

# SEND REPORT TO GOVERNORS- JULY 2023



## Current Number of Pupils with SEND within School

School support	(15) 12.6%
EHC Needs Assessments in progress	(1)
EHC Plan	(6 +1 at draft stage) 5.9%
Overall	(23) 19.3%

The national average for SEND support in primary (2022-3 data) 13%

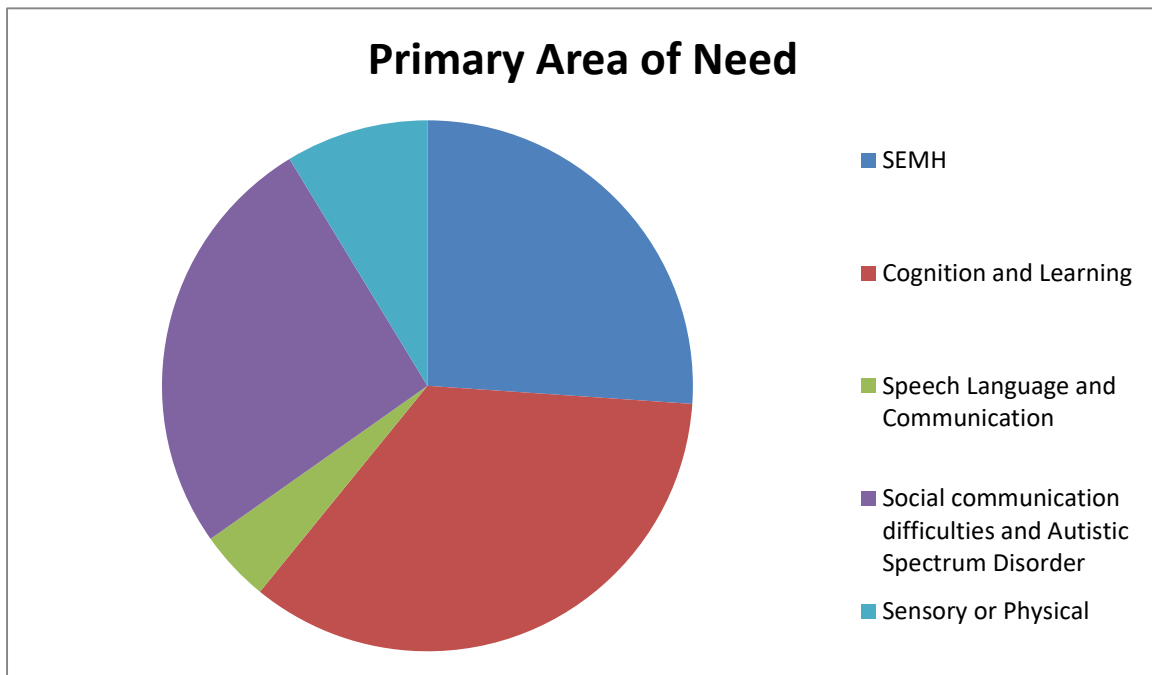
The national average for EHCPs in schools (2022-3 data) is 4.3%

Overall average is 17.4%

% of PPG children in school with SEND = 26% - growing number of travelling community pupils

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

## Areas of need



These are primary areas of need – there are more children with speech and language difficulties/involvement but this is not presenting as their primary area of need.

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 33% of SEND support pupils achieved a good level of development compared to 29% LA

In the Year 1 Phonics screen 67% of SEND support pupils (3) and 100% of EHCP pupils (1) reached the expected standard.

At the end of Key Stage 1 75% of SEND pupils (4) reached the expected standard in reading, and maths with 50% reaching the expected level in writing. (Much higher than LA averages R-38% W-22% M-41%).

***SEND pupils make very good progress in early reading and phonics.***

### **Staffing decisions**

All TA's run timetabled interventions for pupils that need additional support. Some teachers and Sarah Bowley, as SENDCo also runs 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 (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.

Staff are also trained in intimate care and pupil transfer (moving and handling). This training is provided by PACE.

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 the learning community counsellor and family support worker.

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**

No Exclusions

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- commissioned (Kathryn Gibb)
- Child Development Centre – Community Paediatricians
- Occupational therapy (NHS)
- Physiotherapy (NHS)
- ASD Advisory Support
- Staff from the Pace Centre, Aylesbury (OT, PT, SALT and team leaders)
- Vision Impairment Team- Mariangela Russo
- LC2 counsellor- Naomi Roberts
- Play Therapist- Emma Brummell
- CAMHS MHST
- 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.

Microsoft Teams meetings have been held with middle school, Chiltern school and The Barn Pre school.

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

**SEND Income and Expenditure 2022-23**

	2022-2023	2022-2023
		Total
	£	£
Notional 5%	-24659	
103 (High Needs)	-35544	-60203
<b>Staffing</b>		
SEN Leadership Allowance	2384	

Nurture	2363	
In Class Support	8862	
Midday Supervisor	4607	
1:1 Support EHCP	9636	
1:1 Support EHCP	14128	
1:1 Support EHCP	5577	
1:1 Support EHCP	9296	
1:1 Support EHCP	5028	61881
<b>Resources</b>		
Crick Software	385	
Twinkl	102	
Times Table Rockstars	219	
Provision Mapping Tool	636	
Sensory Necklace	8	
Playground Tabards	46	
Stickers	35	1431
<b>Training &amp; Development</b>		
Team Teach	250	
Counselling Intervention	50	
Attention Autism	590	
Play Therapy	1620	2510
<b>Commissioned</b>		
Educational Psychologist	2100	2100

<b>Administration</b>	100	100
<b>Income</b>		-60203
<b>Overspend b/fwd</b>		-11586
<b>Income + Overspend b/fwd</b>		-71789
<b>Expenditure</b>		68022
<b>Overspend c/fwd 22/23</b>		-3767

**Staff training courses:**

Autism Awareness, An Introduction to Speech, Language and Communication, Sensory Processing- (Whole staff).

Elsa training (JN)

Team Teach (SB, JG)

Senior Mental Health Lead Training (SB)

Elklan Speech and Language (supporting Language and Learning for 5-11 year olds)

(JG)

CBC SENDCo study sessions termly (SB)

Supporting students with ADHD (SM)

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

Attention Autism (SC and AW)

CBC SEND conference (SB)

*Sarah Bowley- SENDCo July 2023*