

## School Name

## SEND Report to Governors

## Advent Term 2024

<b>SENCo Name:</b> Kelly-Marie Satchwell	<b>Head teacher:</b> Felicity Knight
<b>SEND Governor:</b> Christopher Ingamells	<b>Other SEND Roles?</b>

**SENCo's Role:** (Brief explanation of the role of the SENCO. Include time spent to fulfil role)  
 The SENCo is responsible for the day-to-day operation of the school's SEN policy. The SENCo will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them. The SENCO will gather evidence and apply for funding, EHCP's Top up funding where necessary and ensure that they are being met.  
 The SENDCO has protected time to ensure that these roles are fulfilled for 4 hours a week and is able to take extra time when necessary.

### SEND Ethos/Philosophy

Here at St Charles, we believe inclusion is central to the well-being of the children in our care. We aim to ensure all our pupils make the best possible progress in school regardless of their specific needs.

St. Charles' School offers a friendly, family atmosphere based on Catholic principles backed by good teaching and discipline. Education has an important role to play in reinforcing inclusion within our community. Our stakeholders, the parish and wider community have a vital role in helping us to achieve inclusion within our school which in turn impacts on the community.

### SEND Data – Whole School

Pupils on roll: 129	School		National %	Comments
	No.	%		
<b>SEND only</b>	17	13%	13%	At national
<b>EHCP only</b>	2	1.5%	2%	<b>Below national</b>
<b>Combined</b>	19	14.7	15%	Below national
<b>On WATCH / Monitoring</b>	2	1.5%	N/A	N/A

#### Comments on data:

We are currently slightly below national average for EHCP children and at national average for SEN. Although waiting on EHCP decision, if this is granted we will be above national average for EHCP numbers.

### SEND Data – Year groups.

Pupils on roll:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Year group no.</b>	15	16	14	24	18	21	21
<b>SEND no.</b>	3	1	1	5	4	1	6
<b>EHCP no.</b>	0	0	0	2	0	0	0
<b>Total no.</b>	3	1	1	5	4	1	6
<b>Total %</b>	20%	6.25%	7.14%	20%	22.22%	4.76%	28.57%

#### Comments on data:

Year 3 and year 5 have significantly higher numbers of SEN need. In year 3 this need is high in SEMH area of need and year 6 is higher in cognition and learning. EYFS has a high proportion of need and we have children currently on the WATCH list that we expect to move onto the SEN register in time.

#### Areas of Need – 4 areas of need

	Communication & interaction	Cognition and learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
<b>No. of SEND Pupils</b>	5	12	7	4
	These may include children under Speech and language therapy, children with interaction difficulties and autism spectrum disorders (ASD).	These may include children who have gaps in their academic learning (spelling, maths, reading, etc).	These may include some children identified with having social difficulties and mental health such as anxiety/self-esteem/confidence	These may include children with significant hearing, vision or physical impairments.

#### Comments on data:

This is based on children on the SEN register having more than one area of need.

#### Area of Need – SEN Need across the school – information can be downloaded from Arbour.

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Attention Deficit (Hyperactivity) Disorder	1	4.76%	0.78%
Attachment disorder	2	9.52%	1.55%
Autistic Spectrum Disorder	3	14.29%	2.33%
Cerebral palsy	1	4.76%	0.78%
Dyslexia	3	14.29%	2.33%
Fine and gross motor skill difficulty	1	4.76%	0.78%
Memory difficulties	1	4.76%	0.78%
Moderate Learning Difficulty	10	47.62%	7.75%
Multi-Sensory Impairment	1	4.76%	0.78%

Other Difficulty/Disability	1	4.76%	0.78%
Physical Disability	1	4.76%	0.78%
Severe Learning Difficulty	1	4.76%	0.78%
Social, Emotional & Mental Health	7	33.33%	5.43%
Specific Learning Difficulty	1	4.76%	0.78%
Speech, Language and Communication Needs	8	38.1%	6.2%

