

# St Gabriel's C of E Primary School

## SEND Annual Report – FEBRUARY 25-FEBRUARY 26

### SCHOOL POLICY AND PROCEDURE

<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils?</li> </ul>	<p>The ACE SEND policy was reviewed and approved by Directors in February 24 and will next be reviewed in February 2026. The SEND strategic lead (KBurns) edited the policy so that in now includes our ACE curriculum strategy. This now includes our underpinning ACE principles.</p> <p>SENDcos, the ACE inclusion team along with the LGB will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice. It also references the DFE's latest guidance - <a href="https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sendd/">https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sendd/</a></p> <p>The policy includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 code of practise and the requirements schools must undertake for all SEND pupils.</p> <p>Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school's accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website. Our local offer has recently been amended to ensure it reflects our ACE approach. The ACE SEND policy also includes a glossary which governors may find useful. The SENDco along with the headteacher creates a SEND action plan that aligns with the policy and the annual school improvement plan.</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><b>Key actions 24/25 -Impact for SEND pupils</b></p> <ul style="list-style-type: none"> <li>• SEND Star system for monitoring progress towards ILP targets and EHC plans.</li> <li>• SENDcos closely monitoring ILP targets through the online tool, regular book looks.</li> <li>• ILPs shared with parents during parents evening and workshop sessions offered to parents with Assistant SENDCo.</li> <li>• Improved intervention sessions (RWInc additional sessions and pre teaching).</li> <li>• Development of relational approach throughout the school.</li> <li>• All staff received training on Ordinarily Available Inclusive Provision.</li> <li>• Developing metacognitive strategies for struggling learners with a focus on independence.</li> <li>• Ongoing Staff training for teachers and TAS around the Provision Mapping tool with provisions for every child.</li> <li>• Equity team closely monitoring ILP targets through the online tool with children able to talk clearly about their ILP plan and current targets.</li> <li>• SEND Trust improvement groups meeting termly to share best practise and further improve subject knowledge through ongoing training.</li> <li>• Quality alternative provision set up for our highest need SEND learners.</li> <li>• SEMH and C &amp; I groups impacted on some of our key children who have been able to transition back into class.</li> <li>• Outside agencies and external professionals providing CPD to staff working with our most vulnerable children.</li> <li>• Support from our Hub Lead (Katy Rushby) termly to quality assure our SEND provision.</li> <li>• Positive Feedback from SEND governor visit (Autumn Term).</li> </ul>

Comments highlighted our strong practice for SEND in our December 24 OFSTED report - *Pupils with special educational needs and/or disabilities (SEND) benefit from individualised learning plans to gain the help they need. These pupils understand their learning targets well and take pride in showing when they achieve them. Consequently, pupils with SEND learn the curriculum successfully alongside their peers.*

Other feedback from OFSTED given to leaders about SEND provision at St Gabriel's:

*Pupil with SEND are supported well. Clear adjustments to learning are made. The school targets support to meet specific areas. Children's learning targets are link to the three curriculum core values.*

**Key Lines of Enquiry for 24/25 (see SEND action plan)**

<b>Objective 1</b>	<b>All SEND pupils make exceptional progress as a result of QFT and highly impactful interventions that are rigorously monitored. (See SIP Objective 1)</b>
<b>Key Result 1</b>	Interventions from teachers and teaching assistants are closing gaps and children are increasingly able to access their <u>age related</u> curriculum
<b>Key Result 2</b>	Early interventions are ensuring that children have bespoke provisions before a diagnosis/assessment is sought
<b>Key Result 3</b>	Teachers effectively adapt their planning and provision to ensure needs are met so that progress for SEND pupils is accelerated

<b>Objective 2</b>	<b>Pupils with SEND have improved behaviours as a result of high standards, thoughtful and detailed planning of ILPs and other provisions (See SIP Objective 3)</b>
<b>Key Result 1</b>	All adults know the school positive behaviours policy in detail. Consistency of approach and application is uncompromising.
<b>Key Result 2</b>	Classroom environments and resources are well adapted to the needs of most vulnerable pupils
<b>Key Result 3</b>	ILPs reflect the 3 core values. All SEND learners have impactful character and metacognitive targets that are making a difference

<b>Objective 3</b>	<b>Effective systems are in place for the identification, tracking and monitoring of pupils with SEND to support pupils to receive excellent provision.</b>
<b>Key Result 1</b>	<b>KR1 – A rigorous system is in place to support identification of SEND need and track progress through Graduated Response to targeted or specialist support.</b>
<b>Key Result 2</b>	<b>KR2 – Assessments including Speech and Language Assessments are completed to track and monitor progress of pupils across KS1 and KS2.</b>
<b>Key Result 3</b>	<b>KR3 – RSA applications are submitted for all children identified on waiting list.</b>

