



Governor Report on SEND

Year: 2024-2025

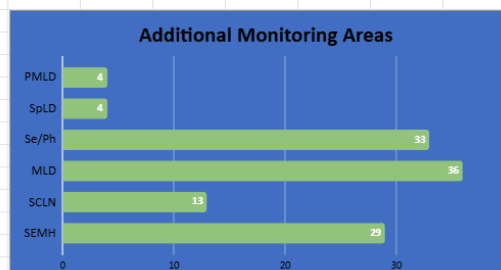
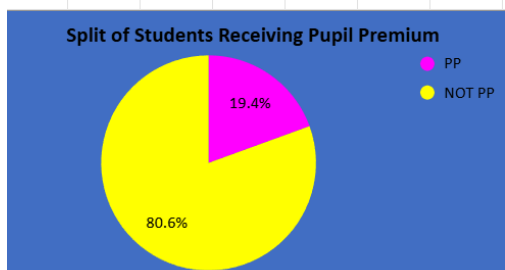
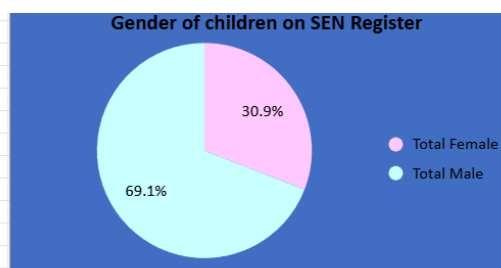
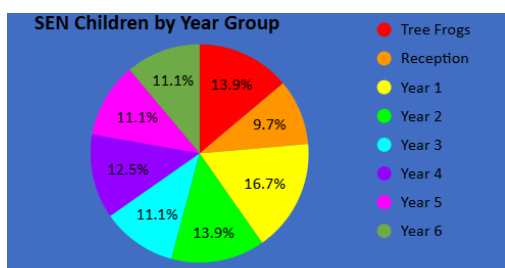
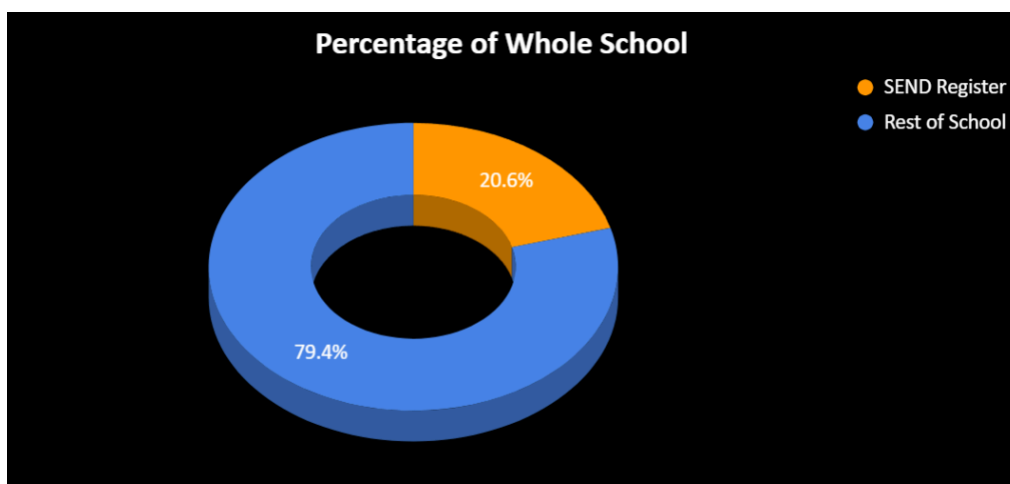


Autumn term update:

