

Peasedown St John Primary School
Annual SEND Report: September 2024

SENCO: Jenny Tombs

Number of SEND Pupils on Roll	98 (Rec-Y6)
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Number of pupils with EHCP		SEN Support	
14 (5 in The Star)		84	
Boys	Girls	Boys	Girls
8	6	54	44

	PSJ School (R-Y6)	National Average
Total No of Children with SEND	26.6%	17.9%
No of Children with SEN Support	22.8%	13.6%
Pupils with EHCP	3.8%	4.3%

Key Points:

- Our total number of SEND pupils is above National Average
- Our number of pupils on SEND support is above National Average
- Our number of pupils with an EHCP is below average

Distribution of SEND Pupils by Year Group

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	The Star	TOTAL
SEND support	3	6	10	13	12	10	14	16	0	84
EHCP	0	1	0	2	0	2	1	3	5	14
Boys	1	3	5	8	5	8	11	11	2	54
Girls	2	4	5	7	7	4	4	8	3	44
Total	3	7	10	15	12	12	15	19	5	98

Key Points:

- There are more boys than girls on our SEND register, but the gap is narrowing
- The children currently attending The Star are Reception- Year 3

Communication and Interaction		Cognition and Learning		Social, Emotional, Mental Health	Physical Difficulty	Visual Impairment	Hearing Impairment
SALT	ASD	SpLD	MLD				
50	16	20	3	35	4	1	3

Key Points:

- Speech and Language is our key area of need at PSJ, this is reflected nationally with this being the most common area of need for SEND support pupils
- Our data for SEND support broadly reflects national trends. We are seeing an increase in ASD and SEMH
- There are 10 children on the waiting list for a formal ADOS Autism assessment
- Two children are full time wheelchair users

Pupils in Receipt of Top Up Funding

- Inclusion Funding in N- 0 pupils (but 2 applications pending)
- Transition Support Funding in Reception- 2 pupils
- EHCP Band 2- 0 pupils
- EHCP Band 3- 1 pupils
- EHCP Band 4- 9 pupils
- EHCP Band 5- 4 pupils

Data 2023-24

Whole school % ARE

Cohort		Reading		Writing		Maths	
Year group	No. of children	ALL	SEND	ALL	SEND	ALL	SEND
1	45	80% 76%	54% 54% (13)	76%	39% (13)	89% 89%	62% 62% (13)
2	46	85% 83%	62% 62% (13)	83%	54% (13)	83% 85%	62% 62% (13)
3	60	82% 83%	58% 58% (12)	70%	17% (12)	92% 95%	83% 92% (12)
4	61	84% 82%	40% 40% (15)	71%	7% (15)	77% 77%	40% 40% (15)
5	65	83% 88%	58% 63% (19)	72%	37% (19)	80% 80%	53% 53% (19)
6	60	77% 65%	55% 50% (22)	75%	50% (22)	60% 55%	41% 32% (22)

RAG-rate guide for ARE+: 80%+, 70%-79%, 60%-69%, <59%

Thrive Data 2023-24

Year Group	Number of Pupils with Thrive Plans	Percentage of children who made progress	Comments
N	2	100%	
R	5	40% (2)	2 pupils not yet re-assessed
Y1	5	100%	
Y2	9	89% (8)	
Y3	7	100%	
Y4	5	60% (3)	1 pupil with complex SEMH needs 2 pupils not yet re-assessed
Y5	6	67% (4)	2 pupils not yet re-assessed
Y6	3	67% (2)	
Total	42	79% (33)	

Regular Outside Agency Support in School

Professional	Involvement	Impact
Speech & Language Therapy	1 day per week through MNSP	All pupils with SALT needs have regular therapy, assessment and reviews of their targets
Occupational Therapy (NHS)	Approximately 3 visits per year	All pupils with OT needs have regular therapy, assessment and reviews of their targets
Art therapy	Half a day per week through MNSP	Pupils who need a more specialist, therapeutic approach have the support that they need
Play therapy	Half a day per week through MNSP	Pupils who need a more specialist, therapeutic approach have the support that they need
MHST	1 day per week (for pupils with low level anxiety)	Pupils with low level anxiety can have direct work with the MHST practitioner to prevent mental health issues from escalating. The team can also support parents/carers.
Mentoring Plus	1 day per week (working all year round with 5 pupils in Y5/6)	A bespoke service for children at risk of anti social behaviour/ disengagement from education

NB. MNSP schools still do not have any access to Educational Psychology assessments, unless the child is having an EHCNA.

