

# Dundry CE Primary School

## Governor's Annual Report: SEND Summary 2022/2023

### SENDCO: Anne-Marie Maggs

Number of SEND Pupils on Roll	19
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Number of pupils with EHCP		SEN Support	
4		15	
Boys	Girls	Boys	Girls
4	0	6	9
Early Years Transition Support Funding		Inclusion Support Funding	
0		0	
Boys	Girls	Boys	Girls
0	0	0	0

**Key Points:** Our SEND pupils comprise boys 53%, girls 47%. 100% of our EHCPs are for boys

	Dundry	National Average
Total No of Children with SEND	21% (89)	17.3% (+0.6%)
No of Children with SEN Support	17%	13% (+0.4%)
Pupils with EHCP	4%	In State funded primary 4.3%

**Key Points:** We are above the National Average this year for SEND pupils in all areas and children with SEN support. Like with national findings the need is for ASD and Speech, language and communication difficulties.

1 x EHCP applied for by a parent was successful and the EHCP was approved in February 2022 with funding at Band 4 £6,508.

A further EHCP for a Y6 pupil was accepted. Top up funding was given at Band 3 £4,649 from Nov 2022

### Distribution of SEND Pupils by Year Group

	R	1	2	3	4	5	6
<b>EHCP</b>	0	0	0	0	1	0	3
<b>Sen Support</b>	2	2	1	4	3	3	4

**Key Points:** The most SEN need and all EHCP's are concentrated in KS2.

### Distribution of SEND Pupils by Area of Need

Name	SENCode	Speech Language and Communication Need		Cognition and Learning		Social Emotional Mental Health	Sensory & Physical
		SpL	ASD	SpLD	MLD		
<b>Conifer</b>							
	K	x					
	Transition Support/ EHCNA	x	x	x		x	x
<b>Willow</b>							
	k	x					
	K	x					
	k					x	
<b>Sycamore</b>							
	EHCP	x			x	x	x
	k			x			x
	k			x			x
	k			x			
	K	x		x		x	
	k				x		
	k				x		
<b>Oak</b>							
	EHCP	x	x			x	x
	EHCP		x		x	x	x
	EHCP	x	x	x	x	x	x
	k				x	x	

	K	x			x	x	
	k			x			
	k					x	
19	4 EHCP 15 K	9	4	7	7	10	7

**Key Points:**

Speech and Language is our key area of need at Dundry, this is reflected nationally with this being the most common area of need for SEND support pupils. (ASD is the most common primary need type for pupils with an EHCP.) Provision map is showing improvement due to the CPD given to our TAs by the SALT assistant.

Our MLD and SPLD pupils are in KS2 and have difficulties with working memory and processing speed.

We have had a growing number of SEMH pupils this year with a range of needs including, ADHD, anxiety and attachment needs. The 4 EHCPs are for ASD (we are also supporting with social communication and ASD friendly approaches). The school nurse has supported parenting and anxiety. The Thrive practitioner is having an impact on supporting families and has also completed her Thrive training and is supporting thrive nurture groups and individual children with Thrive plans in school.

**Key Points: Our data for SEN support broadly reflects National trends. We are seeing an increase in SEMH, SPLCN specifically understanding and processing of language, rather than an inability to produce speech sounds accurately, and in cognition and learning.**

**How we are acting on this data:** We have continued with our increased speech and language provision in school to include Speech and language therapy time to support our highest needs pupils and a SALT assistant who has been able to deliver weekly sessions following the advice of Kathryn Weston. Our Speech & Language Therapist, Kathryn Weston has supported EHCP provision to support and ensure provision is in place for our SLCN (including our ASD pupils).

**High Needs Pupils Accessing Top Up Funding**

Pupils Receiving Top Up Funding	
July 2023	
All funding is for pupils with an EHCP.	
<p style="text-align: center;">Band B1 = £2850 x 1 North Somerset          Band 3 = £4,649 x 1 Bristol          Band 3 - £5000 x 1 Bristol          Band 4 = £6,508 x 1 Bristol</p>	

**Wider areas of Need:**

SENDCO responsible for EAL and Designated Teacher for Looked After Children

<b>Looked After Children</b>	0
<b>EAL</b>	3

## Looked After Children

We have no Looked After children. However, we do have one child with a Special Guardianship Order. She has ongoing social and emotional issues.

## EAL

We have 3 EAL pupils. 2 x Y2 - Lithuanian and Hungarian and 1 x Y5 - Hungarian.

