



### St. Andrew's CE Primary School-SEND Annual Report for Governors-June 2024

<b>SEND Policy and School Information Report</b>	<p>The SEND Policy was reviewed in January 2022. It is due to be updated in September 2024.</p> <p>The School SEND Information Report, our 'SEND offer' was updated in September 2023.</p>														
<b>OFSTED Inspection comments February 2023</b>	<p>"Pupils are immensely happy in this inclusive place. Leaders have high expectations. Their motto, 'Everyone is Different. Everyone is Special', weaves flawlessly into everyday routines. Pupils understand how it helps them to be compassionate and considerate citizens. They feel safe and say that bullying is rare."</p> <p>"Pupils really understand how to look after their health and mental well-being."</p> <p>"Staff identify any pupils with special educational needs and/or disabilities (SEND) quickly and accurately. When appropriate, leaders engage with specialist agencies to help ensure that pupils with SEND can access the same curriculum as their peers."</p>														
<b>Main actions/focus last year</b>	<p>This academic year the SENDCo has worked for the school 2 days a week. Focus this year has been:</p> <ul style="list-style-type: none"> <li>• monitoring and support of children currently on the SEND register</li> <li>• ongoing training of Teachers and Teaching Assistants</li> <li>• reviewing/updating our process for tracking progress and sharing information with parents through the individual pupil profile</li> <li>• significant amount of transition work (high levels of children with EHCPs transitioning to Secondary School and high levels of children with EHCPs coming into Reception in September 2024)</li> </ul> <p><u>Monitoring &amp; support of children currently on the SEND register</u></p> <p>St Andrew's is above national average for the number of children on the SEND register. The table below shows the trend for increasing number of children with SEND from 2021 to 2023:</p> <table border="1" data-bbox="438 1384 1428 1473"> <tr> <td>School % SEND support</td> <td>Close to average</td> <td>13</td> <td>Above average</td> <td>16</td> <td>Above average</td> <td>15</td> </tr> <tr> <td>School % EHC plan</td> <td>Above average</td> <td>2.1</td> <td>Well above average</td> <td>3.8</td> <td>Well above average</td> <td>4.5</td> </tr> </table> <p>St. Andrew's has a good reputation within the locality, for supporting children with SEND. Requests to place children with EHCPs in the school are high. This process involves a consultation from the Local Authority (LA), where documentation is evaluated for the school to consider whether we can meet need. Additionally, the SENDCo will meet with prospective parents to show them around the school and discuss SEND provision within St. Andrew's. There is insufficient provision within specialist settings in Oxfordshire which has placed additional responsibility on schools to support complex needs. Many children with an EHCP can have their needs met within the mainstream environment; however, as a mainstream school we are providing far more for children who in previous years would have gone to a specialist base. The level of resource and specialist skill has needed to grow in keeping with additional needs of the children.</p> <p>To ensure that children's needs are met, the SENDCo carries out classroom observations and monitoring, working closely with teaching staff to ensure provision is of high quality. The SENDCo then follows up with meetings with parents/carers and external agencies to further support children's needs, applying for EHCPs where needed.</p>	School % SEND support	Close to average	13	Above average	16	Above average	15	School % EHC plan	Above average	2.1	Well above average	3.8	Well above average	4.5
