



SEN Report to Governors 2022 - 2023

SEND Co: Laura Parfitt

SEN Governor: Albert Owen

At St Paul's Junior School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

SEND School Profile

	June 2015	June 2016	June 2017	June 2018	July 2019	June 2020	June 2021	June 2022	July 2023	Projection
SEN Support	56	62	66	66	68	71	79	77	73	68
High Needs Funded	10	11	11	9	9	9	4	-	-	-
Statement	0	1	1	0	-	-	-	-	-	-
Educational, Health Care Plan	0	0	0	4	2 +3 in transition +2 new	8	6	7 <small>+4 applied for 1 child left Aut 21</small>	16 + 2 in draft	15 (potential = 20)

SEND Profile per Year Group

Whole School ALL SEN = 73 pupils 22% (National Average 17.3%)

Whole School EHCP = 16 - 4.9% (National Average 4.3%)

	Year 3		Year 4		Year 5		Year 6		Whole School
SEN Support	15		10		17		16		73 (22%)
Educational, Health Care Plan	4		6		1		4		16 (4.9%)
Pupil Premium Details	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	
	4	15	9	7	5	13	4	16	

Effectiveness and Impact of Additional SEN Provision on Pupil's Outcomes

ATTAINMENT (PITA)

Year Group	Reading				Writing				Maths			
	Below	Working Towards	At Expected	Above Expected	Below	Working Towards	At Expected	Above Expected	Below	Working Towards	At Expected	Above Expected
3	8	7	4	0	16	1	2	0	10	7	2	0
4	11	4	4	0	13	4	2	0	8	7	4	0
5	12	3	3	0	10	1	0	1	11	6	0	1
6	10	5	5	0	13	3	4	0	10	7	3	0

PROGRESS (Expected is 3.0 points) From starting point of September 2022

Year Group	Number of Pupils	Reading	Writing	Maths
3	19	3.2	3.4	3.6
4	16	1.9	1.9	2.6
5	18	3.1	2.8	2.9
6	20	3.1	3.2	3.3

Attendance, Exclusions and Behaviour of SEN pupils

Average Attendance	SEN Support = 98.04% EHCP = 85.56%
Number of temporary/ fixed term suspensions	3 SEN Pupils in total 1 Pupil = 4 day suspension 1 pupil = 5 days suspensions on 2 separate occasions. Returned after second suspension on reduced timetable for 2 weeks. 1 pupil = 10 days suspensions on 2 separate occasions. Educational

	<i>Psychologist and Tor School involvement, Annual Review completed with a review to a change of placement. Awaiting further from County.</i>
Number of permanent exclusions	0

Attendance at After School Clubs of SEN children

Year 3	7/19 pupils attended a club	37%
Year 4	8/16 pupils attended a club	50%
Year 5	7/18 pupils attended a club	39%
Year 6	7/20 pupils attended a club	35%

The effectiveness and impact of multi-agency interventions and support

- Structured Conversations - these have taken place with the Educational Psychologist Service (EPS), Autism and Communication Team (ACT) and then the Learning Support Service (LSS).
- Educational Psychologist - additional hours purchased. These additional hours used to support 2 pupils.
- CLP SENCO meetings have taken place during the year where ideas and support is shared.
- SENITAS visited and assisted with alternative methods of recording for 1 pupil.
- Vision Support visit for 1 pupil.
- Alternative Provision in place for 2 pupils. Using Dwocky Riding School.
- Hearing Support making monthly visits for 1 pupil. This will increase to fortnightly visits from September.
- Assistant EP Support in place for one Emotional School Avoider, to support her reintegration to school in September/October.
- Outreach Support for the Mendip School used for 5 pupils.
- 2 reviews and 1 assessment made by Autism and Communication Team.

Impact of Staff/TA/SENCO training or TNSFT on improving SEN pupil's outcomes.

- A selection of TAs in each year group were trained in 'Number Sense' intervention and have completed a group intervention with this training.
- Update on Spelling Detectives Intervention offered to all TAs.
- Mental Health First Aid Course attended by Wellbeing Coach TA.
- Staff Meeting on unpicking spelling difficulties delivered by Helen Berryman (LST) to all teaching staff on 8th November 2022.
- Staff Meeting on 'Identification of Cognitive Barriers to Learning' attending by teaching staff on 22nd March 2023.
- Staff Meeting on Resilience: Having it, Losing it and Teaching it attended by all teaching staff on 22nd June 2023.
- ELSAs have attended training on emotional school avoidance.
- The SENDCO attended the ADHD awareness training.
- The SENDCO attended the 'Valuing SEND' training and SLT then analysed our 'School Readiness' and this data was inputted.
- Regular Learning Walks have been carried out by the SENDCO using an 'agreed consistencies' sheet to note down consistencies across the school and how high quality first teaching is used to support all pupils in class. There is no expectation to tick every box every time as this is not practical and some points do not lend themselves to certain lessons, but all will be ticked across a term.

