

# SEND School on a Page 2024-25

## Our SEND Profile

**30.1 %** (or 49 pupils) are on the SEND Record. This is higher than the national average which is 17.3%.

**23.9%** (or 39 pupils) are at SEN Support stage. This is higher than the national average which is 13.0%.

**6.1 %** (or 10 pupils) have EHCPs. This is higher than the national average which is 4.3%.

Our profile over the 4 broad areas of need SEND is:

- Social Emotional Mental Health (31 %)
- Cognition and Learning (28 %)
- Communication and Interaction (26 %)
- Sensory and Physical (15 %)

## Our Strengths

- Embedded Assess Plan Do Review Graduated approach.
- Protected termly SEND parent/pupil/teacher/SENDCo meetings, promoting coproduction.
- Early identification of SEN needs, robust processes which unpick underlying barriers to learning and strategies to overcome or address identified difficulties.
- Collaborative working to provide a holistic, child-centred approach (7Cs).
- Staff engage in at least termly training with a SEND focus.
- Access to a growing range of External Specialist Services.

## Ofsted Quotes (November 2022)

- Leaders have prioritised work that ensures all pupils who need to be are included on the SEND register. Pupils with SEND are provided with appropriate support.
- Pupils who struggle with reading, including those that are disadvantaged and pupils with special educational and/or disabilities (SEND), receive effective support to help them catch up. These pupils are becoming increasingly confident and fluent in their reading.

## External Specialist Services

- Respectrum Advisory Service.
- Communicate: Speech and Language Therapy.
- Autism Outreach Service.
- SEMH Outreach Service.
- Dyslexia Outreach Service (DOS).
- Access Through Technology (ATT) Service.
- SEND and Inclusion Team.
- Virtual School for Sensory Support (VSSS).
- School and Community Teams.
- Mental Health Support Teams.

## St Mary's C of E Junior Academy



## Key Developments and Impact Since 2023-24

- Introduced termly SEN-Parent/Pupil/Teacher/SENDCo meetings, in addition to general parents evening. Creating protected time and promoting parent engagement and co-production of SEN support plans, so pupil and parent voice are fundamental decision makers in planning to meet needs.
- Embedded the Graduated Approach: 7cs Assess, Plan, Do, Review.
- As a result, EHCPs have now been successfully applied for (by the SENDCo) and issued, allowing more effective identification of higher level SEND needs.
- Introduction of EHCP Personalised Provision Plans, which break down EHCP outcomes into smaller steps and more meaningful targets for the children.
- Introduced a full-time SEN teacher to lead our Personalised Provision (Robins Class).
- Introduced two Pastoral Support Assistants (Mr Leek and Miss Maher), increasing out capacity to support social, emotional and mental health needs.
- Increased range of external SEN specialists, allowing pupils' needs to be more effectively identified and targeted support.

## Our SEND Priorities for 2024-25

1. Improve academic outcomes for pupils with SEND and close the gap on national data.
2. Pupil voice plays a stronger role in SEN Assess/Plan/Do/Review cycles.
3. Personalized attainment improves and is measurable through boarder 7 Cs approach.
4. Provide rich learning experiences for all children which celebrate equity, diversity, belonging, inclusion and justice.
5. Improving the understanding of adaptive teaching methods to support inclusive practice.

## Training and Professional Development Plan

Each year we continue to develop our knowledge, skills and practice. This year we will be focusing on:

- Regular staff CPD: Teaching WALKTHRU's, A step by step guide to instructional coaching.
- Employing a range of SEND specialists to increase our expertise identifying underlying needs and targeting support.

## What Are We Doing to Improve Accessibility?

<b>Physical Environment</b>	Increase provision for sensory needs. Development of Personalised Curriculum Space.
<b>Curriculum</b>	Develop use of ICT to support access to learning SLT to monitor the quality of SEND provision. Training for school staff on inclusive practice
<b>Information</b>	Development of Parent & Pupil friendly SEND information leaflets and resources. Development of SENCO surgeries for parents.

See our [Accessibility Plan](#) for more details.