

SEN (D) Information report Summer 26

St. Peter's is a highly inclusive school, which supports a number of pupils with SEND, both those with EHCPs and those at SEN support level.

There are currently 77 children on the Special Needs register; this is broadly in line with national average. This is an increase of 7 children from Spring Term. There are currently 20 children in school with Education Health Care Plans; three in Year 6, four in Year 5, four in Year 4, three in Year 3, one in Year 2, none in Year one, none in Reception and five in Sparkle.

Attendance for SEN pupils is 92.07% which slightly below the average for the whole school at 94.94%. 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	3	1	1	5 + 7	13	17%
Reception	1	5	1	0	7	0	7	9%
Year 1	5	1	2	0	8	0	8	10%
Year 2	1	3	2	0	5	1	6	8%
Year 3	3	9	0	1	10	3	13	17%
Year 4	3	6	1	1	6	4 + 1	11	14%
Year 5	2	3	3	1	5	4	9	12%
Year 6	3	3	1	3	7	3	10	13%
Total	18	39	13	7	49	20 + 8	77	SEND: 19%

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 139 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. This will remain a priority as we head into the Summer term.

At times it is helpful for some pupils e.g. with communication and interaction (C & I) 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 can be placed accordingly, whether this be in the mainstream classroom or in the Nurture Provision.

Developments for SEND

SEND Award and IQM

The assessment day for the SENDi award is due to take place on Monday 22nd June, where an assessor will come into school to speak with different stakeholders about SEND at St Peters, including staff, pupils, parents and governors. The SENCOs are gathering last pieces of evidence towards this award ready for this date. The second SEND Coffee Morning took place with a talk for SEND parents from Woodbridge SEND Support around supporting emotional regulation. This was attended by a small group of parents who had the opportunity to discuss problems and ask questions to Woodbridge as well as make connections with other parents. Feedback from both SEND coffee mornings has been positive.

An evaluation for the IQM award that the SENCOs have been working towards has been submitted.

Sparkle Room

The move into the studio space to become the Sparkle room has been extremely positive, allowing children space to meet physical and sensory needs. This has allowed the Sparkle room to expand and offer places to some other children in school who would benefit from a nurture based setting. The next steps are to continue to develop outside provision for the Sparkle Room now that it has been expanded. Looking ahead to next year, another priority is to develop the Sparkle curriculum ready for next academic year.

Intent

The intent for SEND at St Peters this term 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 it is 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.

Additionally, another priority in the Summer term is transition for SEND pupils leaving to join high school, preparing for new starters in Reception and helping to reduce anxiety for pupils moving up to the next year group.

Implementation

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

- Finalising evidence and e-portfolio for SENDi Award and IQM
- Transition work with nurseries and secondary schools
- Transition for SEND pupils moving up classes
- Ensuring handover between SENCOs and class teachers is thorough
- Development of Sparkle outdoor area
- Development of the Sparkle curriculum

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.

Evidence has been gathered for the SENDi Award and IQM award to allow St Peters to hopefully receive recognition for the support of SEND pupils.