

Organisation of SEND Provision.

An Inclusion and Safeguarding Lead (Assistant Headteacher) remains the key worker for pastoral needs. She works alongside the SENCO and Headteacher, plus other staff with specific SEND support roles, to form the SEND/Pastoral team for the school. The key members of this team review all children in need of any additional support each half term, pooling their knowledge of the children in order to check on their progress, their needs and whether the school is meeting these well enough. Following the review members of the team agree actions for each child. These may be:

- ❖ 1:1 support through school designed or manual based interventions.
- ❖ Small group support through school designed or manual based interventions.
- ❖ Modifications to Individual Support Plans in relation to in-class strategies to be employed.
- ❖ Additional support from LA TESS or other services, including third sector. Legal actions regarding attendance or safeguarding.
- ❖ Training and development needs of the staff team.
- ❖ Requests and information to be taken forward to school TESS review meetings Assessments and referrals to more specialist professionals.

Children with individual support plans are involved in the reviews of their plans as much as possible. These are completed as part of a regular review cycle with members of the school's pastoral team, class teacher / class support teaching assistant and the child as is appropriate. Parents are also invited occasionally if necessary to these reviews if deemed necessary or requested. Successes are celebrated and targets reviewed alongside the support in place. New targets are set if those under review have been met. Copies of the reviewed plan, plus the new plan are both filed and copies sent to parents.

The SEND/Pastoral team comprise:

- ❖ Headteacher
- ❖ SENDCO
- ❖ Assistant Headteacher (Safeguarding and Inclusion Lead)
- ❖ Specialist HLTA & TAs as required

Members of this team as well as the wider staff team regularly receive new and updated training as required. In the period under review staff received training, dependent upon their roles of, trauma supporting practitioners, mental health and wellbeing, attachment, Precision Teaching, maths recovery, dyslexia identification and support, support for mental health and well-being, speech, language and communication, autism, behavior management, and safeguarding.

In Key Stage 2 the school focuses each morning on English and Maths.

The school uses a range of assessment tools, these include Boxall assessments and SWST to identify pastoral and developmental needs alongside more academic assessments.

Resources.

The school is sited in a modern build and therefore has full internal access for wheelchair use if required.

The school's Family Room is utilized when needed for pastoral intervention group work.

The school annually reviews its budget. The bulk of SEND funding is spent on staffing. A separate budget is set aside for resources and activities for use of the pastoral/SEND team.

In the year under review this was spent in part on resources to learning, and staff training. Further spending was set aside and used for additional visit by the LA's educational psychologist to carry out assessments.

Key stage 2: Attainment - 2022-2024 by Special Educational Needs (SEN)

		% Not achieving the expected standard			% Achieving the expected standard			% Achieving the higher standard		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
		All Pupils	RWM	57	31	30	43	69	70	3
Reading	27	23	27	73	77	73	13	23	27	
Writing (TA)*	43	19	20	57	81	80	7	12	10	
Maths	37	15	23	63	85	77	13	12	10	
GPS	33	15	17	67	85	83	23	35	37	
SEN	RWM	100	71	57	0	29	43	0	0	0
Reading	33	57	43	67	43	57	0	14	29	
Writing (TA)*	67	57	57	33	43	43	0	0	0	
Maths	67	57	57	33	43	43	17	14	0	
GPS	33	57	57	67	43	43	17	0	29	
Not SEN	RWM	46	16	22	54	84	78	4	0	0
Reading	25	11	22	75	90	78	17	26	26	
Writing (TA)*	38	5	9	63	95	91	8	16	13	
Maths	29	0	13	71	100	87	13	11	13	
GPS	33	0	4	67	100	96	25	47	39	

Key stage 1: Teacher Assessment Attainment by Special Educational Needs (SEN)

		% Not achieving the expected standard			% Working at the expected standard or above			% Working at greater depth within the expected standard		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
		All Pupils	RWM	45	52	43	55	48	57	5
Reading	35	33	21	65	67	79	20	33	29	
Writing	40	52	43	60	48	57	5	4	0	
Maths	35	37	21	65	63	79	10	22	14	
SEN	RWM	67	75	100	33	25	0	0	0	0
Reading	67	75	67	33	25	33	0	0	0	
Writing	67	75	100	33	25	0	0	0	0	
Maths	67	75	100	33	25	0	0	0	0	
Not SEN	RWM	41	46	27	59	55	73	6	5	0
Reading	29	27	9	71	73	91	24	41	36	
Writing	35	46	27	65	55	73	6	5	0	
Maths	29	27	0	71	73	100	12	27	18	