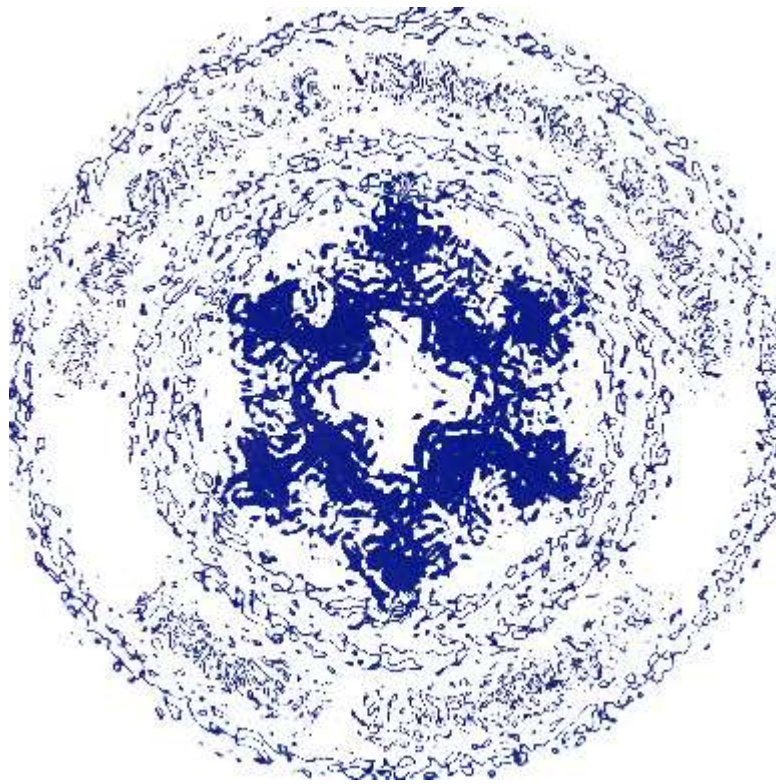


SENDCo Report

Nov 2023-July 2024



1.SEND profile

TYPE OF SUPPORT	NUMBER OF PUPILS
Special educational needs and disabilities (SEND) support	26
Education, health and care (EHC) plan	5

1. EHC plans

We currently have 5 EHC plans within school (2 Cumbria, 1 North Yorkshire, 2 Lancashire). We have successfully secured a place at Sandgate School from September for one of our EHCP children and whilst we will all be so sad that the child and their family are leaving our school, we know that this is the best outcome for the child and an exciting chapter ahead for them all. We also have a child in Year 6 with an EHCP who will be moving onto secondary school at QES in September. A comprehensive transition plan is in place with QES and again we will be sad to see them go, however, we wish them all the best for the future.

We also successfully challenged the allocated banding level for another child's EHCP which resulted in a higher banding being awarded which is more appropriate to accommodate the child's needs. We do not anticipate any significant changes to be made to current plans following reviews conducted at the end of this academic year. However, we have been informed that criteria for qualification for physical and medical plans is being reviewed across Cumbria, so we do expect one of our EHCPs to be reviewed again over the next academic year.

We submitted an EHC assessment request for another child and have just received a draft copy of an EHCP, which is excellent news and should result in an additional EHCP going into next year. We have also had another child transfer into school with an EHC assessment in progress, so we have provided additional supporting evidence and await the outcome of that assessment.

2. Early Help

We have successfully been able to remove 5 children from Early Help support due to their progress over this academic year. We have opened one Early Help for another child and also have a child with Child In Need status. The SENCO meets with the Early Help Area Officer (Westmorland and Furness Council) every 6 weeks to review progress and decide on strategies going forward.

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 SENCO 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

We are continuing to review how our SEND children are assessed and recorded, however the transfer to Arbor as a MIS has had implications in the short term for this process so it is still ongoing. We have developed a school provision map and hope to partake in a free trial of an external software SEND package at the start of the next academic year.

4. Progress made by pupils with SEND

We continue to closely monitor the progress of SEND children through ongoing discussions with staff and the analysis of data, which consequently leads to appropriate interventions being implemented. Duncan Bromley leads termly data analysis meetings with staff which the SENCO attends when possible. We continuously evaluate the success of interventions and going forward are looking to expand our use of additional interventions by liaising with other schools to find out what they currently use. Our staffing structure will change next year and we will need to ensure that we remain creative and efficient with our use of support staff to support children in school.

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 have also had a comprehensive plan in which Sarah Mitton (Emotional Literacy Support Worker) has taught weekly sessions throughout the year with different groups. These groups have been reassessed on a half termly basis and adjusted when required. We currently have 33 children attending these sessions. Unfortunately, Sarah is currently absent from school so another TA has continued this in her absence this term.

We feel that speech and communication is still an area that needs specialist support and development throughout the school, so Katie Jamieson has done some research into this and it is hoped that with the support of the Governors we can provide more support in school during the next academic year.

5. SEND Funding

We have made successful applications for additional funds to support children in school this year. We are really fortunate to have been granted considerable grants by both the Christopher Robin and the Lupton Trust Charities. The funds have been used to provide additional staff, help children attend trips and have covered some expenses to allow children to attend additional sessions.

6. Staff Development

- Autism Staff Training - all staff (Sept/Oct 23)
- Precision Teach Training - TAs (Nov 23)
- Sensory Lead Training - Kerri Wadsworth/Laura Burnett (Oct 23)
- Good Autism Practice - Emma Cook (March 24)
- Supporting Stammering in your setting - Kerri Wadsworth/Emma Cook (March 24)
- Mental Health First Aider - Jess Broom (April 24)
- Early Help Training - KW with Nicola Jackson
- Senco Training Day - KW with Kirsten Hardy
- Application for KW to undertake the NPQ SENCO in Oct 2024

7. Additional information

We have really benefited from input from Joel Wilson as our allocated Educational Psychologist this year. He has provided us with professional advice and undertaken two EHC assessments for children in school. We hope to continue to work with him next year.

We have had visits from Occupational Therapists, Speech Therapists, Specialist Advisory Teachers and Action for Children throughout the year.

Jess Broome has continued to run a weekly Dyslexia lunchtime club and we hosted our first drop in session for parents/carers of SEND children in conjunction with our Community Church group. We celebrated Neurodiversity week in school with a whole school assembly and an odd socks day.

St Mary's hosted a South Lakes Rural Partnership SENCO session where Sarah Kellet delivered a presentation on assessment.

There are further plans to become part of a research project in cooperation with Sandgate School during the next academic year.

We competed at the SEND Bowling competition and came District runners up.