

**SEND Report- Summer 2024**

The information and data in this report relates to the academic year 2023/2024  
**Current number on roll = 150**

**PROVISION**

Queen Margaret Primary School is a one form entry mainstream school.  
 Pupils are aged 4-11 years.

**PROFILE OF PUPILS 2023/24 PUPILS**

Level of Need	Number of pupils
<b>EHCP</b> (Education, Health & Care Plan - replaces old 'statement' system) National Data	<b>13</b> (8.6%) 4.3%
<b>EHCP</b> applied for, now in County review process	
Awaiting application for <b>EHCP</b>	1 LC
<b>School Support</b>  SEND My Plan SEND My Plan + ALN My Plan ALN My Plan +  National Data	<b>35</b> (24%)  <b>25</b> 8 1 1  13%
<b>Main SEND Register</b> (this includes all EHCP / funded and school support)	48/150 (32%)
On <b>Multi-Vulnerable Learners Register</b> (This sits behind Main SEND Register) Correct as of October census	<b>84/150 (56%)</b>
<b>PP in school</b> SEND who are PP / Whole School	
EVER 6	<b>No. of chn: 88</b>
Published data	<b>49.7%</b>
Live data	<b>46.6%</b>

Becoming part of the CLF family, we are involved in a project through Whole Education called WE SEND.

Throughout the project, Whole Education SEND uses the Evaluate My School platform. Through this we have begun to self-evaluate provision across 7 key areas:

- Effective use of teaching assistants
- Implementation
- Identification
- Intent
- Working with children and families
- Impact
- Provision mapping

We will write an action plan to put into practice, guided throughout by the expert Whole Education SEND network and the peer support group.

We will have high quality CPD Webinars and national networking groups, hosted by leading SEND experts, further supporting us in embedding sustainable self-improving systems in a way that is manageable, motivating and ultimately improves outcomes for our SEND learners.

Some of the priorities that have already been highlighted through the Evaluate My School (EMS) platform are listed below.

#### Priorities:

- Improve SEND provision for our children
- Teachers have a good knowledge of the subjects and courses they teach and how to adapt them for learners with SEND (current development of curriculum is supporting this)
- Learners achieve the best possible educational outcomes and wider outcomes
- Learners with SEND read widely and often with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

#### Reviews

1. 2 Annual Reviews have been held and EHCPs updated
2. 3 annual Reviews to be held in Term 6
3. Yr R, 1,2,3,5,6 SEND My Plan Support Reviews to be reviewed by 28<sup>th</sup> June.
4. SEND Reviews take place termly
5. SEND Reviews to parents scheduled for 15<sup>th</sup> July via telephone.

#### SEND across the School

Year Group	EHCP Boys : Girls	No: of My My Plans Boys : Girls	SEND MP	SEND My Plan +	ALN MP	ALN MP +	Total SEND support per class
Reception	2:0	6	6				8
1	0:1	10	5	4	1		11
2	1:0	4	4				5
3	2:1	3	3				6
4	0:1	6	4	2			7

5		5	3	1		1	5
6	3:2	2	1	1			7
Total for school	13	35	26	7	1	1	48

Yr 6 – 4 EHCPs are having a huge impact on the learning in class. 1 child is working within the Yr1 / 2, 1 child within the Yr 3 /4 curriculum, 1 child is on track but has difficulties with self-regulation and the other has difficulties within SEMH whilst being supported through a CP plan. 1 child has recently had EHCNA converted to EHCP and has been awarded specialist placement. This has been through mediation as County refused to assess. Before the Mediation meeting took place County overturned their own decision and agreed to assess. SENDCo held emergency mediation meeting with EHCP Lead for Assessment and Resolution, Casework Officer and SENDCo at receiving Secondary mainstream setting which ultimately lead to to decision to awarded specialist. TAC meetings continue to take place and involve ATS, PEAK. 2 children in Year 6 now have specialist settings in Section I but due to timing no primary specialist setting could be agreed. QMPA agreed to offer provision with Banding 4 attached.

Yr 5 – 1 child is due to be referred for an EHCNA. EP visit successful. Documentation in process.

Yr 4 – 1 Annual Review completed. 1 child due to be referred to SCAAS for ASD.

Yr 3 – 3 EHCPs, 1 recently awarded. Although school replied to Casework to say we cannot meet need, County have overrules decision and named QMPA in Section I.

Y2 – 1 EHCP to be reviewed in July 2024 but the history for this child is that school and parent have applied through annual reviews and mediations for a specialist placement. These have been denied without credible cause. EP consultation has now been planned to aid the Annual Review application for Specialist Placement.

Yr1 – 1 EHCP in place and is accessing Year R class provision for 5 mornings per week. This has been working well and due to be transitioned back into Year 1 by Feb half term. 3 other children access Reception mornings due to low cognition and learning capability, focus and attention. The aim is to recover Reception Phonics and ELGs. 1 child has been referred into SCAAS and been accepted. 1 child is due to be referred into SCAAS but school are awaiting parental input.

