

# SEND REPORT TO GOVERNORS- September 2024



## Current Number of Pupils with SEND within School

Current pupil numbers	122
SEND support	18 (14.8%)
EHC Needs Assessments in progress	2 (1.6%)
EHC Plan	4 (3.3%)

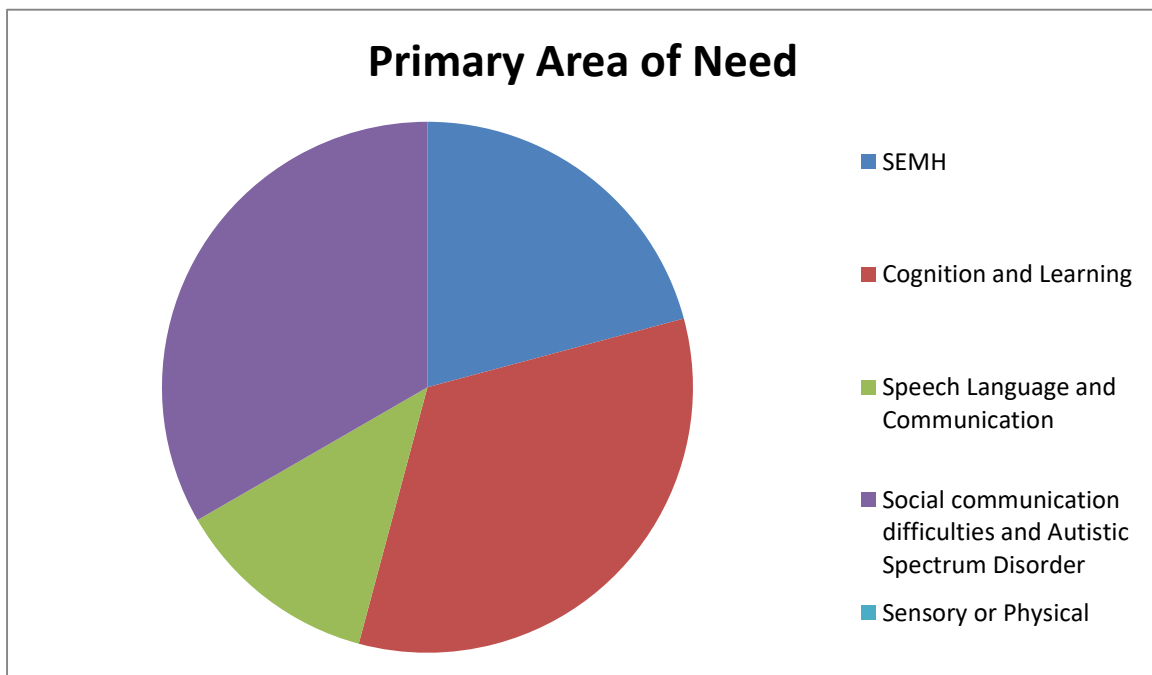
The national average for SEND support in primary 13.6%

The national average for EHCPs in schools is 4.8%

42% of PPG children in school with SEND

We have higher than average number of SEND Support and potentially EHCP pupils in school.

## Areas of need



These are primary areas of need – many children have neuro-diverse needs spanning across different areas.

SEND reviews have taken place with parents and staff and the Assess, Plan, Do, Review process continues to be used to support the progress of SEND pupils.

School tracking indicates that SEND pupils make progress from their starting points in line with their peers.

In EYFS 50% of SEND support pupils achieved a good level of development compared to 24% Nationally

In the Year 1 Phonics screen 50% of SEND support pupils (2) and 50% of EHCP pupils (2) reached the expected standard.

Ofsted March 2024:

***“Most pupils with special educational needs and/or disabilities (SEND) learn well. Staff make adaptations to activities and the curriculum to help pupils with SEND learn key knowledge. Staff receive regular and varied training that develops their expertise to expertly teach pupils with SEND. The school seeks appropriate advice and guidance from external professionals. All of this ensures that pupils with SEND can access the curriculum alongside their peers successfully.”***

***“The school emphasises the importance of being able to read well. Those pupils who fall behind with reading receive additional support. As a result, they make good progress and catch up.”***

### **Staffing decisions**

All TA's run timetabled interventions for pupils that need additional support. Some teachers and Sarah Bowley, as SENDCo also run interventions for pupils. Interventions include Read Write Inc (1:1), Read Write Inc (small group), Lego therapy (social and communication), Attention Autism (Listening and Attention), Time to Talk and Socially Speaking (social skills intervention), Blanks Levels and Speech Sounds (Speech and Language), Catch Up Maths, Handwriting (Write from the Start) and precision teaching based on specific targets such as the reading and spelling of common exception words.

All EHCP children have 1 or 2 named learning support assistants.

Some interventions are provided from external organisations such as the CAMHS mental Health Support Team, Chums and Jigsaw Outreach.

We have a member of staff who is trained as an ELSA support assistant. She runs specific interventions for pupils/groups of pupils to support mild to moderate social, emotional and mental health difficulties.

### **Exclusions**

Two fixed term exclusions- working with Jigsaw Inclusion team

Behaviour risk assessments in place.

### **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 our school this year:

- Speech and Language Therapy
- Early Years SEND Advisory Teacher
- SEND advisory teacher
- Educational Psychology- core (EHCP) Central Beds
- Educational Psychology- link – Sophie Hoyle
- Child Development Centre – Community Paediatricians
- Occupational therapy (NHS)
- Physiotherapy (NHS)
- ASD Advisory Support- Chiltern School
- Learning and Cognition Support- Weatherfield Outreach
- Staff from the Pace Centre, Aylesbury (OT, PT, SALT and team leaders)
- Vision Impairment Team- Mariangela Russo
- CAMHS MHST
- Chums Encore
- Traveller Liaison Officer

We also recognise the importance of effective transition arrangements, both from pre-school into our school, and from our school to Middle School or Special School provision. 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.

Social stories, virtual tours, zoom meetings and transition visits have been used to support SEND pupils with transition.

**SEND Income and Expenditure 2023-24**

	<b>2023-24</b>	<b>2023-24</b>
		<b>Total</b>
	<b>£</b>	<b>£</b>
Notional 5%	-28054	
103	-46122	-74176
<b>Staffing</b>		

SEN Leadership Allowance	3099	
Nurture	2875	
In Class Support	10414	
Midday Supervisor	5024	
1:1 Support EHCP	13627	
1:1 Support EHCP	15386	
1:1 Support EHCP	10364	
1:1 Support EHCP	7598	
1:1 Support EHCP	10077	
1:1 Support EHCP	6046	84510
<b>Resources</b>		
Crick Software	390	
Twinkl	102	
Times Table Rockstars	220	
Provision Mapping Tool	636	
Resources	500	1848
<b>Administration</b>	150	150
<b>Income</b>		-74176
<b>Underspend b/fwd 22/23</b>		-3767
<b>Income + Overspend</b>		-77943
<b>Expenditure</b>		86508
<b>Overspend c/fwd 23/24</b>		8565

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**Staff training courses:**

Making sense of Autism (Whole staff).

Sensory Circuits (Whole Staff)

Elsa training (JN)

CBC SENDCo study sessions termly (SB)

LC2 Pastoral Network Group and SENCO meetings (SB, JN)

CBC SEND conference (SB)

Graded Care Profile Training (SB)

Therapeutic Thinking (SB and JN)

PDA- All teachers

[Dyslexia training, in partnership with Made By Dyslexia - Training | Microsoft Learn](#)

*Sarah Bowley - SENDCo July 2024*