



SEND Annual Summary Report

Covering Academic Year 2023 – 2024

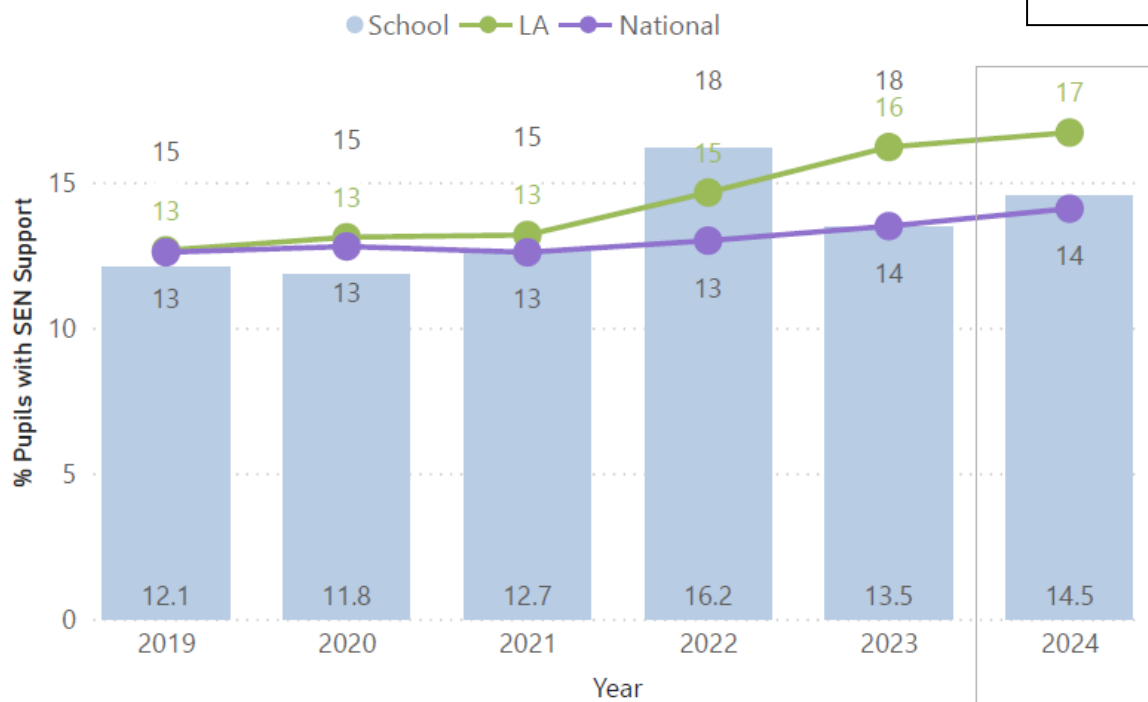
Context of School



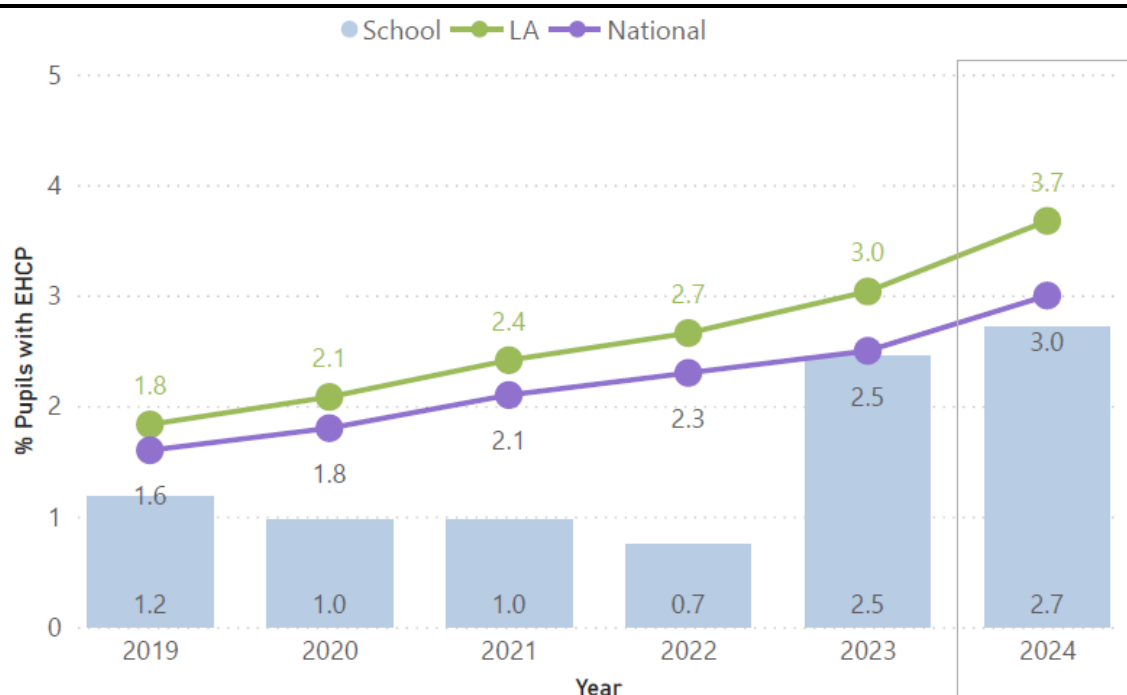
The following data is taken from the September 2024 School Information Pack sent to all head teachers as well as information from Arbor which is our data collection computer system in school. The data information pack and Arbor data covers the previous academic year (2023-2024). The SEND register will vary throughout the year as we are constantly reflecting on children's attainment and working in conjunction with outside agencies to identify need and progress.

Note in July 2024 – our % SEND was 18.8%. The below graph is taken from Jan 2024 data.