Total number of referrals 2023-24

Agency	Number of referrals
Paediatrician	20
SALT (Pre school NHS)	4
SALT (MNSP)	10 (+36 already on caseload)
OT (MNSP)	6
OT (NHS)	8
SASS	6
MHST	27
School Nurse	5
Art Therapy	6
Play Therapy (started Jan 24)	3
Mentoring Plus	5
Behaviour Analyst (MNSP)	2
Education Inclusion Co-ordinator (BANES)	2
SPA Behaviour Panel (Banes)	1
Young Carers	7

School SEND Action Plan (linked to SIP 24/25)

SIP Objectives	Milestones	Actions
<p>All lessons will be at least Good where children are:</p> <ul style="list-style-type: none"> a) effectively challenged to think more deeply b) suitably, and ambitiously, supported to access learning c) gaining subject-specific disciplinary knowledge and skills d) given effective feedback so that they learn more, remember more and can use and apply learnt knowledge and skills across multiple subjects and disciplines 	<ul style="list-style-type: none"> ● Subject MT plans identify common misconceptions and support for SEND children to access the full curriculum entitlement 	<ul style="list-style-type: none"> ● SENCO observations and work scrutiny to check planning, resources and support in place for SEND pupils. ● Look at evidence of pre and post teaching opportunities for SEND pupils across the school.
<p>All children leave Year 2 able to read age-appropriate books with a good degree of fluency, able to talk about what they have read</p>	<ul style="list-style-type: none"> ● All Y2 children with SEND make demonstrable progress in their phonics retake score 	<ul style="list-style-type: none"> ● SENCO observations and reading log checks for SEND pupils in Y2
<p>Year 6 outcomes are at least in line (target 7% higher) than national average in all measures</p>	<ul style="list-style-type: none"> ● SEND pupils are achieving to their potential and any gaps are being actively and effectively addressed 	<ul style="list-style-type: none"> ● SENCO observations and work scrutiny to check planning, resources and support in place for Y6 SEND pupils. ● Audit of Y6 SEND support plan targets
<p>All EYFS pupils receive high quality learning opportunities that extend, deepen and enrich their knowledge and understanding of the world</p>	<ul style="list-style-type: none"> ● Early identification of EYFS children in need of further support and/or SEND observations ● Effective early identification of SEND results in enhanced transition / transition funding for EYFS pupils 	<ul style="list-style-type: none"> ● Work closely with EY team to identify children who need TAC meetings/Early Help/ Referrals ● Monitor referrals made ● SENCO observations ● Identify pupils who need TSF 25/26



<p>Attendance: All children attend school regularly</p>	<ul style="list-style-type: none"> ● Persistent Absence for SEND pupils is below 12% 	<ul style="list-style-type: none"> ● Monitor attendance of SEND pupils across the school ● Meet with parents of SEND pupils where attendance is a concern ● Involvement in PINs project to improve communication between parents and school for pupils with neurodiversity ● Track SEND pupils attendance in clubs
<p>Ensure that disadvantaged and SEND pupils have the best possible opportunities</p>	<ul style="list-style-type: none"> ● Monitoring shows that SEND pupils are enjoying extracurricular opportunities 	<ul style="list-style-type: none"> ● Track SEND pupils attendance in clubs ● Ensure that all clubs are accessible to pupils with SEND ● Target specific pupils in relation to sign up for clubs in T1/T3/T5
<p>All children are engaged in their learning, consistently demonstrating our CARE values and a determination to 'achieve excellence'</p>	<ul style="list-style-type: none"> ● Thrive assessments indicate positive progress both in Thrive score and in reduced low-level disruption / incidents in the playground ● Thrive assessment impacts classroom and curriculum choices 	<ul style="list-style-type: none"> ● Identify and review children receiving Thrive sessions ● Monitor Thrive scores ● Meet termly with SB to review progress of children with Thrive plans ● Ensure that pupil Thrive plans are shared with class teachers
<p>Behaviour in and around school is consistently judged as Good</p>	<ul style="list-style-type: none"> ● Children with SEMH have individual positive behaviour plans which are reviewed termly ● Engage with PINS Project to better understand and support the behaviour of children with neurodiversity 	<ul style="list-style-type: none"> ● Ensure that all pupils with SEMH needs have positive behaviour plans where needed ● Support teachers to write and review plans ● Engage with PINS project
<p>Leaders for SEND, Pupil Premium and PE effectively manage resources to ensure good outcomes for these pupils</p>	<ul style="list-style-type: none"> ● pupil progress meeting timetable to include focussed PP and SEND progress meetings and a review of spending and impact, to then be reported to LGB within HT report 	<ul style="list-style-type: none"> ● Ensure that any actions from pupil progress meetings in relation to SEND pupils are implemented without delay ● Regular review of impact of TA support across the school