Yr R - 1 EHCP Annual Review completed

## External Agency Support

EP

Yr 5 HB - assessed by Simon Rowe for concerns in cognition and learning. Recommendations will inform My Plan +

Yr 2 BI - assessed by Simon Rowe for concerns around accessing a mainstream curriculum. Possible recommendation to specialist setting or increase in funding provision at forthcoming Annual Review

ATS

5 children referred to ATS with three further referrals to be written before closure of service on the 20<sup>th</sup> May

1 child with EHCP referred to SALT for concerns around speech development due to hearing impairment

Annual Reviews

9 Annual Reviews completed

## SALT

3 children with significant speech difficulties that are impacting on learning are receiving intensive support

1 child with EHCP has been referred

1 child and parent to be referred to second workshop on selective mutism

### School specific

- **Monitoring that has been done** - SEND My Plan reviews scheduled 15<sup>th</sup> July.
- What is working well – 3 children were referred and accepted to the Advisory Teaching Service before the deadline 20<sup>th</sup> May, EP assessments are being completed on time and recommendations used to support My Plan development. 10 EHCP Annual Reviews, 3 to complete. Three children have had their EHCP funding increased through consultations between SENDCo and County.
- **Transition arrangements** have been successful for those going to secondary school.
- Supply TPs have been found for some children and these appointments are working well and having a positive impact on the children and classroom environment.
- **Any other things that are important about the subject** - Influx of complex high needs children are increasing. With the direction of a pupil with an EHCP with severe Autism and three non-verbal children set to join our setting in Sept 2024, the future for SEND looks increasingly concerning.
- **Extremely high needs** in with 1 EHCP on an alternative curriculum in Yr R, Year 1 (1 EHCP, 11 My Plans) and Year 4 (1 EHCP, 7 My Plans, 1 extreme PSP) are impacting significantly on resources and provision. Yr 6 have 4 EHCPs (2 EHCPs have specialist setting written in Section I) Careful planning of support is required and under consideration.
- **Child with a PSP** requires suitably trained staff with Team Teach training to manage incidents. Offsite visits are requiring SLT attendance which impacts on School Development.
- Interventions have been severely disrupted in some classes. Yr 5 has not had TP allocation and so interventions have not happened. Year 2 have high need which draws upon the SEN TP to support. 1 child who joined in Jan 2024, has had a significant impact on intimate care expectations and behaviour in the class.
- 1 child who joined in May 2024, has had a significant impact on the class due to the bespoke curriculum requirements.
- Some staff need support and training in managing class teams to ensure effective deployment within the classroom.

### Resources Purchased

- Boxall Profile online – 1 member of staff has undergone training and is now using this to support intervention.

### Interventions for 2023-24

- Internally funded Speech and Language support – Colourful Semantics
- Breakfast Club for SEMH Support
- Nurture Room provision for SEMH and learning support
- Revised support programme from PSW (Pastoral Support ) for SEMH
- Self-Esteem group
- Lego Play - for emotions and feelings
- Therabuild
- Small group literacy and numeracy interventions
- 5 point scale
- Behaviour Support interventions
- Precision Teaching

- IGCC (In Gloucestershire Children Count)
- BRP (Better Reading Partnerships)
- Dyscalculia Tool Kit – Ronit Bird
- Reading Between the Lines – Speechmark
- Unlocking Letters and Sounds
- Power of 2 – Plus 1 Basic Numeracy Skills
- Language for Thinking
- Developing Language Concepts
- Reading For Meaning
- Talkabout
- Anger Management programmes – Anger Gremlin, ABC Anger
- Dough Disco
- SMART Moves
- ELSA
- Pre-Teach
- Precision Teach
- Pantasaurus
- Stranger Danger
- Colourful Semantics
- Number Stacks

### Staff Training

- Sept 2023 all staff were trained in Total Communication
- Boxall training

What is working well:	
<ul style="list-style-type: none"> <li>- All staff are fully on board with identifying needs in the classroom and putting Ordinarily Available resources in place.</li> <li>- All staff engage with the My Plan process fully.</li> <li>- All staff write their own My Plans.</li> <li>- Some staff are accessing CPD of their own accord in order to understand individuals in their class further.</li> <li>-</li> </ul>	
What could be developed further:	
<ul style="list-style-type: none"> <li>• Use of Boxall Profile</li> <li>• Use of ALN Plans</li> <li>• More structured Pastoral Support TP Deployment</li> <li>• Sharing weekly planning</li> <li>• Adaptations noted in planning</li> </ul>	<ul style="list-style-type: none"> <li>• Communication between PSW and Teacher regarding ALN Plans and reviews – this has halted more recently and needs to be resumed</li> <li>• Use of Evaluate My School EMS tool through WE SEND to write an action Plan using the priorities listed above.</li> <li>• <b>Areas you have noted for development</b> - TP deployment in line with Evaluate My School through WE SEND Audit. Inconsistencies have been uncovered which has led to unrest in communications between staff. Tighter monitoring of sharing Teacher Planning and the detail needed to ensure the wider staff teams are fully prepared to meet the needs of all children in class.</li> <li>•</li> </ul>

Glossary:

EHCP – Education Health Care Plan  
PP – Pupil Premium  
ASD – Autism Spectrum Disorder  
ALN Additional Learning Needs  
SEND – Special Educational Needs and Disability  
T4W – Talk for Writing  
SMART - Specific, Measurable, Achievable, Realistic, Timely  
FTE – Fixed Term Exclusion  
PEX – Permanent Exclusion  
AKS – Alderman Knight School  
TALC – Team Around Locality Cluster (Funding support)  
EP – Educational Psychology  
ATS – Advisory Teaching Service  
CIC – Children in Care  
SGO – Special Guardianship Order  
TLC – Teaching and Learning Conversation  
SALT – Speech and Language Therapy  
DDSL - Deputy Designated Safeguarding Lead  
DSL – Designated Safeguarding Lead  
SEMH – Social Emotional and Mental Health  
PSW – Pastoral Support Worker  
SCAAS – Social Communication Autism Assessment Service  
YARC – York Assessment for Reading and Comprehension