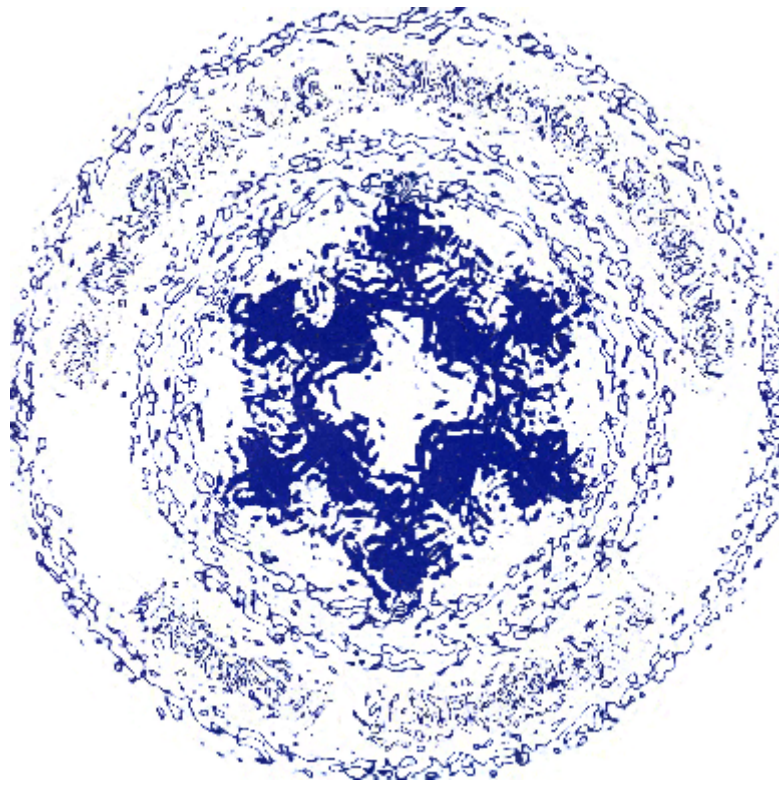


# SENDCo Report

## Oct 2022 - Nov 2023



## SEND Staff Changes:

Kerri Wadsworth (Nursery Class Teacher) took over the role of SENDCo in September 2023, following the resignation of Melissa Smith in July 2023. Kerri has Thursdays in school as allocated SENDCo time.

## 1. SEND profile

TYPE OF SUPPORT	NUMBER OF PUPILS
Special educational needs and disabilities (SEND) support	27
Education, health and care (EHC) plan	5

## 2. EHC plans

We currently have 5 EHC plans within school; 4 of these are securely in place and are working well for the children and their families. We successfully obtained the EHCP for the child that was previously denied one at another setting. However, we are in the process of challenging the allocated banding level in the hope of attaining additional funding to cover the support that we put in place to support the child, as the current allocation is insufficient. We do not anticipate any significant changes to be made to current plans following reviews conducted at the end of the 2023 academic year.

A child and their family, in consultation with school, have decided to try and transfer to Sandgate School having visited two Specialist schools prior to the Autumn term. We are in the process of requesting this transfer, however, as the child is out of county for Sandgate, there are some additional measures that will need to be undertaken.

One of our previous EHCP children (now Year 7) continued to have a very difficult year medically and emotionally last year and whilst we visited the child and supported them at home, they did not return to St Mary's and have now been transferred to another school. Successful transition meetings took place at the end of the academic year between Year 6 staff and QES staff to ensure that children could settle well at QES and their needs could be met.

## 2. Early Help

We currently have 7 children with open Early Helps registered to the SENDCo at St Mary's. The SENDCo met with the Early Help Area Officer (Westmorland and Furness Council) in September 2023 to review the Early Help process, update the register and ensure coordinator changes were implemented.

Early Help is the response made when a professional identifies unmet needs with a child/family and works with other agencies to meet those needs. Signs of Well-being (EHA) are completed with the child and family to identify what is working well, what the worries are and what well being would look like. A clear plan is developed by the agencies and is focussed on success for the children.

The SENDCo continues to hold regular Team Around the Family (TAF) meetings to constantly review progress and reassess needs and liaise with agencies.

### 3. Identifying and recording of pupils with SEND

In consultation with other schools, we are currently reviewing how our SEND children are assessed and recorded as this impacts on our SEND data. This will allow us to develop a comprehensive system that is easier for all staff to understand and will allow us to successfully transfer information at the end of year between year groups.

