

SEND REPORT TO GOVERNORS- JULY 2015

Current Number of Pupils with SEND within School

School Support 1	5
School Support 2	5
Statement / EHC Plan	1
Overall	11

Budget Allocation

SEN funding has been allocated towards the payment for staffing for support for individual children, small group work both in and outside the classroom, and towards the purchase of resources to support the teaching and provision for children with SEND.

Attainment and progress for children with SEND

EYFS – % of children achieving the expected level (Early Learning Goals)

		Non SEN (18)	SEN (2)
Communication and Language:	Listening and Attention	100	0
	Understanding	100	0
	Speaking	100	0
Physical Development:	Moving and Handling	100	50
	Health and Self Care	100	0
Personal, Social and Emotional Development:	Self Confidence and Self Awareness	100	50
	Managing Feelings and Behaviour	100	0
	Making Relationships	100	50
Literacy	Reading	83	0
	Writing	83	0
Mathematics	Numbers	89	0
	Shape, Space and Measures	100	0
Understanding the World:	People and Communities	100	0
	The World	100	0
	Technology	100	50
Expressive arts, Designing and Making	Exploring and using Media and Materials	100	50
	Being Imaginative	100	0

These 2 children entered at 22-36 months baseline, they have achieved 40-60 months in most areas. This is good progress.

SEN - Year 2

SEN 2015 against national average 2014

	<u>SEN School</u> <u>Action +</u>	<u>NA 2014</u>
<u>No of children</u>	2	
<u>%</u>	9%	
<u>Reading</u>	16.0	12.2
<u>Writing</u>	11.0	11.0
<u>Numeracy</u>	14.0	12.7
<u>Overall</u>	13.7	12.0

Non SEN - Year 2

	<u>2015</u>	<u>NA NON SEN</u> <u>2014</u>
<u>No of children</u>	20	
<u>%</u>	91%	
<u>Reading</u>	17.8	17.4
<u>Writing</u>	17.2	16.0
<u>Numeracy</u>	17.9	17.0
<u>Overall</u>	17.6	16.8

Year 4

All SEN pupils met the expected level in all subject areas making expected progress from year 2-year 4.

Staffing decisions

Marie Robinson is training for her Specialist SPLD teacher qualification with Cambridge University. She will work 19 hours per week giving intervention and support to individuals and groups next year. This will be funded by SEND and PP budget.

Partnership with external agencies

At St Leonard's Lower we believe it is paramount to liaise closely with external agencies to ensure the best possible provision for every child within school.

The following agencies have supported children within school this year:

- Speech and Language Therapy
- Educational Psychology
- Child Development Centre – Community Paediatricians
- CAMH
- Jigsaw Behavioural Support Service

We also recognise the importance of effective transition arrangements, both from pre school into our school, and from our school to Middle School. We work closely with colleagues from other settings to ensure smooth transition for all SEND pupils. We ensure, where needed, additional transition arrangements are made.

SEND Income and Expenditure 2014-15

<u>Income</u>		
Notional 5%	£21,179	
High Needs Funding	£6,097	
<u>Total Income</u>	<u>£27,276</u>	
<u>Expenditure</u>		
Staffing	£26,651	1:1 support statemented child SEN leadership allowance TA support MSA support
Resources	£338.95	Twinkl Trugs Posture pad Speech and language assessments Handwriting resources
Training and Development	£896.10	Inclusion conference Sounds write Long term memory (Trevor Hawes whole staff Inset) ASD SEND reforms
<u>Total Expenditure</u>	<u>£27,886.85</u>	
	<u>(£610.85)</u>	