1. SCHOOL PROFILE

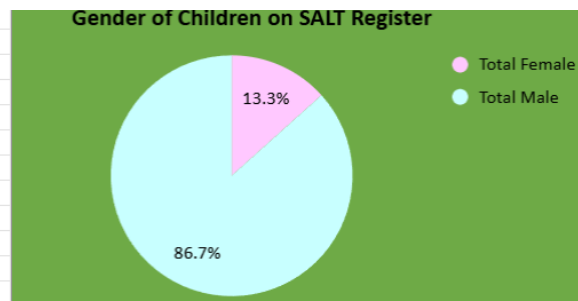
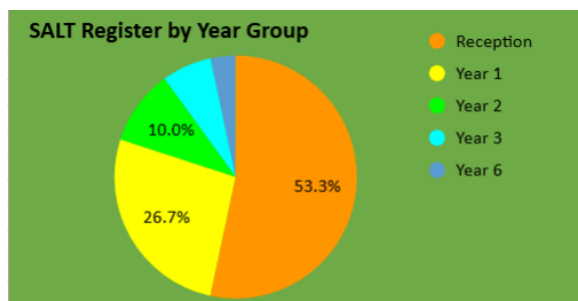
Data accurate as of 19th November 2024

SEND register data:

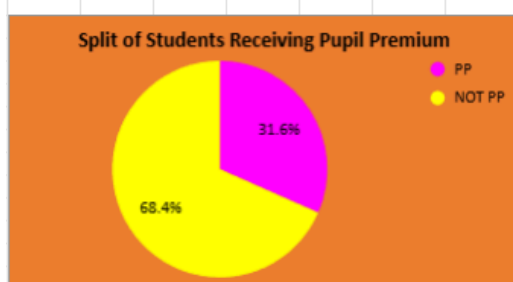
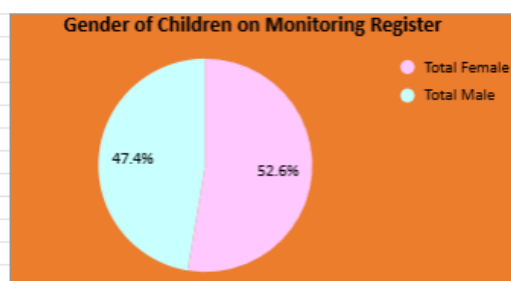
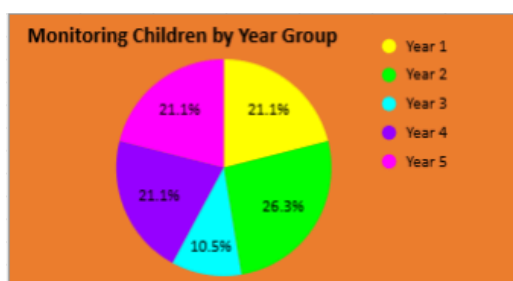


1. SCHOOL PROFILE

SALT register data:



Monitoring Register data:



2. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Pupils with EHC plans and SENIF access support from SEND support staff. All staff have access to the school's Blue folder drive which contains all documentations created and received in relation to the children. This is shared with all staff and they are requested to sign when they have read through and understood the contents to ensure they have an up to date understanding of the child's needs.

SEND training was delivered in August 2024. As the number of children with EHCP's has significantly increased, children with legally binding EHCP's have purple folders in their classrooms with targets and provisions detailed in the EHCP listed and timetabled. This is monitored to make sure what is legally required is carried out.

Children with EHCP's in the SEND unit and in the Foundation stage, will not have IEP's as the targets from the EHCP will be used to record progress.

2. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

A SEND transition document was shared which details provision required for all children on the SEND register.

Staff working with SEND children are referred to as SEND support. Pupils who are on the SEND register and access funding have additional assessments in the form of SDQ and Boxall questionnaires to track SEMH progress. Adults who work with the child are asked to complete them and the data is collected by the SEND team.

Behaviour care plans and positive handling plans have been updated and are together on one document if a child's needs require both plans.

Definition of who goes on the SEN Register: These children may be on EHCPs or SEN Support. Individual Learning Plan (IEP) to be set looking at academic and social targets which are reviewed termly. Children **MUST** be working three or more years behind peers and making limited, if any, progress. If targeted areas are no longer a concern, children move to the Monitoring Register for one year. If still no concerns, then the child is to be removed from the Monitoring Register.

Definition of who goes on the Monitoring Register: Anyone who is at least one year behind where they are expected to be for ARE, or concerns have been raised about their learning or behaviour (with concerns form filled in). These are catered for within universal and catch-up provision. Learning Targets to be set termly. If the gap widens/stays consistent for more than a year, then move to SEND register. If all gaps close to within a year of their academic year group, the child is to be removed from the Monitoring Register.