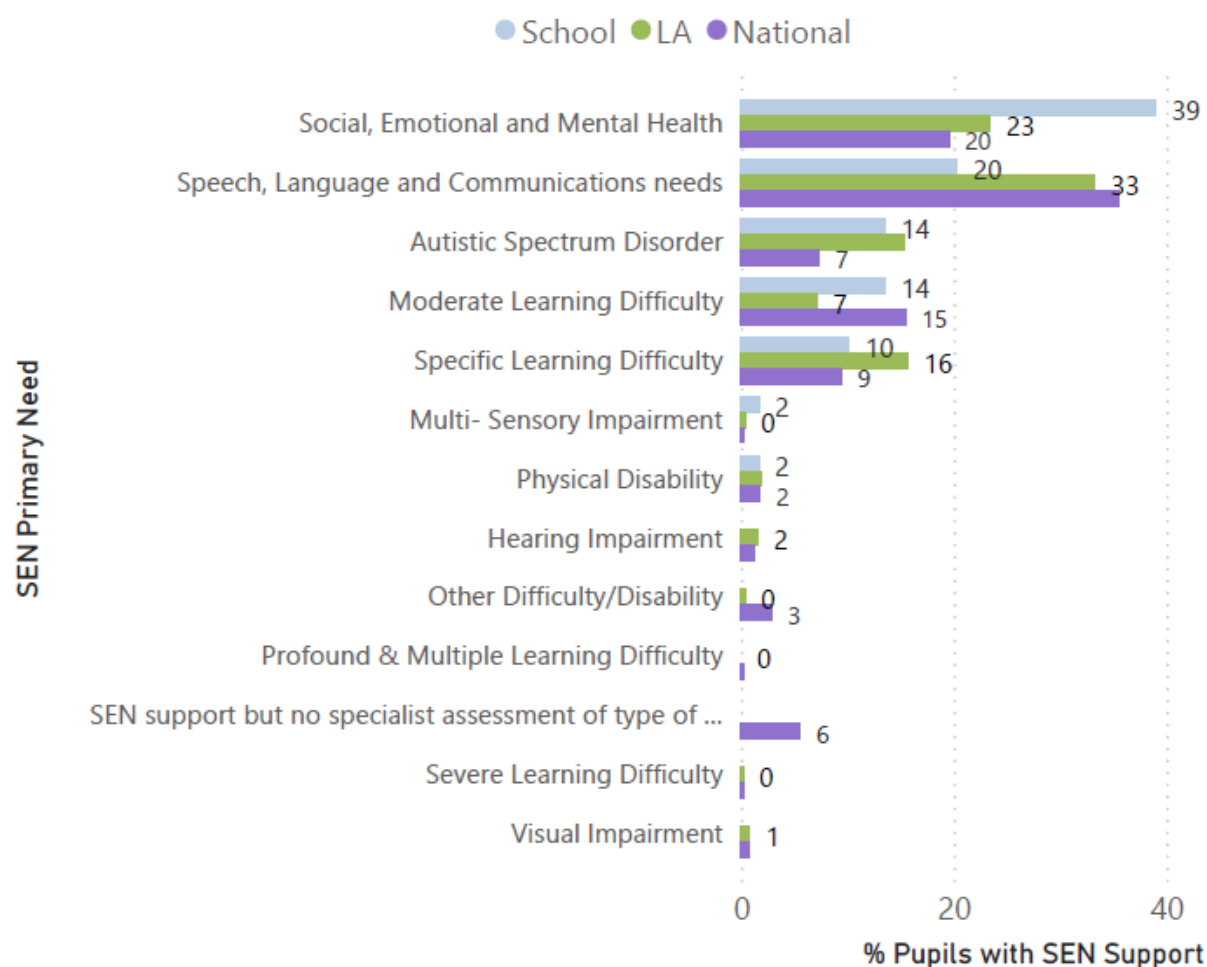
Pupils receiving SEN support



