



Report to Governors July 2023

SEND Register

	Aut. 1 2022	Aut. 2 2022	Spring 2 2023	Summer 1 2023	Summer 2 2023
My Plan	21.1%	23.7%	24.7%	23.9%	25%
My Plan+	9%	9.5%	11.8%	11.2%	11%
EHCP	4.8%	4.8%	4.8%	4.8%	5%
Total	34.9%	37.9%	41.4%	39.9%	41%
	66/190	72/190	77/186	75/188	78/190

From assessments there are other children that have been identified that have not made expected progress, with support, and will be added to the register in September.

In comparison to last year Summer '22 -36.8% of the school were on the SEND register.

Approximately 40% of each class are on the SEND register.

School are significantly above the national average of 17.3%

Main area of need is 'moderate learning difficulty' followed by 'social, emotional and mental health' compared to speech, language and communication need in England.

	Impact		
My Plans Outcomes Achieved	Whole school average		
	Autumn	Spring	Summer
	69.5%	72.9%	73%
	<p>There has been an increase from Autumn Term of children achieving their My Plan outcomes. A focus on TA's completing regular interventions and children making rapid progress in all classes, with support for some TAs and a focus in performance management for Tas.</p> <p>Next steps: Identify children who are not achieving outcomes and discuss next steps. For at least 80% of children to achieve My Plan outcomes. Invest in more published programmes such as Nessy (reading and spelling) for teaching assistants to facilitate.</p>		
Summer Term Interventions	Interventions achieved (whole school average)		
	Autumn	Spring	Summer
	88%	76.5%	75.1%
	<p>Year 2, 3 and 4 increased their % of children who achieved their interventions from Autumn term.</p> <p>Next Steps Train new TA's. Focus on children who have not achieved their outcomes.</p>		



	Buy structured intervention programmes.
Speech and Language Outcomes achieved:	<p>83.3% (15 children had SALT outcomes) Teachers and TA's using the Gloucestershire speech and language toolkit to support teaching, identifying needs earlier and referrals being made sooner.</p> <p>Next Steps: Ensure children are being rereferred before the allocated 6 months is due, if needed. Staff training on speech interventions we have in school.</p>
<p>Summer RAP:</p> <p>To reduce suspensions of boys, SEND, PP and CP/CIN groups.</p>	<p>7 children have been suspended this academic year for varying amounts of time. 4/7 children have had more than 1 suspension. 3 children have EHCP's. 2/7 SEND with EHCP. 4/7 children are moving along the graduated pathway.</p> <p>All risk assessments and behaviour plans are on CPOMS and provide a consistent approach to child's behaviour.</p> <p>Support: Referrals to ATS, EP, Inclusion Team, Intervention Circle, SCAAS pathway, CAMHS, GP, SALT, Outreach support, Early Help and social care, extra 1:1 support, part time timetable, support from ATS, referral to EP, SCAAS, classroom strategies such as own desk in quiet area, regular sensory breaks, deep pressure activities, time with PST, 1:1 support, safe space to go, time to talk, outreach, meetings with parents.</p> <p>Some triggers have been identified and strategies put in place to support with these e.g transitions, if a child is hungry, playtimes.</p>
Thrive	<p>6/7 children made good progress with them all achieving their stage that they were on.</p> <p>Whole class Thrive: All classes delivered whole class Thrive this term and an average of 24.7% progress was made against the outcomes e.g from 50%-74.7%.</p> <p>Achieved the GHJ Award- Thrive was an outcome.</p> <p>Next steps: Trailblazer programme Whole school training from Thrive. Continue with whole class thrive in PSHE lessons</p>
External Agencies	<p>SALT- children improving their SALT outcomes. 1 child Connection2Independence and The Rock- reduced number of suspensions 2 children play therapy- both children achieved My Plan outcomes 10 children ATS- support and reports for staff and move along he graduated pathway, 1 The Bridge- support for child</p>



	<p>1 CAMHS- completed 18 months counselling 1 Belmont- Progress in My plan targets, support to transfer to specialist provision. Inclusion team- advice and awaiting Outcome coordinator.</p>
<p>Training</p>	<p>SALT with speech therapist- individual Tas- increase in children achieving their SALT outcomes, referrals are being made sooner.</p> <p>SENDCO attended SENCO cluster meeting- SENDCO up to date with national and local changes to SEND.</p> <p>SENDCO attended introduction to Trailblazer programme.</p> <p><u>New Trailblazer Programme</u> We have been accepted on the Trailblazer (Young Minds Matters) Programme to support children with their mental health. SENDCO, SLT and PST will be meeting with their Team to ensure all is in place for September.</p> <p><u>Next Steps</u> Trailblazer programme- Training for individual staff, parent and child referrals mainly for their worries-low level CBT, courses for parents, presentations for children, supervision for staff, Mental Health lead to enrol on Government funded programme to train a senior mental health lead to develop and implement a whole school approach to mental health and wellbeing.</p>
<p>Other</p>	<p>Applied for 3 EHCP's request to assess. 1 child being assessed, 1 child agreed through mediation to assess, 1 child assessed-rejected awaiting mediation. 1 child requested special school placement for secondary school rejected - won through tribunal. 1 child going to SEMH specialist provision for secondary.</p>
<p>Next steps for 23-24</p>	<p>Trailblazer programme Senior mental health lead training Nurture for targeted children Paul Dix behaviour whole school training Develop speech and language systems Additional phonics support for children in Year 3 and 4 Research programmes suggested by EEF for TAs to use for interventions MLD support for teachers and planning Support for children with Trauma from Safeguarding Lead Continue Children's Centre links and seek additional LA support</p>