## Data - Based on Term 6 assessment

Progress has been calculated by comparing attainment in 2021/2022 Term 6 to attainment in 2022/2023 Term 6. Expected progress is 3.0 points. Progress for Y1 children must be calculated differently due to moving from EYFS assessment to National Curriculum Assessment. Therefore this has been calculated from Year 1 Autumn term to Year 1 summer term. The expected progress in this timeframe is 2.0.

cohort		Reading: Teacher Assessment					Writing: Teacher Assessment					Maths: Teacher Assessment				
Year group	No. of children	ALL	Boys	Girls	PP	SEN	ALL	Boys	Girls	PP	SEN	ALL	Boys	Girls	PP	SEN
6	13	3.4	3.8	3.0	3.0	4.0	3.2	3.9	2.6	1.1	3.4	3.2	2.8	2.9	2.5	4.0
5	11	3.0	3.0	3.0	3.0	3.0	2.8	2.3	3.0	2.5	2.3	3.1	3.0	3.1	3.0	3.3
4	14	3.1	3.0	3.2	3.5	3.0	2.9	3.0	2.9	3.5	3.3	3.2	3.0	3.3	3.0	3.3
3	12	2.9	3.0	2.9	2.8	2.8	2.8	4.0	2.1	2.3	3.8	2.9	3.0	2.9	3.0	2.8
2	14	3.2	3.2	3.1	3.0	3.1	2.9	2.8	3.0	3.0	3.0	3.0	2.8	3.0	2.8	3.0
1	13	2.0	2.1	2.0	1.0	1.5	1.5	1.7	1.3	1.0	1.0	1.7	1.9	1.5	1.0	1.5

## Phonics Screening

### 2023 SEND /Non-SEND

	Y1 Non - SEND	Y1 SEND
Passed	10	3
Not Passed	1	0
Summary Notes	Phonics screening took place in June 2023 The 1 child that did not pass missed by 1 mark. It is expected that they will pass in the retake in June 2024.	

## Outside Agency Involvement

Professional	Involvement	Impact
Speech & Language Therapist, Angela Watkin  12 x termly visits to Dundry.	Supported 10 pupils on our SEND register with targets and plans.  Contributed to 3 annual reviews and providing evidence to the EHC	All pupils made progress against the targets set.

	<p>review or EHC needs assessment application.</p> <p>Supported application for TUF for SEN Support pupil</p> <p>TA Training delivered to support managing behavioural incidents involving pupils with limited speech and language skills – Incident Narrative</p>	<p>Incident Narrative approach is being used by TA's to support HN pupils clearly communicate and recall events where a narrative is needed.</p>
<b>Occupational Therapist</b>	Occupational therapist support from Now, Next and Then	Pupils given targets and recommendations in place
<b>School Nurse Service</b>	<p>Supported 4 pupils in school School avoidance</p> <p>Parenting - Behaviour/Bedtime routines</p> <p>Anxiety/Anger management issues</p>	<p>Parenting support – strategies for managing behaviour at home Breathing techniques, saying goodbye social story Reduced timetable for fixed period. Pupils is now attending school</p> <p>Information shared with parent Parenting support – strategies for managing behaviour at home Can affect attendance- lateness. Much improved.</p> <p>Feelings thermometer/zones of regulation. Thrive sessions. Improved confidence</p>

### **EHCP Updates**

**Pupil A: Year 6** - EHCP issued in February 2022 and was revised in January 2023.

**Pupil B: Year 6** – Annual Review phase transfer completed in July. North Somerset EHCP. Top-Up Funding at band B1 initially rejected but then North Somerset revised their decision.

**Pupil C: Year 6**– EHCP issued in March 2023. Phase transfer completed in July 2023. TUF Application successful for transfer to Y7 increased from Band 3 £4649 to Band 5 £13,500.

### **Pupil's Moving On**

3 pupils (Year 6) transferred to Chew Valley. The level of transition in place with our AD pupils was excellent. The children were allocated a key worker who visited them in their own setting several times. The children visited Chew Valley in the Summer term weekly with a TA.