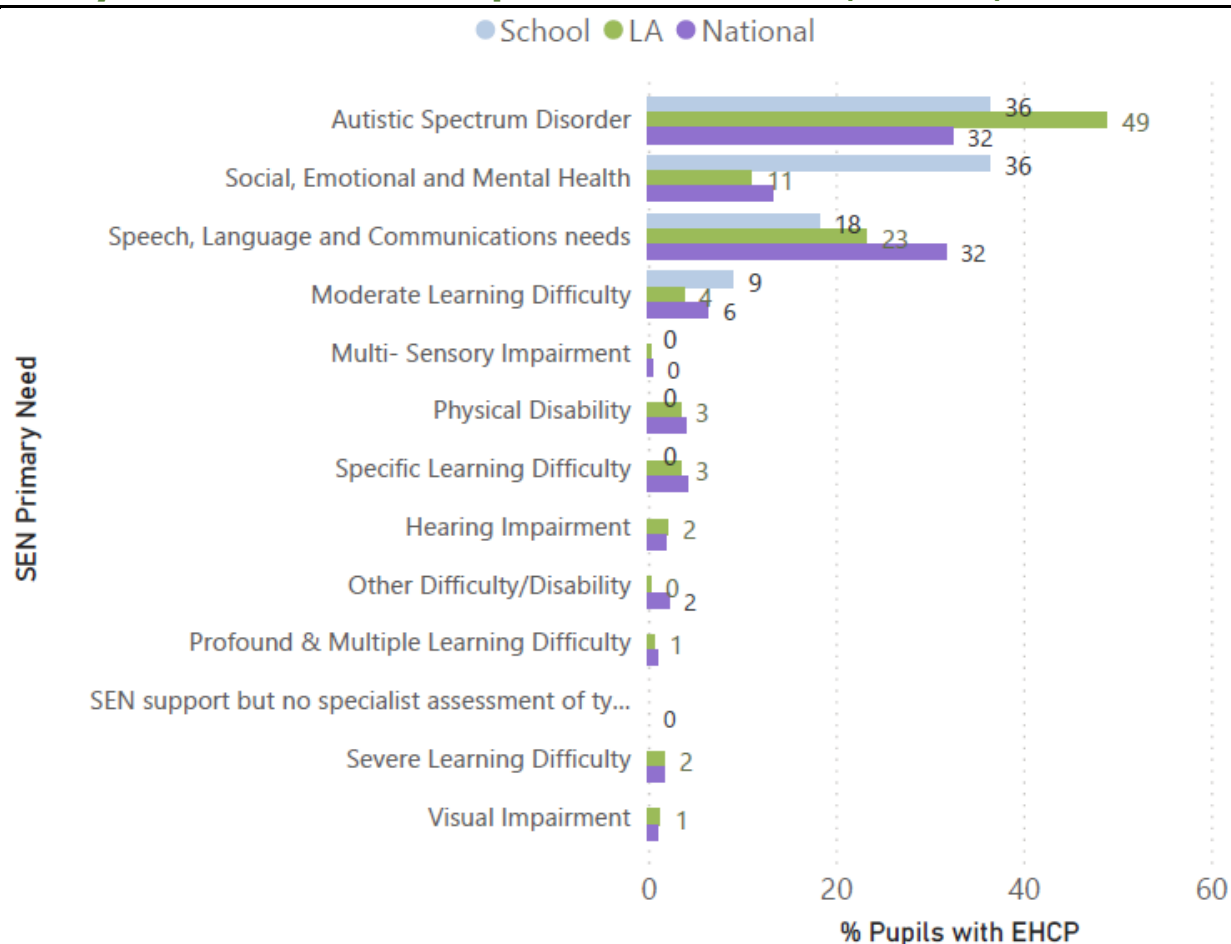
Pupils with Education, Health, Care Plans (EHCPs)