- All SEND documentation will be saved on Scholarpack in the child's support profile.
- Clear dates will be identified for the completion of IEPs to be uploaded to Scholarpack.
- Establish levels of evidence required to allocate a SEND need to a child.
- Collate data to ensure all records are up to date.
- Identify when and if IEPs are required for SEND children.
- Develop a more detailed SEND register to support staff.

Staff at St Mary's are encouraged to be open and forthright about identifying any SEND issues. We have developed an ethos where the needs for each child are identified, interventions put into place and advice from external sources is requested as early as possible. Class teachers work tirelessly with their TAs and we have very comprehensive interventions in place to support not only the children on our SEND register but many more children in classes. Links with Sandgate school are welcomed and utilised; their outreach work and support to staff is essential.

### 4. Progress made by pupils with SEND

Assessment data is recorded carefully on Scholarpack. Each class teacher meets with the deputy head on a termly basis to discuss progress. The children with SEN are studied in detail. Teachers discuss progress made in relation to the child's individual targets. If they are not succeeding in relation to the expectations, we devise a strategy to initiate interventions. We are currently revisiting EHCPs to ensure that specific targets identified align with children's IEPs. Parents are asked to inform/agree on new targets and the steps that are needed to acquire these new skills and these are recorded on IEPs.

During the 2022-23 academic year SEND children made roughly the required level of progress and some made progress above and beyond their expectations. We continue to be concerned at the level of emotional need that some children have and consequently Debbie Anderson (School Counselor) continues to be employed to provide counselling for children, and indeed some parents in school. This is having a beneficial impact on their emotional wellbeing and their school progress.

We also have a comprehensive plan in which Sarah Mitton (Class TA / Emotional Literacy Support Worker) has sessions throughout the week with different groups. These groups are reassessed on a half termly basis and adjusted if required. We currently have 33 children attending these sessions.

Concerns with speech and communication were also identified as a recurring issue, so for the 2022-23 academic year Debbie Rickart (EYFS TA / Qualified Speech Therapist) carried out speech and language interventions on Thursdays. Debbie Rickart has reduced her hours this year, so she is no longer able to offer this provision. Unfortunately, quotes from alternative speech and language professionals have proved too expensive to accommodate.

### 5. SEND Funding

We continue to have children undergoing dyslexia assessments on the advice of staff and the governors have kindly provided additional financial assistance to many parents throughout this reporting period. However, going forward, it will only be children with Free School Meals (FMS) status that will be eligible for this funding due to financial constraints.

Katie Jamieson (Class Teacher) successfully applied to the Lupton Trust to obtain financial support to purchase equipment for a child in her class with an EHCP.

## 6. Staff Development

Melissa Smith (SENDCo) and Rachel Arnold (Class Teacher) attended Autism Spectrum Disorder (ASD) training in the Spring term 2023.

ASD training was organised for the whole staff in September/October 2023 and was delivered by the Local Advisory Teacher and her support worker in two twilight sessions. This was fantastic training and well received by staff with a total of 20 staff members having attended over the sessions.

Kerri Wadsworth (SENDCo) and Laura Burnett (Class TA) also attended two Sensory Processing Lead training sessions, organised by our local Occupational Therapist which now allow us to follow many more self-help strategies in school, prior to requesting external support.

Joel Wilson (Trainee Educational Psychologist) delivered Precision Teach Training to 18 members of staff in November. This should have a significant impact on the support we can offer some children that sometimes struggle to make progress.

Whilst Kerri Wadsworth will not attend mandatory SENDCo training as this qualification is already held by Brian Jones, there is provision in place for her to receive external support from an experienced SENDCo once a term.

## 7. Work with external agencies

We have continued to build on our links with Sandside School, and have used the autism specialist both in person and online to give us advice on children within the Early Help process. We have also used the Early Years Advisor (Rachel Ramsbottom) to give us advice and support children and advise on next steps. The Early Years team have also made contact with the school nurse network to support a child in school and give advice to the family.

Action for Children professionals have been involved with a family, with really positive outcomes. We also arranged for 6 children and their families in the Early Years to attend support sessions with Action for Children during the summer.

After a long wait due to staff illness, we were allocated a trainee Educational Psychologist in September. He has already been in school to assess a child and deliver training to staff. However, he is already under considerable demand from other schools, so we know that this is likely to lead to delays in assessments of other children.