

## SEND REPORT TO GOVERNORS- JULY 2019

### Current Number of Pupils with SEND within School

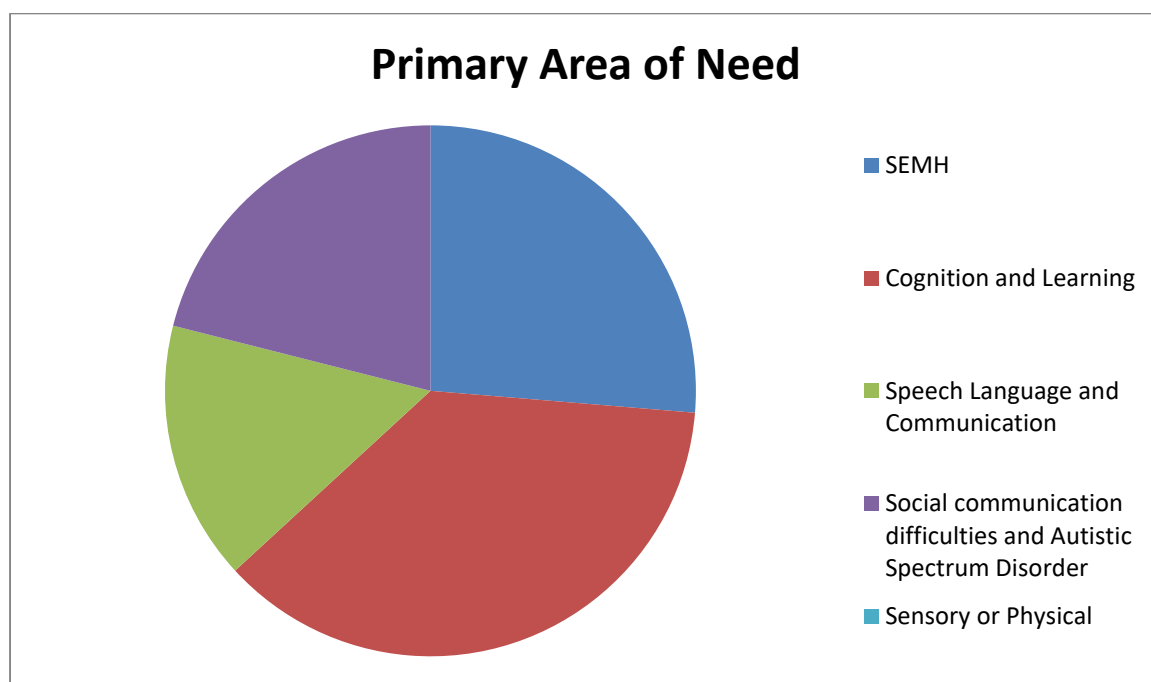


School Support 1	7
School Support 2	8
EHC Plan	4 (3.7%)
Overall	19 (20.5%)

The national average for SEND support in primary 14.6%

The national average for EHCPs in schools is 2.9%

### Areas of need



### Attainment and progress for children with SEND (data cannot be compared reliably against national averages for SEND pupils due to small numbers in cohorts)

**EYFS** 80% achieve expected in reading, writing and maths, 20% achieve a Good level of development.

**PHONICS SCREENING** 100% met the expected standard.

**KEY STAGE 1** 60% achieve age related expectations in reading, 20% in maths and 0% in writing. All SEND children make good progress in reading, writing and maths from their starting points at EYFS.

**YEAR 4** 75% achieve age related expectations in reading, 25% in writing, 50% in maths.  
All pupils made expected progress from year 2 to year 4.

### **Staffing decisions**

All TA's run timetabled interventions in the afternoons for pupils that need additional support. Interventions include Switch on (Literacy) for accelerating progress in Key Stage 2, Sounds Write (Phonics), Talking and Drawing Art Therapy (Nurture), Time to Talk and Socially Speaking (social skills intervention), Toe by Toe (1:1 phonics), Read Write Inc Spelling, Max's Marvellous Maths (for key stage 1 catch up), The power of 2 (1:1 maths), Dancing Bears (1:1 reading and spelling) Handwriting (Nelson)

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

### **Exclusions**

There have been 2 fixed term exclusions this year for children on the SEND register.

### **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
- Educational Psychology
- Jigsaw Behaviour Support Team
- Child Development Centre – Community Paediatricians
- Chums
- Occupational therapy
- ASD Advisory Support
- CAMHS

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.

### **SEND Income and Expenditure 2018-19**

<b>Description</b>	<b>Amount</b>	<b>Totals</b>
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Notional 5%	22689.50	
	-	-
I03	15537.00	38226.50
<b>Staffing</b>		
SEN Leadership Allowance	2149.00	

Nurture	2190.80	
In Class Support	6954.36	
Midday Supervisor	3425.64	
1:1 Support EHCP	4128.95	
1:1 Support EHCP	2885.47	
1:1 Support EHCP	5868.45	
1:1 Support EHCP	4157.35	
1:1 Support EHCP	5611.53	37371.55

**Resources**

Taming a Tempersaurus Programme	32.75	
School Start	36.62	
Lego Resource Kit	50.00	
Air Cushion	38.39	
Writing Slope	38.34	
Grotto Pencil Grips	16.79	
Theraputty	19.19	
GL Assessment Dyslexia Portfolio	263.40	
Twinkl	74.88	
NFER Assessments	255.00	
Walkie Talkies	54.99	
RWI Resources	625.01	
Nelson Handwriting	252.00	
Long Loop Scissors	9.59	1766.95

**Training & Development**

Lego Therapy Course	190.00	
Oak Bank Team Teach	120.00	
Using Art In Nurture Settings	40.00	
Managing Children with ODD	50.00	400.00

**Commissioned**

Educational Psychologist	176.00	176.00
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**Total** 39538.50

**Overspend** 1312.00

**Staff training courses:**

Inclusion conference

Sensory processing

Lego therapy

Supporting SEND in the mainstream classroom

Autism Awareness

Team Teach

Managing children with ODD

Art in Nurture settings

*Sarah Bowley- SENDCo July 2019*