Primary Area of Need for Pupils with SEN Support



Primary Area of Need for Pupils with Education, Health, Care Plans



Gender of Pupils on SEND Register – Numbers taken from July 2023

	Boys	Girls
EYFS (Reception)	2	1
Key stage 1 (Years 1 and 2)	10	10
Lower KS2 (Years 3 and 4)	15	4
Upper KS2 (Years 5 and 6)	24	10
Total	51	26

End of Summer Term progress for SEND pupils

Progress of SEND children in Year 1

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	60%	30%	10%	20%
% of pupils progress in Writing	60%	40%	-	10%
% of pupils progress in Maths (number)	30%	40%	30%	40%
1 child = 10%				

Progress of SEND children in Year 2

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	20%	40%	40%	40%
% of pupils progress in Writing	60%	30%	10%	20%
% of pupils progress in Maths (number)	70%	10%	20%	30%
1 child = 10%				

Progress of SEND children in Year 3

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	100%	-	-	-
% of pupils progress in Writing	66.6%	33.3%	-	-
% of pupils progress in Maths	100%	-	-	-
1 child = 33.3%				

Progress of SEND children in Year 4

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	43.75%	43.75%	12.5%	12.5%
% of pupils progress in Writing	87.5%	6.25%	6.25%	12.5%
% of pupils progress in Maths	43.75%	50%	6.25%	12.5%
1 child = 6.25%				

