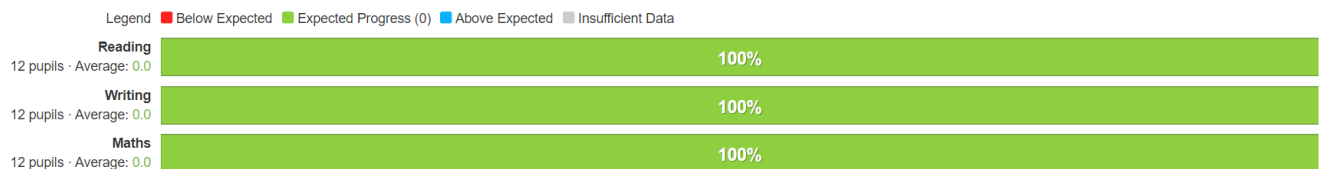
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Year 6

Progress Overview for Pupils with SEN Support or EHC Plan, in Year 6 – 2023-2024 Autumn 1 to 2023-2024 Autumn 1 Main Assessment

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SEND funding 2023-2024

- Notional SEND budget was £152,447 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, 2022-2023 it was £143,585).
- High needs pupil funding (allocated resources from the local authority to support children with an Education, Health and Care Plan) was £75,147.
- The resources employed to support higher needs children were £105,919. School supplement the difference of £30,772 with the Notional SEN budget.

School improvement activities for 2023-2024

- St James' has had whole school training from KCA on Trauma Informed Practice and Emotion Coaching as part of our work looking carefully at our Relationships Policy. Staff were receptive and interested in the neuroscience that was shared with us.
- The school's investment in further support from Move More has resulted in our families being able to access 1:1 parenting support. We have also had staff training on separation anxiety, meltdowns and use of language. Training for MDS continues to support staff in their role.
- The Young Minds Matter (YMM) project continues with a positive impact on children and families.
 - This year there have been 9 referrals and 9 children or parents/carers have been supported through mainly face to face from YMM or Teens in Crisis (TIC+).
 - YMM have provided 2 x whole school assemblies (key stage appropriate) on resilience and worry. They have also delivered 1 x 1.5 hour psycho-ed session with Year 6 on friendships (what makes a good friend, fair vs unfair play, resilience and identifying their own strengths).
 - 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+.
- 5 children have been supported by Dr Simon Connor and Dr Jodie Wilkinson this year. 3 children have been supported by the local authority EP Dr Mair Hewitt-Stubbs. We had limited sessions from the local authority EP and the sessions were used for statutory work and supporting access to specialist settings.
- 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, reviews and planning using an EHCP.
- SENCO has completed book looks, parent and pupil surveys.
- SENCO attending cluster meetings with the local authority, DGAT and the Cheltenham SENCOs.

Ideas for School Improvement for next year 2024-2025

- To continue to improve the implementation of the School's relationship policy with specific focus on those children who experience difficulties in social, emotional and mental health
- To continue to monitor and evaluate the adaptations teachers make for children with literacy/numeracy difficulties in all subjects