<b>Objective 4</b>	<b>Pupils with an EHCP make accelerated progress.</b>
<b>Key Result 1</b>	<b>KR1 – Interventions are planned and in place for learners with EHCP using staff capacity (KS1 and KS2). The effectiveness of these interventions is assessed and reviewed half-termly.</b>
<b>Key Result 2</b>	<b>KR2 – <u>Pupils</u> relational plans are embedded to support EHCP learners and give shared language.</b>
<b>Key Result 3</b>	<b>KR3 – Total communication approach and visual structures to be used across the school (Zones of Regulation in all classrooms) to support learners.</b>
<b>Key Result 4</b>	<b>KR4 – <u>Monitor</u> the EHCP review framework which outlines statutory dates for reviews and also accelerated dates (as identified by school).</b>

How does the school identify children with special educational needs?

The identification of children with special educational needs will include one or several of the following:

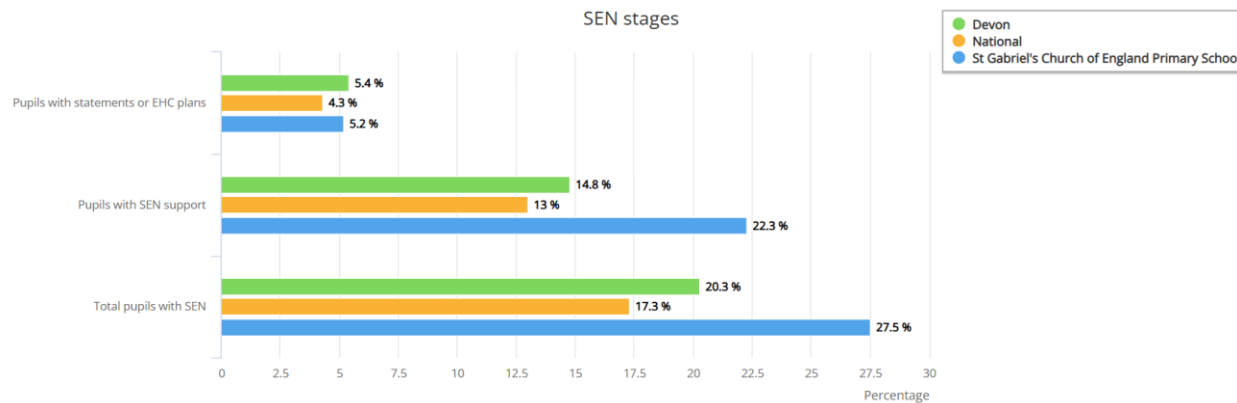
- Outcomes (identified in progress Meetings and ongoing assessments)
- Class teachers' assessments and observations
- Concerns expressed by the parent
- Children with significant social and emotional challenges that are disrupting or preventing children from learning
- School and national assessments including whole class language link assessments in EYFS

- Liaison with the child's previous setting, other school or agencies involved
- Referrals from other agencies

How many children in the school have special educational needs? How many EHCPs are in place?

AREAS OF NEED	NUMBER OF PUPILS- 38	PUPILS WITH EHCP- 11 INCLUDED IN OVERALL SEND
Communication and Interaction	8	2
Cognition and Learning	7	
Social, Emotional and Mental Health (behaviour)	12	3
Sensory or Physical	2	
Autistic Spectrum Disorder	9	6

### Feb 2025



How many children have met the exit criteria and no longer need that support?

The Current Picture-There are 38 pupils (24%) on our current SEND register including 11 pupils (7%) with Education Health and Care Plans. Overall SEND register has increased by 4% from last year. Of the 38 children on our SEND register, there are 24 boys, a small increase in boys from last year. We currently have 2 EHCPs in draft.