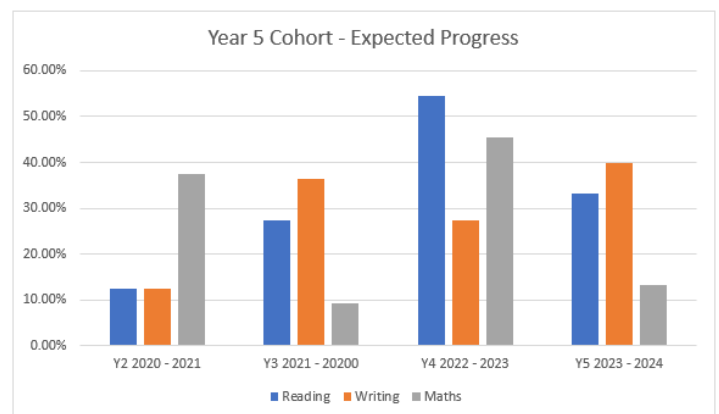
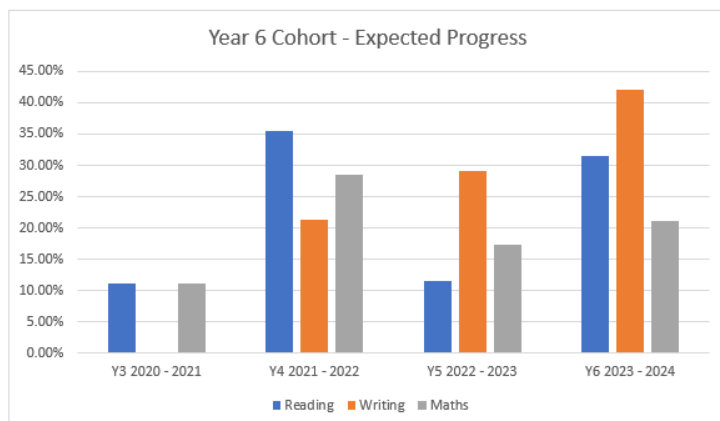
Progress of SEND children in Year 5

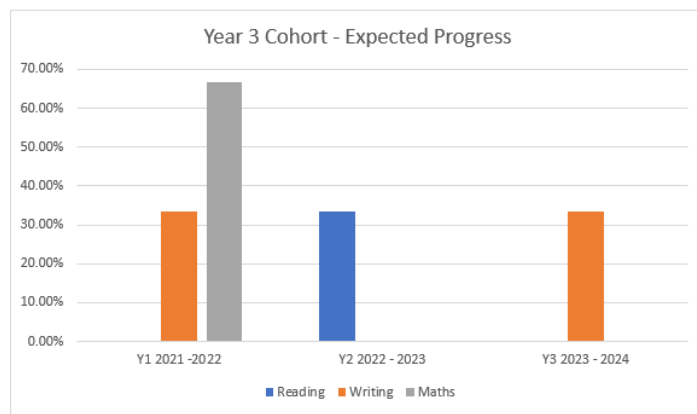
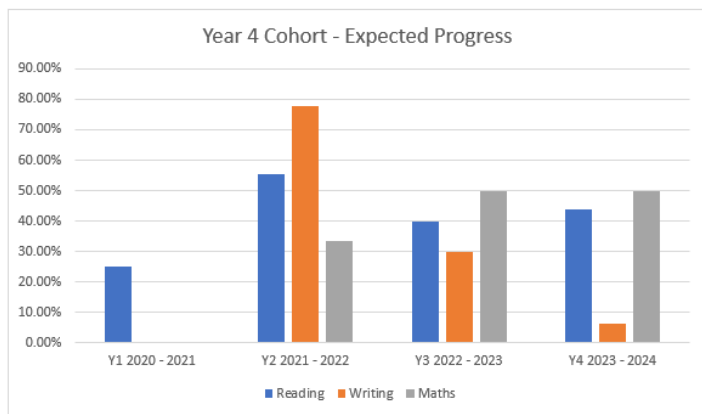
	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	39.96%	33.3%	26.64%	6.66%
% of pupils progress in Writing	19.98%	39.96%	39.96%	-
% of pupils progress in Maths	59.94%	13.32%	26.64%	-
1 child = 6.66%				

Progress of SEND children in Year 6

	Less than expected	Expected	Exceeded	Age Related Expectations
% of pupils progress in Reading	15.78%	31.56%	52.6%	47.34%
% of pupils progress in Writing	36.82%	42.08%	21.04%	21.04%
% of pupils progress in Maths	26.3%	21.04%	52.6%	36.82%
1 child = 5.26%				

Visual representation of KS2 SEND progress data per cohort for expected progress (1 sublevel per term)





- **Key point** – The Year 3 cohort has the lowest number of SEND children which will affect the data to a greater degree due to this. We will monitor this as more children are set to be added to the SEND register in the Autumn Term following a period of monitoring in this year group particularly.