All children on the SEND register now have a Pupil Passport. These are based on the template on Provision map and will be updated each year. Additionally all pupils (except EHCP children in the SEND unit and Foundation stage) have an IEP which is reviewed and updated termly to ensure SMART targets are being created. Targets are taken from St Botolph's IEP Targets also located on the blue folder Google drive. Parents are consulted on their child's IEP and they are shared via WEDUC where they are asked to review the targets set and to share any views they have with the class teacher. Children's IEP's support the graduated approach cycles and Key Stage Leads oversee interventions termly. Parent views are valued and are included in the IEP process. This was a target to improve upon from OFSTED. Parents have been asked for feedback but only one parent replied. IEP's have been sent out electronically to share with parents but there has been no response.

During last year many children have successfully transitioned from SENIF funding to an EHCP. This was a target from last year which through a lot of hard work has been very successful. It will provide security for the children as they progress through the education system. 47.2% of SEND children have an EHCP and 18.1% of SEND children have SENIF

2. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

funding. This equates to 34 children with EHCP's and 6 are pending. Children in the SEND unit and the Foundation stage have an EHCP review twice a year. This produces a heavy time commitment for staff to prepare, attend and write up all the EHCP reviews.

When placing children on the monitoring list teachers complete a "Cause for Concern" form and are required to share this with the child's parents and discuss the information and collect their views. If a child is being placed onto the SEND register, this is communicated to them by the SEND team via either a phone call or face to face meeting.

When applying for funding parents are informed of the reasoning, the process is explained, and their views are collected along with permission to provide SENA with their child's information. We operate an open-door policy, and parents are always encouraged to contact us via WEDUC, on the phone or to request a face to face meeting.

3. SEND DEVELOPMENT/IMPROVEMENT PLANNING

As a part of the School's 24-25 development plan we have responsibility to oversee the following:

PRIORITY 1: To ensure our Y1-Y6 curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life

- monitor use of 1 : 1 plans and ensure intervention is put into place efficiently for those children who require additional support to maintain, progress and close gaps.
- develop a long term M&E calendar for SEND

Priority 2: To develop writing across the school to ensure more children attain the expected level in each year group

- monitor use of 1:1 plans and ensure intervention is put into place efficiently for those children who require additional support to maintain, progress and close gaps.
- Ensure pupils in early stages of learning to write, and older pupils not fluent in transcription, practice transcription skills in isolation (to avoid working memory overload)

Priority 4 : To develop provision and practice within our new SEND unit.

- Tyler has organised a support staff CDP program for this year which staff can sign up for.
- 'Every teacher a teacher of SEND' training has taken place and small steps of progress have been made.

3. SEND DEVELOPMENT/IMPROVEMENT PLANNING

- Issues with outside fencing and canopy which EP is sorting.

4. POLICIES RELATING TO SEND

Policies/procedures	In place? (Y/N)	Date of last review	Date of next review	Reviewed by
Special Educational Needs and disabilities Policy	Y	September 2024	September 2025	TKD
SEND information Policy	Y	September 2024	September 2025	TKD
Local Offer	Y	September 2024	September 2025	TKD

Spring term update: 3.4.25 Present: TKD, FJ, DW, JE

5. SEND FUNDING

- *How much funding does the school receive?*

Mainstream SEND funding is £381,652

SEND provision unit is £176, 836

- *How is the school's SEND funding allocated and spent?*

Funding is spent on support staff working with SEND children. Some money is available for resources.

- *Who is responsible for this?*

Emma Pepper and the SEND team.

- *Where pupils with SEND are also eligible for the pupil premium, how is the pupil premium being used to support these pupils?*

5. SEND FUNDING

Pupil premium funding is used to enable children to attend extra curricular activities that need payment in school and out of school. It can be used for school uniforms. Parents can put a request into school for particular support that will help their child.

- *What types of interventions and support is being provided for the SEND pupils?*

Many interventions are put in place including: phonics, maths, social and emotional, attention bucket, fine motor skills, nurture sessions.