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	<p><u>Ongoing training of Teachers and Teaching Assistants</u> Staff training has addressed needs of specific individuals and whole staff approaches:</p> <ul style="list-style-type: none"> <li>• Whole school <ul style="list-style-type: none"> <li>○ Zones of Regulation</li> <li>○ Adaptive teaching</li> <li>○ Autism</li> </ul> </li> <li>• Specific Teachers and Teaching Assistants <ul style="list-style-type: none"> <li>○ Demand avoidance</li> <li>○ Diabetes</li> <li>○ Dyslexia</li> <li>○ Dyspraxia</li> <li>○ Dygraphia</li> <li>○ Early Years (autism, emotional regulation, vocabulary)</li> <li>○ Hearing support</li> <li>○ Effective support for SEMH</li> <li>○ ADHD</li> <li>○ Emotional resilience</li> <li>○ Developing pupil independence</li> <li>○ Supporting a child with Down’s Syndrome</li> </ul> </li> </ul> <p>In addition, parents/ carers have accessed CAMHS in-reach training, ADHD, Overcoming Childhood Anxiety, Autism Awareness, alongside parenting courses to support children with specific needs.</p> <p><u>Reviewing/updating our process for tracking progress and sharing information with parents through the individual pupil profile</u></p> <p>Following feedback from parents, the SENDCo and SLT have reviewed the system for tracking pupil progress and sharing individual pupil progress with parents. This has led to an updated tracking system, which feeds into the over SEND provision mapping, which an HLTA has been trained how to input and keep up to date. There has also been a new individual pupil profile to share with parents/ carers, which is more child-centred and has led to some changes around how many times parents / carers receive communication around their child’s progress. This new system will need time for embedding into next year and a new annual cycle has been developed to meet this need.</p> <p>The SENDCo continues to monitor the quality of Pupil Profiles/SEND trackers. This year’s monitoring reveals that Teachers would benefit from further guidance around clear steps of progress through accurate assessment, as this is not consistently communicated.</p> <p><u>Transition</u> High levels of children with an EHCP in Year 6 have made for significant amounts of transition work. Transition – visits and meetings – have been thorough and all children are placed in appropriate schools, including specialist schools or SEND bases.</p> <p>In addition, there are high levels of need coming into Reception in September 2024. Again, visits and meetings with practitioners in the settings, parent/carers and child have taken place to ensure that the needs are understood ready for a smooth transition in September.</p>
<p><b>Key actions for 2024-25</b></p>	<ul style="list-style-type: none"> <li>• Embed the new systems within an Annual Cycle for SEND, continuing to support teachers to make accurate assessment of the needs for pupils with SEND and use pre-Key –stage standards where appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporating training into teacher and teaching assistant staff meetings, addressing the needs of new pupils</li> <li>• Develop the school's Nurture Hub (EYFS/KS1) – which includes a new Sensory Room - and Learning Base (KS2) for children struggling to access the National Curriculum and whole-class learning. This will mean supporting an HLTA in developing timetables, the use of school spaces, designing and resourcing a needs-based curriculum, as well as exploring the use of off-site Alternative Provision such as the Thomley centre.</li> </ul>																																																																																																																														
<b>Outside agencies</b>	<p>We have worked closely with the following outside agencies:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• CAMHS (Child and Adolescent Mental Health Service) &amp; MHST (Mental Health in Schools Team)</li> <li>• SENSS Communication and Interaction Advisory Teacher</li> <li>• Speech and Language Therapists</li> <li>• Community Paediatrics</li> <li>• The Hospital School</li> <li>• LCSS (Locality Community Support Service)</li> <li>• Health Visitors</li> <li>• Social Care</li> <li>• OXSIT (Oxford Schools Inclusion Teachers)</li> <li>• SENSS Down's Syndrome Advisory Teacher</li> <li>• SENSS Hearing Impairment Advisory Teacher</li> <li>• SENSS Physical Disability team</li> <li>• Early Years SEN team</li> </ul>																																																																																																																														
