

Overview:

Updated: July 2024

Number of children on roll: 182

Number of children with SEND support: 27

Percentage of children with SEND support: 15%

Number of children with an EHCP: 11%

Percentage of children with an EHCP: 6%

National % for SEND with EHCP: 5%

National % for SEND without EHCP: 14%

Attendance Data:

Updated: July 2024

Whole School attendance: 91.04%

SEN attendance: 91.04%

SEN Support Data and Information:

Updated: July 2024

% SEN support by year group

Reception: 14% Year 1: 11% Year 2: 9%

Year 3: 24% Year 4: 13% Year 5: NA Year 6: NA

% SEN support by gender:

Boys: 78% Girls: 22%

% SEN support by FSM:

FSM: 32% Non-FSM:68%

EHCP Data and Information:

Updated: July 2024

% EHCP by year group

Reception: 3% Year 1: 7% Year 2: 4%

Year 3: 6% Year 4: 10% Year 5: NA Year 6: NA

% EHCP by gender:

Boys: 91% Girls: 9%

% EHCP support by FSM:

FSM:45% Non-FSM:55%

Current Agencies supporting our school

Martina Kilari Speech and Language feeding specialist

Emma Baker Cognition and Learning Team

Jane Ryan and Sarah Mann Complex Communication and Interaction Team

Suzanne Cunningham and Tom Addy Physical Impairment Team

Jessica Harrison Occupational Therapist

Karen Palfreyman: Physiotherapist

Amanda McGarry: Social, Emotional and Mental Health Outreach Team

St John's CE (C) Primary School



SEND in a nutshell

2023-2024

Name of SENDCO: Jennifer Banham
and Emily Brunton



Intervention Information:

Reception: RWI Interventions (3 groups): 8 pupils

Year 1: Sentence writing interventions: 6 pupils

Number bond intervention: 6 pupils

RWI Interventions (4 different groups): 15 pupils

Year 2: RWI Interventions (6 different groups) 25 pupils

Year 3: RWI Interventions

Individual readers 2 times a week: 8 pupils

Year 4: Rainbow Room provision

Individual readers 2 times a week: 4 pupils

Year 5: NA

Year 6: NA

Progress of Pupils with SEND this Academic Year:

End of EYFS - GLD

School % of all pupils GLD: 62%

National % of all pupils GLD:

School % of SEND pupils GLD: 0%

National % of SEND pupils GLD:

End of KS1 - R/W/M

School % of all pupils ARE: R=72.97% W= M=71.62%

National % of all pupils ARE: R= 65% W= 65% M= 65%

School % of SEND pupils ARE: R=1.35% W= 1.35% M=1.35%

End of Year Judgements for the school- R/W/M

School % of all pupils ARE: R=70.49% W= 55% M=70.33% School % of SEND pupils ARE: R= 5% W= 4% M=15.38%

Strengths:

- We have set up a nurture room for children with complex SEND and use the Cognition and Learning Strategy to support the children in their learning.
- SEND children are included in all aspects of school life and outside agencies have commented on how inclusive our school is. "Lovely to see you this morning, and be in your wonderful highly inclusive school! So much good practice in your setting"
- Good relationships quickly established between the new SENDCO's and outside agencies such as the Cognition and learning and Complex Communication and Interaction team.
- There is a clear consistent approach to identifying SEND children in school and the graduated approach is clearly set out so staff can support and remove potential barriers for our pupils with SEND. There are good relationships between school and home for not just our SEND pupils and the new SENDCO's have worked together closely during EHCP reviews to ensure there is consistency across all the Key Stages and so that parents can build relationships with both of the new SENDCO's.

Areas for Development:

- Develop the use of the Cognition and Learning Strategy in foundation subjects for our SEND children so that they can use this to access learning on their own level. Teachers have received training in this however the SENDCO's will be carrying out another training session on the 2nd September for all staff.
- Staff to work alongside subject coordinators to create a list of the "stick knowledge that is important our SEND children know and ensure there is progression of skills for these children as they move through school.
- Ensure that all staff and SEND children are using Widget resources for their timelines and now and next boards to ensure consistency as the children move through school.
- Continue to develop the use of technology with pupils who have physical impairments to enable them to access all subjects without feeling frustrated. Emily Brunton has attended one training course on this and Mr Addy from the physical impairment team is currently working in school to support a child and staff in using an I pad to record their work.
- Develop the use of sensory circuits throughout school to ensure that children who require movements breaks have areas they can access independently.