Key Trends from the expected progress data visual representations:

- Reading progress remains inconsistent across KS2 with the Y6 cohort making the most progress from 2022-2023 to 2023 - 2024
- Writing progress in Y6 improved for the last 3 consecutive years. This is not the same for the other cohorts with a declining trajectory for the Y4 cohort and an inconsistent trajectory for the Y5 cohort.
- Maths progress remains inconsistent for all cohorts across KS2.

With this in mind, key school development factors will be on the English and Maths curriculum areas and ensuring a broad curriculum with clear progression markers in these areas for the next academic year and SEND support in these areas especially regarding SpLD identification.

Key points from the SEND data in academic year 2023-24

Key facts to note whilst reading the following:

- The Year 3 cohort still has the lowest number of SEND children. This could be the cohort but further discussions will be conducted into Autumn Term 2024 to ascertain we are monitoring SEND appropriately in this year group.
- Year 6 has the highest number of SEND children – we have the most experience with these children by the time they reach Y6 and therefore more children are logged generally in this year group.
- Year 6 have the highest number of EHCPs in the year group.
- A child cannot be registered with a specific learning difficulty (SpLD) without a diagnosis. Until this happens, they will be registered with a primary need of moderate learning difficulty. We have continued to work through a backlog of LSS dyslexia screeners. I suspect our official diagnosis of SpLD will continue to increase over the next academic years and the primary category of need will change to reflect this.
- All children learn at different paces. Our key indicator is **progress** and wanting all children to make at least expected progress. This is more difficult for SEND children to achieve due to their needs and the barriers this often causes for them to learn in the classroom.

Expected progress – 3 sublevels (e.g. 1.3 to 2.3) This is the rate of progress that we expect all children to make.

Key Points:

Reading:

- The Year 4 cohort has the highest number of children making less than expected progress in Reading. However, they also have the highest number of SEND children making expected progress in Reading.
- The Year 6 cohort has the highest number of children making accelerated progress in Reading.

Writing

- Year 4 has the highest number of SEND pupils making less than expected progress in Writing. It also has the lowest number of children making expected SEND progress.
- Year 6 has the highest number of SEND pupils making expected progress in Writing.
- Year 6 (35%) has the highest number of SEND pupils making accelerated progress in Writing.

Maths

- Year 3 has the highest number of SEND pupils making less than expected progress in Maths, however, this is only based on 3 pupils for that cohort. Year 5 has the second highest number of pupils making less than expected progress in maths and this is based on 15 pupils.
- Year 4 have the highest number of SEND pupils making expected progress in Maths.
- Year 6 have the highest number of SEND pupils exceeding progress expectations in Maths.

