

SEN Report July 2024



Bringing faith and
education together
'Letting our light shine'
(Matthew 5:16)

SEN Register (as of July 2024)

Currently 32 (16%) pupils are listed on our SEN Support register.

- SENS – 32
- EHCP – 4

Class Analysis	Total SEN	SEN Support	Educational Health Care Plans (EHCP)	High Needs Funding (HNF)
Reception	2	2	0	0
Year 1	3	2	1	1
Year 2	3	3	0	0
Year 3	6	6	0	0
Year 4	8	7	1	1
Year 5	6	5	1	1
Year 6	4	3	1	1
Total	32	28	4	4

Table to show Primary Need of children with special educational needs.

This table shows the Primary Need of each child on the SEN register, however, many of the children will have more than one need type.

Year Group	Primary Need			
	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
R	-	2	-	-
1	-	3	-	-
2	2	1	-	-
3	3	3	-	-
4	6	2	-	-
5	2	3	-	1
6	3	1	-	-
Total	16	15	0	1
%	50%	47%	0%	6%

The national average for SEN support is **13.6%**. At St George's CEP School, we currently have **14%** of our school population at SEN support which is above the national average.

The National average for pupils with EHCP's is **4.3%**. At St. George's, we currently have **2%** of pupils with an EHCP.

Pupil Premium information will be available in a separate report on our school website.

Consulting and involving pupils and parents

Building positive relationships is key to ensuring parents are fully involved in deciding the right educational setting for their child. Through building these relationships we are able to have honest and open discussions about the pupils' strengths and weaknesses and how these can be best supported and nurtured to ensure the pupil reaches their full potential. When considering specialist educational provision, the SENCO supports parents in their decision by accompanying them to visit local specialist settings where they are supported to ask questions and make a decision that is not rushed.

Early discussions are had with parents or children whose academic progress is slow compared to that of their peers. During these discussions we will ensure that:

- Everyone develops a good understanding of the pupils' strengths and difficulties
- We take into account parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Our Approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils implementing all of the Mainstream Core Standards. In addition to implementing the Mainstream Core standards we also offer the following interventions:

- Nessy – computer programme for Dyslexia
- Sensory Circuits
- BEAM – Balance Education and Movement
- Speech Link
- Language Link
- Draw and Talk
- Clever Fingers
- Write from the start
- Phonics interventions
- Zones of Regulation
- Lego Therapy sessions
- Memory Magic
- ELSA Programme

Further to these Interventions, the SENCO works closely with class teachers to create provision maps with specific interventions to support the particular cohort – this may be through Precision teaching in certain areas.

Changes to Local Inclusion Forum Team (LIFT)

The SENCO attends six LIFT meetings a year. There are also Surgeries run by STLS; this is an opportunity for the SENCO to discuss pupils and their needs and gain advice and support. The LIFT process still requires the SENCO to have attended several STLS Surgeries to 'raise the child' before they can attempt to raise the child at an official LIFT meeting.

External Support

As a school we are aware of the increasing number of pupils that are entering our Early Years Foundation Stage with severe speech delay. This is a nationwide problem and has worsened since the pandemic. In order to attempt to reduce this problem at St. George's we have managed to retain a Private Speech and Language Practitioner who will continue to be working one day a week, twice a month working with the 'most severe' cases we have currently in school. The reason we have had to take this measure is due to the lack of services currently available from Kent.

Teaching Support Assistants

The school currently employs 10 Teaching Assistants who work directly with pupils. A number of differing contracts exist (part time, full time, temporary and permanent). Additional funding obtained via High Needs Funding (where individual pupils are required to be supported) results in temporary contracts. We have 4 children in school receiving HNF, although due to continuing problems with finance in Kent, this funding has dramatically reduced and is becoming much harder to obtain. Due to these ongoing issues with funding, the Governors and Senior Leadership team are having to take measures to reduce our outgoing expenditure which is resulting in a restructure of our support staff. This will undoubtedly mean a reduction in the level of adult support we are able to provide for our children moving forwards.

Transitions to Secondary School

This year, as previous years the SENCO and Year 6 teacher have completed numerous Year 6 transitions, some via TEAMS and others Face to Face with the receiving secondary schools to ensure a smooth handover.

For pupils with SEMH, the SENCO also ensured they were included on the SEMH Transition programme. The SEMH team have arranged additional transition days for these pupils at their new schools, where they will be met by the STLS team and their therapy dog at their new setting. During these sessions the children complete activities with the Specialist Teachers and key members of staff at the secondary school, to prepare them for their Secondary Transfer.

Transition from Pre-school to Primary school

As in previous years, the SENCO worked closely with the Reception class teachers and together ensured they made contact with all pre-school settings of pupils' joining St. George's in September 2024.

The SENCO visited certain settings where a concern for SEN or Safeguarding may have been raised. Notes were collated with all staff involved to ensure a profile of the children was generated and measures could be put in to place prior to September.

During the Induction 'Stay and Play' mornings at school, the SENCO met with parents of our new intake to discuss their child's needs and any other concerns their parents had. This was a really good opportunity to start forming relationships with our new parents.

Funding and recent changes

The formula allocation to St George's CE Primary School includes a number of factors which together comprise the SEN Notional Funding. This funding allows the school to make provision for SEN support throughout the school and resource up to £6000 per pupil with high cost needs. Beyond £6000, we can apply for High Needs Funding (HNF) for individual needs. This funding must be re-applied for each year. We have continued to notice that when we have submitted our annual reviews for HNF pupils, there has been a decrease in funding despite the fact that their needs have not changed and neither has the support that is provided by us. This has also been the case when submitting new referrals. This has had an impact upon us and is resulting in us restructuring our teaching assistants. It is still unclear what the future holds for schools in Kent with regards to finance.

Safeguarding

Families engage well with Early Help.

The school uses CPOMs for recording safeguarding concerns. These concerns are raised to the DSL (Elizabeth Rye) or to one of the DDSL (Matt Jones or Rachel Cunningham). The concerns are then actioned and discussed at SLT daily meetings. The SENCO is involved in supporting these families and concerns and making referrals to Early Help.

This year we have sent additional key members of staff to be trained as DSL's.

All DSL and DDSL's have attended updated training.

Annual Reviews

This year the SENCO led Annual Review meetings in person. Kent were invited to attend all of these meetings, but did not respond or contribute. The SENCO submitted all the paperwork to Kent following these meetings.

ELSA Programme

The SENCO was trained in ELSA (Emotional Literacy Support Assistant) following the pandemic. In order to maintain the ELSA accreditation, the SENCO has to attend 6 supervisions throughout the year – these have been very beneficial. ELSA sessions are offered on a priority referral basis to support pupils with Emotional Regulation, Anxiety, Bereavement etc.

Educational Psychologist

This year we were offered some sessions with an Educational Psychologist. We decided to use this time to run some support groups for some of our vulnerable families, with a focus on attachment and anxiety. We ran two sessions this year which the parents involved reported were incredibly helpful.

Following the success of this programme the SLT are thinking about creating something similar in house sessions to support more of our vulnerable families throughout the school – with a focus on our new Reception intake of parents.