#### Comments on Data:

#### Exclusions / Suspensions

Year Group	SEND	EHCP	Other	Comments on data
R	0	0	1	Internal exclusion
1	0	0	0	
2	0	0	0	
3	0	0	0	
4	0	0	0	
5	0	0	0	
6	0	0	0	
Totals	0	0	1	

#### Details about Alternative Provision, Phased Timetables, Attendance concerns relating to pupils with SEND:

This academic year we had 1 EYFS child that was on a phased timetable. They were becoming highly distressed in school and after discussions with staff and parents it was decided that a part time timetable was put into place for a short amount of time. This particular child was still 4. They had 3 weeks of afternoons only and 3 weeks of mornings which we believe resulted in him settling into school life successfully. Attendance for our students is a whole school priority and attendance markets, letters home and discussions with parents are ongoing and having a positive impact.

#### How does the school identify SEND?

Teacher observations of the child. Parent discussions. Outside agencies involvement where necessary eg Educational Psychologist, Speech and language team, inclusion team. We have a wealth of assessments we can use alongside academic year, BOXALLS, SCARED documents, dyslexia screening.

#### What adaptations are made to the curriculum and/or learning environment?

Children have personalised Pupil Passports which have strategies and adaptations that need to be in place for that child to be successful. Adaptations of the curriculum and learning environment will look different according to the needs of the child. Some examples are; physical needs, different chairs and tables have been ordered to ensure children are able to sit safely and in the correct sitting position. Buff Paper books and overlays for children with Dyslexia. Staggered start times to the day with children with severe EMSSH needs, using the adults appropriately to support the child.

#### **What types of Support / Intervention are in place?**

- We have a range of interventions in school.
- Power of 1 (maths)
- Power of 2 (maths)
- Toe by Toe (Dyslexia)
- Nesy (Dyslexia)
- Phonics intervention
- ELSA (Emotional support)

#### **How does the school engage with parents of SEND pupils?**

- Mrs Satchwell is available to speak over the phone or in a face to face meeting with parents and this is made aware regularly.
- All parents in the school know that Mrs Satchwell is available to speak to about SEN needs and this has been taken up by numerous parents, including those not currently on the register.
- Extra Parents evenings to meet and discuss pupil passports
- Teachers are available at the end of each day to speak to.
- Home communication books for some SEN pupils are used
- SLT and SENDCO have phone and face to face meeting to discuss needs and behaviours of children

#### **What systems are in place for monitoring and tracking SEND progress? Include SEND systems such as IEPs**

- Initial concerns forms to be filled in by class teacher,
- Permission forms to be signed by parents
- Pupil passports for all of those children on the SEN register
- Provision mapping of interventions to identify progress
- Target Tracker is used by SLT and SENDCO to identify gaps in learning
- EHCP'S
- Support timetable in place for the children with EHCPs or additional funding.
- Behaviour tracking logs
- CPOMS

#### **What agencies has the school involved? Include trust, Local authority, and medical support.**

- EYFS Inclusion team
- School Nurse
- Educational Psychologist
- SALT Team
- GP
- Occupational health
- Behaviour support

#### **SEND Training & CPD – Include internal, external and future training, if applicable.**

Training / CPD	Term	Details
The role of the TA and levels of support	Advent 2023	All staff at INSET
Refresher on level of support	Advent 2023	TA's in school
NASENCO qualification	2023-2025	Kelly Satchwell

New to Senco role support group led by Phil Saxon	Ongoing	Kelly Satchwell
SENCO NETWORK TRAINING	Ongoing	KELLY Satchwell

### Whole School Summary

#### Areas of Strength

- 1.SEND provision including pupil passports is supportive of learners and is helping staff to develop their provision further.
2. The provision mapping covers the full mapping of intervention in school which is useful in terms of the overall SENCO monitoring. For the children with the EHCPs, there are very clear steps on the actual TT and this has had a significant impact.
- 3.Parent and Outside agency relationships

#### Areas for Development:

1. Monitoring possible curriculum gaps for SEND learners.
- 2.Continuing to build the holistic classroom based support model.
3. To continue to build on the knowledge and understanding of SEN needs with support staff

#### Other:

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