

SEN (D) Information report Autumn 25

St. Peter's is a highly inclusive school, which supports a number of pupils with SEND, both those with EHCPs and those working below this level.

There are currently 70 children on the Special Needs register; this is broadly in line with national average. This is an increase of 6 children from Autumn Term. There are currently 21 children in school with Education Health Care Plans; three in Year 6, four in Year 5, four in Year 4, four in Year 3, one in Year 2, none in Year one, none in Reception and five in Sparkle.

Attendance for SEN pupils is 92.87% which slightly below the average for the whole school at 95.3%. SENCOs work closely with the attendance officer who provides support in Early Help processes to help increase attendance for SEN pupils.

There are a number of pupil leaders, with active roles in school, who are also on the SEND register.

Numbers of children/young people with SEN (D) within the school

	Category of Primary Need				SEN Support	EHCP (or in process)	Total (Number)	Total (%)
	A	B	C	D				
Sparkle	0	9	1	1	1	4 + 6	11	16%
Reception	1	2	0	0	3	0	3	4%
Year 1	6	1	2	0	9	0	9	13%
Year 2	1	3	2	0	4	1 + 1	6	9%
Year 3	3	9	0	1	10	3	13	18%
Year 4	3	6	1	1	6	4 + 1	11	16%
Year 5	2	2	3	1	4	4	8	11%
Year 6	3	2	1	3	6	3	9	13%
Total	19	34	10	7	43	19 + 8	70	SEND: 17%

Key for Areas of Need:

A - Cognition and Learning (C&L)

B - Speech, Language and Communication (SLCN) Needs

C - Social, Emotional and Mental Health Difficulties (SE&MHD)

D - Physical Difficulties (PD)

Medical Needs

There are currently 137 children with varying medical needs, including asthma, on roll. These include allergies needing an epipen, eyesight issues and other health conditions. Most of these pupils are not on the SEN register as their needs do not impact on them educationally. Specialist nursing staff e.g. for epilepsy, diabetes etc. come into school to offer training to key staff or, in some cases, may attend an Annual Review. The majority of these children have a pupil based risk assessment in place, linked to their specific identified needs.

Partnerships with outside agencies

Other agencies continue to support many of the children on the SEN register. Woodbridge, Aspire, Speech and Language Therapy, School nurse, Occupational Therapy, the Learning Disabilities team and the Educational Psychologist are all in school on a regular basis and work with parents, children and staff to meet individual children's needs.

Pupil premium money continues to be used to accelerate learning and to provide personalised intervention programmes across school, including Toe by Toe, Word Wasp, Hornets, Reading Recovery, and Stairway to Spelling. A significant amount of time and money is invested in pastoral support.

Transition for Pupils with SEND

The School liaises closely regarding assessment information of pupils to ensure that transfer from EYFS to KS1, and KS2-3 is made as easy as possible for pupils with additional needs.

At times it is helpful for some pupils e.g. with communication and interaction (C & L) difficulties, or other difficulties such as anxiety conditions, to have phased transfer to a new class or Key Stage to ease the transition process. This may take the form of extra visits with their TA to meet their new teacher and classroom, and making a booklet with photographs ahead of transfer.

Towards the end of Summer Term and during the start of Autumn Term, both SENCOs met regularly to discuss the different children at stages of transition. This helped to ensure that communication was effective in ensuring support for these children. The KS1 SENCO was also significantly involved in the Reception intake process. This allowed the Reception Team to identify any children who would need additional support when starting school, so that they could be placed accordingly, whether this be in the mainstream classroom or in the Nurture Provision.

Developments for SEND

SEND Award

The SENCOs have now created a working party for the SENDi Award and have held their first working party meeting. The second meeting has been organised. The SENCOs have been actioning some of the areas of the Action Plan which required improvement and have been collating evidence for the areas that were already a strength at the school. The first SEND Coffee Morning is taking place on the 25th February. There will be a guest speaker (Danny Maher from Aspire) and parents will have the opportunity to chat and discuss both their child's and their families needs when supporting SEND. The final verification for the award is to be completed in May, so until then the SENCOs will be working on this project.

IQM

Alongside the SENDi award, the SENCOs are also taking a lead on the school's IQM project. The aim of this project is to develop inclusion for SEN pupils in extra-curricular activities such as clubs and pupil leadership teams. Recently, the SENCOs led part of the IQM day, giving a tour of the school linked to inclusion/SEND and gave a talk on best practice at the setting. At school, we continue to find ways to develop inclusion in extra-curricular activities, with clubs specific for SEN children and ensuring diversity in the children that take part in clubs.

Sparkle Room

It has been identified that the current Sparkle Room provision was not going to be sufficient to meet the needs of the number of children that require support from the space. Therefore, over half term the studio was transformed into the new Sparkle Room. The room has been designed to meet the needs of particular children, whilst largely replicating the EYFS provision. There is also a new member of staff, specifically trained to support SEN children, who is going to be working in the room.

Intent

The intent for SEND at St Peters is following the school vision and culture to ensure that all pupils regardless of need have access to extra-curricular activities and high-quality and evidence-based interventions to support learning. We aim to maintain high expectations for all pupils, including those with SEND in all areas of school life from learning to behaviour. The school believe

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is it important to have an inclusive culture, including pupil-voice teams, clubs and team sports. Many stakeholders, including families, pupils, teachers and governors will be involved in the award process to inform practice moving forwards. The SENCOs have been involved in the development of the SIP and ensure that their intent is aligned with this process.

Implementation

In order to achieve the maximum impact for children with SEND, various strategies will be implemented:

- Action plan for SENDIA award completed alongside award officer
- Gathering evidence for the SENDIA
- Data obtained from club registers and pupil leaders
- Working party created to support award process
- Questionnaires given to parents, teachers and pupils
- Establishing interventions with support staff to support SEND pupils
- Monitoring of interventions

Impact

The adjustments to the Sparkle Room allows us to offer additional places to children that need this provision. This will allow these children to continue to thrive at school and make small steps of progress linked to their individual targets.

Several annual reviews were completed and children with EHCPs had made good progress towards their targets with some children achieving all. Evidence has continued to be gathered to support completing the EHCPs for other children.

We have received a number of diagnoses for children who have now been added onto the SEN register. This allows us to ensure that these children are supported effectively in the classroom, meeting their needs.

All staff attended training on Adaptive Teaching which can then be implemented in the classroom to support needs. Teaching Assistants have also received training linked to adaptive strategies and interventions to support the children that they work with.

We have recently been inspected by Ofsted and received a judgement of Strong for Inclusion.