	<p style="text-align: center;"><b>Data from 2022-23 from IDSR</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="6" style="text-align: right;"><b>SEND support (37)</b></th> </tr> <tr> <th style="text-align: left;"><b>SEND primary need</b></th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Specific Learning Difficulty</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> </tr> <tr> <td>Moderate Learning Difficulty</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>Social, Emotional and Mental Health</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Speech, Language and Communication Needs</td> <td>3</td> <td>2</td> <td>4</td> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td>Hearing Impairment</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Autistic Spectrum Disorder</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>School Support NSA</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td><b>Year group totals</b></td> <td><b>3</b></td> <td><b>3</b></td> <td><b>6</b></td> <td><b>4</b></td> <td><b>6</b></td> <td><b>9</b></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="6" style="text-align: right;"><b>EHC plan (11)</b></th> </tr> <tr> <th style="text-align: left;"><b>SEND primary need</b></th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Specific Learning Difficulty</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Moderate Learning Difficulty</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Profound &amp; Multiple Learning Difficulty</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Speech, Language and Communication Needs</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>1</td> </tr> <tr> <td>Autistic Spectrum Disorder</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Year group totals</b></td> <td><b>2</b></td> <td><b>0</b></td> <td><b>1</b></td> <td><b>3</b></td> <td><b>1</b></td> <td><b>3</b></td> </tr> </tbody> </table>		<b>SEND support (37)</b>						<b>SEND primary need</b>	R	Y1	Y2	Y3	Y4	Y5	Specific Learning Difficulty	0	0	0	0	2	0	Moderate Learning Difficulty	0	0	0	2	1	1	Social, Emotional and Mental Health	0	1	1	1	0	1	Speech, Language and Communication Needs	3	2	4	1	3	5	Hearing Impairment	0	0	1	0	0	0	Autistic Spectrum Disorder	0	0	0	0	0	1	School Support NSA	0	0	0	0	0	1	<b>Year group totals</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>9</b>		<b>EHC plan (11)</b>						<b>SEND primary need</b>	R	Y1	Y2	Y3	Y4	Y5	Specific Learning Difficulty	0	0	0	0	0	1	Moderate Learning Difficulty	0	0	0	0	1	1	Profound & Multiple Learning Difficulty	1	0	0	1	0	0	Speech, Language and Communication Needs	0	0	0	2	0	1	Autistic Spectrum Disorder	1	0	1	0	0	0	<b>Year group totals</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>
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<b>Class support and formal Interventions</b>	<p>Teaching Assistant (TA) support is available in all classes, however, the hours of support are variable, depending on the needs of the class. School maintains a fluid level of support, prioritising the needs of individuals.</p> <p>TAs deliver a range of support and interventions across the school as directed by class teachers. In the mornings support is focussed on delivering whole class quality first teaching in maths and English. TAs will carry out a variety of 'roles' in this time, supporting children with behaviour, concentration, listening and scaffolding work. This may be done 1: 1, in small groups or the TA will move around the class working alongside targeted children. We aspire for pupil independence in learning and therefore adult support is carefully planned for by the class teacher. As well as Quality First Teaching, the school delivers the following interventions:</p> <ul style="list-style-type: none"> <li>• Pre and Post teaching in small groups and 1:1</li> <li>• Speech and language programmes, provided by speech and language therapists, who monitor and evaluate progress</li> <li>• BBC Dance mat touch-typing</li> <li>• Zones of Regulation</li> <li>• Socially Speaking</li> <li>• Colourful Semantics</li> <li>• Friendship Groups</li> <li>• Social skills groups</li> <li>• Arch reading volunteers</li> <li>• After school tutoring for maths</li> <li>• Read, Write Inc. phonics- Get Writing</li> <li>• Read, Write Inc. phonics- Fresh Start</li> <li>• Project X Code</li> <li>• 1:1 Reading /Small group reading</li> <li>• Reading groups with school librarian</li> </ul>
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<b>Attainment Summary: March 2024 SEND</b>							
Year Group	Number of SEN pupils	Reading		Writing		Maths	
		At least EXS	GDS (of the EXS)	At least EXS	GDS (of the EXS)	At least EXS	GDS (of the EXS)
R	2	Not yet meeting GLD					
1	3	1	0	1	0	2	1
2	4	1	1	1	0	1	1
3	6 (1=EHCP)	3	1	2	0	4	1
4	7 (3 = EHCP)	2	0	1	0	1	1
5	7 (1=EHCP)	6	1	1	0	4	2
6	12 (5 = EHCP)	5	1	2	0	3	0