Impact of SEN developments, projects or initiatives

- TAs and Class teachers are recording all interventions on an A3 grid to show interventions being carried out each term. This has moved to online version and is therefore accessible by all.
- TAs have also kept SEN Class files up to date. These are now electronic with all ILPs being saved and reviewed online, therefore being accessible by all when needed.
- TAs are still taking responsibility for ILPs (Individual Learning Plans) across the school. They are also tracking pupils progress towards their targets. ILPs are written and reviewed with the children. ILP targets link with interventions in place.
- The SEN portal is continuing to be used for uploading documents for EHCPs and SEN Reviews.
- School Entry Plan Meetings have been carried out for Year 2 to 3 transition, this involved 9 pupils. SEN children from Bowlish and Shepton Mallet Infants visited for 3 weeks and took part in outside transition activities, including making a journey stick, a treasure hunt and clay activities.
- Phonics Champion HLTA, Katie Bassett, has continued to support the children who have gaps in their phonics especially the Year 3 children. She is using 'The Nest' as a base and had made the learning environment bright, friendly and linked to phonics skills. Relevant books have been ordered to ensure children are only reading books of phonemes they have been taught and Big Cat Books were chosen for a more mature story. We have moved to using 'Twinkl' phonics across the school.
- As a result of Phonics intervention there are now only 3 children in the school who have not yet met the Phonics Screen threshold, these are all children with an EHCP for learning.
- Year 6 to 7 transition has taken place with pupils visiting for 3 morning sessions. Discussions between schools SENDCOs have taken place. Including sharing information with the new SENDCO starting in September.
- ELSA (Emotional Literacy Support Assistant) have worked with 60 pupils this year; they have been very busy dealing with a range of concerns, they have kept 'My Concern' updated. All have attended ELSA supervision meetings throughout the year. They have also been involved with supporting transition from Year 2 to 3 and Year 6 to 7.
- Coffee Mornings have continued and were carried out throughout the year. A general session and a session on sleep were offered to all parents, these were well attended and parents seemed pleased they were offered. Some were already known parents with children on the SEN register, others were concerned parents wanting to request some advice. A further two coffee mornings were carried out. One for Year 6 parents that included staff from Whitstone and one for Year 2 parents to come and ask any questions. All coffee mornings were supported by the SENDCO, PFSA and Pupil Wellbeing Coach.

- New monitoring is in place for tracking and analysing intervention data. This has been useful in seeing the interventions that are proving to have the most impact and ensuring that correctly targeting interventions are in place.

Pupil Questionnaire Results

	Year 3			Year 4			Year 5			Year 6		
	Yes	Maybe	No	Yes	Maybe	No	Yes	Maybe	No	Yes	Maybe	No
I like school	62%	31%	6%	19%	63%	18%	37%	45%	18%	19%	56%	25%
I work as hard as I can in school	69%	31%	0%	56%	31%	13%	82%	18%	0%	94%	6%	0%
The learning I do in school is interesting	77%	15%	8%	31%	50%	19%	18%	73%	9%	38%	56%	6%
I feel confident joining in with class discussions	31%	38%	31%	6%	38%	56%	18%	55%	27%	38%	18%	44%
I like having extra help in class	92%	0%	8%	56%	44%	0%	64%	27%	9%	75%	12.5%	12.5%
I know that I can ask for help if I need it	85%	15%	0%	75%	12.5%	12.5%	91%	9%	0%	81%	19%	0%
When an adult gives me extra help I find my learning easier	69%	23%	8%	88%	12%	0%	59%	36%	5%	81%	19%	0%
I prefer to work in a small group away from the rest of the class	54%	46%	0%	85%	12.5%	12.5%	64%	23%	13%	73%	19%	19%
I know the targets on my individual learning plan	39%	23%	39%	50%	19%	31%	18%	55%	27%	56%	38%	6%
My teacher praises me when I do my learning in school	85%	15%	0%	44%	56%	0%	77%	9%	14%	69%	31%	0%
I feel confident in completing my learning tasks	69%	23%	8%	19%	69%	12%	36%	45%	19%	56%	38%	6%
I feel confident in completing my homework tasks	38%	16%	46%	19%	25%	56%	32%	32%	36%	25%	44%	31%

Additional Comments Made:

I like having help

When doing science or topic i like to work in class. Maths and English I like to go out with Mrs W

I would like to do more fun activities with Mrs H

I would like more wellbeing sessions as I find them really helpful and calming.

I like being outside and I don't like writing

I am happy with all the help I get.

I love school very much and am happy with the support I get.

Working in a small group with Mrs W or Mrs C makes it easier for me to understand and I feel I work more.

I think that I have made progress this year with help from lots of people.

I feel that I don't need so much support, but have been happy to receive it.