- *How effective are these interventions proving to be? How do you know?*

This continues to be something to work on. Staff are using provision maps and there is a tracking sheet for children attending nurture sessions in an orange folder. TKD and FJ are finding it difficult to dedicate time to monitoring the interventions. Since March 2025 FJ is now teaching 4 days so TKD has time for the huge amount of paperwork linked to funded children. TKD is also pulled away by staff seeking help through the radio system. The SEND team is encouraging staff to use provision maps better with help with next steps.

If there's been a particularly successful intervention, why was it so successful and how can the school replicate this success in the future?

The Tree frogs resource base has been very successful. TKD and FJ know this as they work with these children. They are using Seesaw to send photographic evidence home. Parents' evenings went well.

6. STAFF DEVELOPMENT

- *What staff development has been or will be being offered on SEND?*

Meetings for support staff have been arranged on Thursdays after school. These started in November 2024 and 13 meetings have been arranged this year with 6 of them particular to SEND. TKD and FJ report that the same support staff attend these meetings and often it is staff that don't need the training that attend. A record is kept of the training and who attends. Mrs Pepper will be saying some of these meetings are compulsory next academic year.

- *How do you support staff who work with pupils with SEND?*

Some support staff struggle with the behaviour of pupils. TKD and FJ can be called on the walkie talkies. TKD and FJ model how to relate with the child verbally and through restorative practice to defuse situations but some staff fail to use these approaches. TKD

6. STAFF DEVELOPMENT

also said that as support staff now had walkie talkies, sometimes they are used without trying to deal with the issue first.

Behaviour care plans are in purple folders to help with advice and have been recently updated. Staff can shadow more confident staff where possible and training will continue on this.

- *Are there any issues relating to time and resources to enable the SENCOs to carry out their duties? Are there any resources you don't have which you need to carry out your role effectively?*

Lack of time is a huge issue for TKD and FJ to keep on top of paperwork. Although the annual review format has changed to try and reduce workload an annual review will typically take a whole day without interruption to complete. As well as this is all the paperwork that is needed for outside agencies. (4 final EHCp's for 2025 -2026 and 15 consults for September starts. Parental preference for St Botolphs is high).

7. WORK WITH EXTERNAL AGENCIES

- *Which external specialist support services work with the school?*

Speakeasy therapy that EP sourced using PPG funding, Autism outreach and their communication and interaction advice, SALT, Early years and Early years interaction, Specialist teaching service used for: Cognition and learning, hearing support and vision support, Educational Psychologist, Oakfield,

- *What impact/support do they have/provide?*

Some are better than others as with some external agencies school needs to book so much in advance so there are no quick fixes. Thea Harris from STS cognition and learning has been very helpful as has Autism outreach.

- *Do you have any concerns around this specialist support, especially if it is not enough to meet need?*

No concern but as mentioned above just time issues to gain advice.

8. UPDATE ON WHOLE SCHOOL ACTION PLAN RELATING TO SEND

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- Tyler has organised a support staff CDP program for this year which staff can sign up for.
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TKD and FJ say all the above are work in progress. Time issues.

Extra:As suggested in the Governors SEND Monitoring checklist. During the Spring term examples of IEPs should be shared.

TKD and FJ said that teachers write these using provision maps. Targets are decided by teachers and support staff who work with the child using a small steps target tracker that FJ designed. These are sent to parents electronically. and then evaluated at the end of each term. Dave and I looked at 3 anonymised learning plans. It was evident what the needs of the child are and their targets and who would be working with them to help achieve them. Where interventions had taken place these were listed historically which was useful to see.

Summer term update: 1st July 2025
Meeting held with Tyler Kendal Day, Dave Whittington and Jane Evans
(Apologies from Fern Jackson)

9. PROGRESS MADE BY PUPILS WITH SEND

This should be a general overview and pupils should not be named.

- What's the progress and attainment of pupils with SEND compared to that of other pupils?

Comparisons with mainstream and SEND data using DOL will be available over the summer.

The SAT's results are not released until Tuesday 8th July 2025

Data for SEN children has been comprehensively collated using two systems.

There is data for children who can access DOL assessments and the correct year group NFER papers through the year.