## ONGOING AND DAILY SUPPORT FOR PUPILS

How are pupils with SEN ensured access to the curriculum?	<ul style="list-style-type: none"> <li>• Quality First teaching/OAIP</li> <li>• Daily reading sessions and additional phonic sessions</li> <li>• Individualised plans that identify small steps for progress</li> <li>• Individual timetables (often visual)/Now and Next boards</li> <li>• Scaffolded/supported learning in class</li> <li>• Additional learning sessions eg pre-teaching</li> <li>• Interventions such as Read, Write inc and Fresh Start</li> <li>• Pastoral/Nurture support</li> <li>• Wellbeing warriors -our mental health strategy</li> <li>• Use of additional adults to provide bespoke and individual plans</li> <li>• Enrichment programmes</li> <li>• Physical support eg adapted chairs/dyslexia friendly strategies employed in the classroom</li> <li>• Multi sensory learning</li> <li>• Speech programmes-Language link</li> </ul>
What are the targets for children with special education needs ?	<p>Targets are set on an individual basis. This takes into account the child's needs and may involve parents and outside agencies such as the educational psychologists.</p> <p>All children have ILP's and these plans are reviewed half-termly and parents discuss progress towards the targets at parents evening. All plans are monitored by the Equity team to support progress towards these plans.</p>
How are interventions timetabled so that children are receiving additional support?	<p>Many children on our register receive early morning interventions beginning as soon as the children come into school. We run a breakfast club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. Teachers begin pre-teaching sessions and one to one interventions at these times too. Our phonics, reading sessions and other reading interventions are timetabled so that the whole school participates in daily reading sessions. Children also receive additional interventions for reading and phonics and sit as 'spotlight children' in phonics sessions. Pastoral programmes mostly take place in the afternoons with additional interventions. Throughout the day children also receive targeted maths, handwriting and curriculum support (this can be in class small group support or groups taken outside of the classroom). Other interventions also include small group C&amp;I, social stories, lego therapy and PE targeted intervention for developing C&amp;I.</p>
How are staff deployed to ensure progress for SEND pupils?	<p>All staff are deployed by priority of children with EHCP needs. Where we can, we avoid assigning children a one to one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support and use the teacher to provide excellent OAIP in small targeted groups. We continually look for opportunities to share best practise and seek support from external agencies to support and provide training for staff. Certain children who have EHCPs have TA individual support at a 1:1 level but this is timetabled into the day. Other teaching assistants support children in class for Maths and English and then begin interventions for the remainder of the day.</p>
<b>PROVISION, INCLUDING STAFFING FOR SEND PUPILS</b>	
Are all the relevant plans in place?	<p>All children are on a school provision map stating their prime area of need and the support that is in place for them. Our intervention plan enables us to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed.</p>

(provision maps, individual education plans, pastoral plans)	<p>ILPs are reviewed half-termly and shared with the child and parents who have an input into the plan.</p> <p>The SEND register is reviewed half-termly by the Equity Team (SE and MH). Where children are not responding well to a plan or intervention we adapt the provision.</p>
<p>How are school resources deployed?</p> <ul style="list-style-type: none"> <li>▪ How many LSAs</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul>	<p>Resources are deployed dependent on the individual needs of the children. Some children at St Gabriel's require a high level of adult support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.</p> <p>We currently have 4 HLTA's and 5 LSA's (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children. The school has established a new team to lead on SEND, the Equity Team. This team encompasses a Deputy Headteacher who leads the team and serves as recognised SENDCo, an Assistant SENDCo, a safeguarding lead and wider professionals.</p> <p>External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such as Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child's needs are fully met and any advice given taken on board.</p>
<p>Are there any budget/resource issues in terms of SEN provision?</p>	<p>Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school. The forecast for this year is that the school will receive £111,154 of funding for our 11 EHCP pupils. The school has to demonstrate £177,154 worth of provision for this funding. Teaching assistant salaries to support these children is currently around £330,000. In addition to this, we also have to support a changing picture of learners within our school. School statistics show that we have more than 50% of pupils who are pupil premium and this figure is 61% in KS1.</p>
<h2 style="background-color: #fce4d6; padding: 5px;">PROGRESS FOR SEND PUPILS</h2>	
<p>How is SEND progress monitored?</p>	<ul style="list-style-type: none"> <li>• Ongoing assessments by class teachers and TA supports</li> <li>• Use of entry/exit data for specialist programmes and interventions</li> <li>• Regular review of provisions and use of the online provision mapping tool</li> <li>• Book looks and provision reviews</li> <li>• Use of Insight tracking facility to look at progress – 'Spotlight children' (including SEND) are identified during this meeting, progress and next steps are discussed</li> <li>• Standardised tests (KS1 PSC, SATs, KS2 SATS)</li> <li>• Star System (online with ILP targets)</li> <li>• On going Monitoring and observation plan/peer reviews</li> <li>• Observations by external agencies and Educational Psychologists</li> <li>• PEP meetings and termly review meetings with parents</li> <li>• Following of Graduated Response (Plan, Do, Review) cycle</li> </ul>
<p>How is progress for SEND pupils measured?</p>	<p>Teachers at St Gabriel's continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication.</p> <p>If a child is having targeted or specialist provision then the child's progress will be reviewed every six to eight weeks or after a</p>



timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the Equity Team to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA's leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us.

Through the SEND Trust improvement group, we will be working on creating a rigorous assessment system for our pupils with SEND that is linked to the three core values of the curriculum (Academic Excellence, Metacognition, Character Education). This will be particularly focused on providing key assessment and target setting information for pupils working at pre-key stage levels.

What Progress are SEND children making?