## Reviewed Action Plan

Intention	Implementation	Impact
<p><b>Speech and Language</b> Address speech and language needs with early intervention to reduce barriers to learning.</p>	<ul style="list-style-type: none"> <li>- Increased Speech and language support in school to fortnightly contacts</li> <li>- Clear targets for all pupils</li> <li>- TA training to offer at least good support via intervention and classroom support</li> </ul>	<p>Pupils needs quickly identified. Provision was targeted and specific. Pupils made measurable progress meeting set and specific targets (see YARC). Progress during school closure limited</p>
<p><b>Tracking of Intervention Data to measure pupil progress</b></p>	<ul style="list-style-type: none"> <li>- School Provision map to identify all interventions available with which pre / post assessments to be used.</li> <li>- Data to be recorded on pupil / class provision map.</li> <li>- Review intervention progress long termly to evaluate are pupils making progress and is the intervention working.</li> </ul>	<p>Provision is measured on pupil APDR.</p> <p>Intervention work limited by number of TAs and funding</p> <p>This needs to remain core focus.</p>
<p><b>Parental involvement</b></p>	<ul style="list-style-type: none"> <li>- APDR cycles to be shared with parents 3 x per year.</li> <li>- Parent actions to be agreed alongside, school actions at meetings.</li> <li>- Dates to be set at beginning of term 1 for all parent meetings.</li> </ul>	<p>APDR cycles shared with parents by SENDCO at beginning of the year.</p> <p>Updated by teachers at parent meeting.</p>

Looking Ahead 2023/24

Number of SEND Pupils on Role (from September 2023)	19
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Number of pupils with EHCP		SEN Support	
1		18	
Boys	Girls	Boys	Girls
1	0	7	10
<b>Local Authority</b> 1 x Bristol City Council		0	

**Distribution of SEND Pupils by Year Group**

	R	1	2	3	4	5	6
<b>EHCP</b>	0	0	0	0	0	1	0
<b>Sen Support</b>	2	2	2	1	5	2	3

**Distribution of SEND Pupils by Area of Need**

Name	SENCode	Speech Language and Cognition and Learning		Social Emotional Mental Health	Sensory & Physical	
		Speech communication Need	Language Need			Cognition and Learning
		SpL	ASD	SpLD	MLD	
Conifer						
	K	x			x	x
	k	x				
Willow						
	K	x				
	k	x	x	x		x
	K	x				
	k	x				
Sycamore						

	k					x	
						x	
	k			x			
	K	x		x		x	
	k				x		
	k				x		
<b>Oak</b>							
	EHCP	x			x	x	x
	k			x			x
	k			x			x
	k				x	x	
	K	x			x	x	
	k			x			
18	1 EHCP 16 K	9	1	6	6	8	4

- Reception pupils to be screened SLCN in Term 2.
- assessment of 2 pupils for ASD whose needs are currently identified as SEMH based on presentation of need.
- 2 pupils have been referred to the school nurse SEMH service with severe anxiety and behaviour related concerns for school avoidance
- 1 pupil with ADHD who is now medicated (at home) is needing less intervention in school, but advised to remain SEND register as could potentially require support with transition from primary to secondary provision.

**Wider areas of Need:**

SENDSCO responsible for EAL and Designated Teacher for Looked After Children

<b>Looked After Children</b>	0 * 1 x SGO
<b>EAL</b>	7

We have 7 pupils for whom English is a second language (1st Language Hungarian/Lithuanian/Arabic/Punjabi/Urdu) - 3 families (5 pupils) are asylum seekers and joined the school at the end of the summer term 2023. They are supported in class with visual aids, to learn new vocabulary, and by giving simple clear 1 and 2 step instructions. Additional support is directed to them in small groups to access English and maths, they are also targeted for precision teach, 1:1 reading and phonics.

1 pupil is under a Special Guardianship order

**Outside Agency Support for 2023/24**

<b>Professional</b>	<b>Provision</b>	<b>Caseload</b>
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<b>Speech &amp; Language Therapist, Kathryn Weston</b>	<b>12 x termly visits to Dundry in line with EHCP provision</b>	Currently 10 pupils inc 3 x EHCP Capacity to review EYFS and new pupils.
<b>Speech and Language Assistant Kathryn Durrans</b>	<b>½ day per week T2, T4 and T6</b>	
<b>Educational Psychologist £1180.00   2 x EPS1000/T 2 Day (6hrs) Package</b>	North Somerset SSE Traded Services 4 x 3 hour sessions@ £385 = £1540	4 pupils to refer and follow up + training

#### **Priorities**

- Set up first cycles of APDR
- Reception Speech and Language Screening for all pupils with parental permission
- YARC/Sandwell assessment bottom 20%
- Referrals to Educational Psychologist