There is also data for children who are not tracked on DOL and are unable to access the NFER papers of their year group.

These systems are colour coded and high lite children who are not making progress as red and orange. These are children who will need careful monitoring for QFT and interventions needed.

Below is data based on DOL and NFER assessments.

YEAR ONE 1 girl (non attendee) 11 boys

Maths

	Lack of progress/regression	Slow progress	Good progress	Accelerated progress
Year 1	16.66%	16.66%	58.31%	8.33%
Girls	100%	0%	0%	0%
Boys	9.09%	18.18%	63.63%	9.0%

Reading

Year 1	24.99%	16.66%	58.31%	0%
Girls	100%	0%	0%	0%
Boys	18.18%	18.8%	63.63%	0%

Writing

Year 1	16.66%	16.66%	66.4%	0%
Girls	100%	0%	0%	0%
Boys	9.09%	18.18%	72.72%	0%

YEAR TWO

Maths

Year 2	0%	0%	100%	0%
Girls	0%	0%	100%	0%
Boys	0%	0%	100%	0%

Reading

Year 2	9.09%	18.18%	72.72%	0%
Girls	0%	50%	50%	0%
Boys	11.11%	11.11%	72.77%	0%
Writing				
Year 2	0%	18.18%	81.81%	0%
Girls	50%	0%	50%	0%
Boys	0%	22.22%	77.77%	0%
<u>YEAR THREE</u>				
Maths				
Year 3	12.50%	12.50%	50%	25%
Girls	33.33%	33.30%	0%	33.33%
Boys	0%	0%	80%	20%
Reading				
Year 3	0%	50%	50%	0%
Girls	0%	33.3%	66.66%	0%
Boys	0%	60%	40%	0%
Writing				
Year 3	0%	0%	87.5%	12.5%
Girls	0%	0%	100%	0%
Boys	0%	0%	80%	20%
<u>YEAR FOUR</u>				
Maths				
Year 4	0%	0%	70%	30%
Girls	0%	0%	100%	0%
Boys	0%	0%	50%	50%
Reading				
Year 4	10%	0%	70%	20%
Girls	0%	0%	75%	25%
Boys	16.66%	0%	66.64%	16,66%
Writing				
Year 4	0%	0%	100%	0%
Girls	0%	0%	100%	0%
Boys	0%	16.66%	83.30%	0%
<u>YEAR FIVE</u>				
Maths				

Year 5	14.28%	42.84%	0%	42.84%
Girls	20%	60%	0%	0%
Boys	0%	0%	0%	100%
Reading				
Year 5	42.84%	57.12%	0%	0%
Girls	40%	60%	0%	0%
Boys	50%	50%	0%	0%
Writing				
Year 5	0%	57.12%	42.84%	0%
Girls	0%	80%	20%	0%
Boys	0%	100%	0%	0%

Data is not available at this time for the following comparisons

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND			
	Reading	Writing	Maths
Pupils with SEND			
Pupils without SEND			
Attainment gap			

PROGRESS OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	Reading	Writing	Maths
Pupils with SEND			
Pupils without SEND			
Attainment gap			

ATTENDANCE OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

- *How do the attendance rates for pupils with SEND compare to those without?*

Of children with attendance under 90% 36% are SEND. 8 tree frogs have attendance issues. Tyler has spoken to parents. 2 children are school based avoidance children and being monitored

- *How do exclusion rates for pupils with SEND compare to those without*

There have been 4 SEND exclusions and 0 mainstream.

The 4 equates to two for two children. Support has been sought by Oakfield.

10. UPDATE ON WHOLE SCHOOL ACTION PLAN RELATING TO SEND

Tyler is aware that not all SEND action plan targets have been met due to time problems
See end of year Action plan.

Next year Tyler will not be in the classroom and has formed a plan to cover specific targets and areas that need development.

Other

Issues with being called on walkie talkies. Tyler has worked from home to complete paper work when Emma and Ally are in school.

Training for support staff on team teach de-escalation strategies to be compulsory.

Tyler has requested a SEND review ahead of Ofsted for the mainstream SEND children.

10. UPDATE ON WHOLE SCHOOL ACTION PLAN RELATING TO SEND