Key Events, Initiatives and Activities for 2023-24

- ✓ We did not have an assigned NHS speech and Language therapist for a whole term for the second consecutive year. This impacted on reviewing SALT targets and created a backlog of overdue reviews and reports from the service. The effects of this will continue into the next academic year.
- ✓ The Speech and Language Therapist has assessed and/or supported 13 children (2 more than the previous year) in school this academic year. The SENDCo continues to attend termly action-planning meetings, make referrals and ensure programmes are implemented.
- ✓ 21 children with ASC were supported by the ASC specialist from BHISS (4 more than the previous year). There were 6 observations done in school and hybrid support offered to a pupil who was finding it difficult to attend.
- ✓ 17 children were supported by the BHISS SEMH specialist teacher over the academic year and she supported with a SEND Parent/Carer coffee morning.
- ✓ The Educational Psychologist (EP) assessed 6 children as part of the EHCP process and completed assessments on a further pupil. Most of her work was statutory work with increasing EHCPs in school.
- ✓ 12 children were reviewed and some with ongoing support given from the Mental Health Support Specialist (MHST).
- ✓ We do not have a school counsellor this year at the school.
- ✓ 4 children were supported by the Trainee Art Therapist.
- ✓ 2 children were supported by a Trainee Child Psychotherapist.
- ✓ 3 children were supported by a Trainee Theraplay Therapist.
- ✓ 3 children were supported by a Trainee Play Therapist.
- ✓ The Mental Health Support Trainee, Cleo Fraser, continued her work from the previous year with a check-in group supporting the siblings of autistic children.
- ✓ We did 4 parent/carers coffee mornings with the support of the BHISS family support team.
- SENDCo attended regular cluster meetings with the city centre partnership to discuss partnership-wide issues and report back to the LA on key difficulties affecting each of us.
- SENDCo attended a conference regarding the local Authority's plan for Alternative Provision in school and the effects this will have on the feasibility of being able to offer this at Elm Grove.
- We had a total of 13 EHCPs in place at the end of the academic year.
- Teachers had termly SEND review meetings with SENDCo to discuss children, their progress and the support in place. This gives regular opportunity to review provision and highlight other children who are starting to cause concerns.
- The BHISS ASC advisor provided training to all staff on Demand Avoidance, what this is, how this can look and strategies to support.
- Ongoing success of Talkboost in Reception and KS1 to target this early speech, language and communication development.
- SENDCo attended the annual Local Authority SEND Conference in July 2024 that had a large focus on Emotional-Based School Avoidance.

- SENDCo attended Autumn and Summer Term parent consultations for parents of children on the SEND register.
- SENDCo remains as the school's Autism Champion.
- We increased our trainee therapist provision at school to also include a trainee play therapist.
- Successful training of Inclusion TA to administer standardised pre-assessments for LSS screening to enable the LSS Specialist Teacher to target her time in-school efficiently.
- Sociogram analysis saw a slight increase in SEND pupils being categorised in the Rejected, Controversial or Neglected social relationship categories. This is up from 7.3% to 8.8% however there is also an increase in SEND pupils from the previous year so we have more SEND children in school but the same provision available which undoubtedly means, resources are stretched thinner with a bigger caseload.

Next Steps for Academic Year 2024-2025

The key priorities for next year are:

- To support the senior management team and subject leads for Maths and English with a curriculum review to ensure increased progress for all including those with SEND in this area. This will likely take an extended amount of time to review, implement, embed to see measured impact. Work will start on this in Autumn 2024.
- To implement a new spelling program in KS2 to ensure that children moving from SoundsWrite phonics continue to have a progressive curriculum moving into spelling. We currently have a noted disparity when children are pre-assessed for LSS where their reading scores are within average range but their spelling has a large difference indicating a school-wide need for a spelling program to be implemented to support this attainment gap. Training has been booked for Jan 2025.
- Continued use of the differentiated SEND SoundsWrite phonics program written by a Year 2 teacher to support continued phonics developed in lower KS2 for those not yet able to move onto the KS2 spelling program.
- Prioritise Year 5 and Year 6 cohorts for intervention and additional support – these two year groups have the highest number of SEND with progress most affected.
- To ensure pre and post assessments are carried out for all interventions and support including when children are working with the Inclusion Team.
- Ongoing subscriptions to assistive technology and ICT programs to support SEND children. Remind about touch-type program for all children with an assigned Chromebook.
- To continue to decrease our waiting list for children awaiting being seen by the Educational Psychologist.
- To ensure efficient use of Inclusion Mentors time and skillsets to meet the needs of children with SEND across the school and continue to maintain links and communication with parents/carers of children with SEND.
- To continue to develop relationships with parents of children with SEND through coffee mornings and workshops using a range of professionals on set themes.
- Continue to increase the Inclusion profile by inputting into staff meeting, SMT and SLT meetings as well as taking part in appropriate monitoring throughout the school year.
- Support the implementation of a new registration and communication system (Arbor) ensuring all key SEND information is transferred across and logged appropriately.