	Whole School	SEND	Difference
<b>Reading Attainment</b>	<b>75% at or above</b> (18% greater depth)	<b>29% at or above</b> (0% greater depth)	- 46%
<b>Writing Attainment</b>	<b>70% at or above</b> (10% greater depth)	<b>24% at or above</b> (3% greater depth)	- 46%
<b>Maths Attainment</b>	<b>73% at or above</b> (13% greater depth)	<b>26% at or above</b> (0% greater depth)	- 47%
<b>Reading Progress</b>	<b>97% making expected or better progress</b> (9% accelerated progress)	<b>94% making expected or better progress</b> (6% accelerated progress)	- 3%
<b>Writing Progress</b>	<b>96% making expected or better progress</b> (4% accelerated progress)	<b>94% making expected or better progress</b> (6% accelerated progress)	- 2%
<b>Maths Progress</b>	<b>95% making expected or better progress</b> (4% accelerated progress)	<b>94% making expected or better progress</b> (6% accelerated progress)	- 1%

## STAFF TRAINING AND OTHER AGENCIES

Has the SENCO undertaken the necessary training? What training has the

The SENDCo attends all forums and LA meetings. SEND trust improvement TIGs are held termly where best practise is shared and training needs covered.

Sylvie Evens has recently taken over as SENDCo and has received significant support from the Trust Hub Lead (Katy Rushby). This has included the dissemination of training from:

- LA SEND courses including SEND updates and the graduated response

SENDco taken part in the last year?	<ul style="list-style-type: none"> <li>Emotionally Based School Avoidance or EBSA training</li> <li>Subject lead support with Dr Adam Mc Cartney, Educational Psychologist</li> </ul> <p>Maddie Hughes (Assistant SENDCo) has received support and training through the PINS programme from an Educational Psychologist to support our highest need SEND learners. In addition to this, we have received training from the Local Authority for speech and language in the early years (high quality interactions).</p>
Have the relevant staff members received appropriate training? What training have they undertaken over the last year?	<p>The SENDco and Assistant SENDCo have then disseminated the above training to all staff. The SENDCo regularly trains all staff as part of her role (through PDMs and morning briefings). The Headteacher has continued to carry out behaviour management training with all staff. The SENDco also led two SEND PDMs for staff on ensuring ILP targets are precise and monitored closely to ensure provision is right for each child and to support teachers with Adaptive Teaching (launching the St Gabriel's Adaptive teaching handbook).</p>
Which external agencies and support agencies are the school working with and how well is this working?	<p>We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.</p> <p>The SEND team also work closely with our local inclusion officer (Victoria Leyland) who has regular visits to our school to support our most vulnerable SEND and understand the support we give to our children. This required the SENDCo to share the effective allocation of resources.</p>
<b>WORKING WITH FAMILIES</b>	
What communication strategies are in place for parents/carers of children with SEN?	<p>We continue to work closely with our parents and meet with our SEND families regularly which contributes to our monitoring and improvement work. Feedback continues to be very positive. As part of our ethos, we have an 'open door' policy in which parents are able to discuss any issues / concern or have questions answered as the occur. Members of the Equity team have weekly meetings with parents to offer support.</p> <p>Alongside this we have official meeting times, these are as follows;</p> <ul style="list-style-type: none"> <li>- Termly meetings to discuss ILP's</li> <li>- EHCP annual review meetings</li> <li>- Parents evening meetings</li> <li>- Meetings arranged by appointment when necessary</li> <li>- Parent / Educational Psychologist / Class Teacher meetings</li> </ul>
What do parents say about the provision	<p>Feedback from parents continues to be mostly positive. Parents recognise that the school is always approachable and works collaboratively to implement strategies. Parents acknowledge the great efforts all staff go to, to deliver appropriate and relevant lessons and interventions. Transitions is something that is always recognised as a positive, this includes internal and external.</p>

offered by the school?	However, there continues to be challenges with gaining the right level of support for some children from the LA and this has led to some understandable frustration from parents. The school continues to work hard to bridge this gap between provision in school and the offer provided from the LA.
<b>REVIEWING SEND ACROSS THE YEAR</b>	
What is going well?	<ul style="list-style-type: none"> <li>• Quality first teaching for children with additional needs</li> <li>• System embedded for ILPs including Star System, ensuring pupils with SEND make rapid progress (in line with their individual needs)</li> <li>• Successful OFSTED – highlighting the strengths in provision St Gabriel’s has in place for pupils with SEND</li> <li>• Our relational approach that underpins our behaviour policy.</li> <li>• Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants</li> <li>• Phonics and reading support sessions (KS1 and KS2)</li> <li>• Pre teaching interventions including phonics catch up</li> <li>• Language link interventions for pupils with communication needs</li> <li>• Timely submission of RSAs to support pupils who require EHCPs</li> </ul>
What is going less well and needs to be part of a SEND action plan?	<ul style="list-style-type: none"> <li>• See SEND SIP (24-25)</li> <li>• Rigorous assessment system for pupils with SEND required to support learners and teacher knowledge of pupils’ next steps.</li> <li>• Continued work with external agencies to reduce number of suspensions for pupils with SEND.</li> </ul>