**Annual SEND Report for Governors**

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| School: | Crompton House |
| SENCO: | Mrs Kate Heywood |
| Date of report: | Jan 2025 |
| SEN Governor: | Rev Paul Pritchard |

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| **Year Group** | **No of pupils in year** | **Number of School SEND Pupils** at Q2 level | **Boys** | **Girls** | **Total number of SEND support** | **Boys** | **Girls** | **Number of pupils with EHC Plans** | **Boys** | **Girls** | **Total number of SEND students at all levels** |
| **7** | 308 | 20 | 11 | 9 | 15 | 5 | 10 | 13 | 4 | 9 | 48 |
| **8** | 311 | 36 | 21 | 15 | 15 | 5 | 10 | 17 | 14 | 3 | 68 |
| **9** | 307 | 23 | 12 | 11 | 17 | 10 | 7 | 14 | 10 | 4 | 54 |
| **10** | 336 | 41 | 20 | 21 | 22 | 9 | 13 | 9 | 4 | 5 | 72 |
| **11** | 336 | 26 | 19 | 7 | 17 | 8 | 9 | 13 | 5 | 8 | 56 |
| **12** | 147 | 9 | 2 | 7 | 1 | 0 | 1 | 1 | 0 | 1 | 11 |
| **13** | 117 | 8 | 2 | 6 | 2 | 0 | 2 | 0 | 0 | 0 | 10 |
| **Totals** | **1862** | **163** | **87** | **76** | **89** | **37** | **52** | **67** | **37** | **30** | **319** |
| **% Yr 7-13** |  | **8.8%** |  |  | **4.8%** |  |  | **3.6%** |  |  | **17.1%** |
| **% Yr 7-11** | **1598** | **9.1%** |  |  | **5.4%** |  |  | **4.1%** |  |  | **18.6%** |

**SEND Profile (for last 12 months)**

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| **Primary area of need** | **Communication and interaction** | **Cognition and learning** | **Social, Emotional and Mental Health needs** | **Sensory and/or physical needs** |
| **Total % across the school** | **37** | **31** | **24** | **12** |
| **Total number of learners with the primary area of need** | **52** | **43** | **34** | **16** |

**Key Points**

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|  | **Yes/no** | **Narrative** |
| **SEND information report is available on the school website and is dated within the last year**. | Y | The report is in the SEND area of the website |
| **SEND or Inclusion policy is up to date and available for review** | Y | The policy is in the SEND area of the website |
| **Policy for Supporting pupils with medical needs is up to date and available for review** | Y | The policy is in the main policy area of the website. There is a template plan in the SEND area. |
| **The SENCo holds the mandatory qualification** | Y | NaSENCo Award  Certificate of Competence in Educational Testing  CPT3A |
| **SEN governors training has been completed within the last year** | Y | Via National College |
| **Notional SEN budget** | Y | £794,192.32 |
| **Overall SEND budget (notional and element funding)** | Y | £1,211,915.32 |
| **Dates of any support focused on SEND** |  | Whole School SEND review – October 2023  Ofsted Inspection – May 2024 |

**Provision, Access and Support**

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| **How does the school identify learners with SEND?** | There is regular assessment of all pupils and a child is only identified as SEND if adequate progress has not been made after all the relevant interventions/adjustments and high quality personalised teaching has been put into place.  We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:   * Is significantly slower than that of their peers starting from the same baseline * Fails to match or better the child’s previous rate of progress * Fails to close the attainment gap between the child and their peers * Widens the attainment gap   This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. |
| **What happens when a learner has been identified?** | Once a SEND need has bene identifies, every student has a personalised pupil profile sheet created which outlines the SEND diagnosis, how this SEND Diagnosis may present and the barriers created to learning and crucially strategies to be used to remove the barriers to learning. This is attached to the students profile on class charts and is visible to all class teacher. |
| **What provision is in place to support teachers to provide for a learner with SEND?** | High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Each student who has a diagnosis of SEND has an personalized information sheet, which outlines teaching strategies and comments on behaviour for learning which will allow the student to access the universal offer within the classroom environment.  The quality of teaching should be regularly reviewed and should include improving teachers’ and staffs’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.  The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:   * The teacher’s assessment and experience of the pupil * Their previous progress and attainment and behaviour * Other teachers’ assessments, where relevant * The individual’s development in comparison to their peers and national data * The views and experience of parents * The pupil’s own views * Advice from external support services, if relevant   All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.  For those students who require additional to or different from the universal offer, they are invited to target interventions. |
| **How are parents and carers informed of identification?** | It is critical that the pupils and their parents are actively involved, and so where there are concerns, the school must inform parents. In order to follow the principles of the Code of Practice this can be done through a person centered conversation. It is essential that the pupil’s aspirations are sought, as these may not necessarily coincide with others’ aspirations for them. Adopting a person centered approach is about listening and acting on what has been heard. It is about co-production and equalising power. It’s not about ‘telling’ which is disempowering but about ‘asking’.  We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:   * Everyone develops a good understanding of the pupil’s areas of strength and difficulty * We take into account the parents’ concerns * Everyone understands the agreed outcomes sought for the child * Everyone is clear on what the next steps are |
| **How are parents and carers informed of progress a learner is making?** | All students have two parents evening per year to discuss progress in lessons.  Students at EHCP and SEN Support also have termly reviews with their key workers. |
| **How effective is classroom teaching in supporting needs of learners?** | Personalisation of teaching and learning is about discovering and acting on what is important to the person and the best way that they are able to learn. It is a process of continual listening and learning, focusing on what is important to the pupil in order to facilitate the best possible educational outcomes.  We make the following adaptations to ensure all pupils’ needs are met:   * Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. * Adapting our resources and staffing * Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. * Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. |
| **What interventions are in place to support learners?** | Interventions are planned based on personal need, the assess, plan, do and review process and following guidance from external professionals. |
| **How is access to interventions planned?** | Interventions run before school during form time on a Wednesday, Thursday and Friday mornings and from 2.40pm to 3.20pm |

**SEND Improvement Priorities**

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| Objective | Key actions | Success criteria |
| Every Teacher a Teacher of SEND | TA's to be fully included in Teaching and Learning innovation sessions on a Monday to ensure knowledge and understanding of whole school priorities, strategies and approaches.  SEND 5 a Day is embedded within staff Teaching and Learning Training  Continued programme of SEND training for teachers on SEND conditions, presentations and removing barriers in the class room. | Increased skills and knowledge re HQT  All students are able to access learning in the class room. |
| Empowering Teachers and TA’s to effectively manage behaviour in lessons. | Research from EEF and key external professionals on the effective use of TAs and consultation with staff (teachers and TA’s) to develop and launch a whole school approach. | Positive learning experiences and high expectations for all students |
| Introduction of SEN Support Champions | Two dedicated Level 4 TA’s to support students at this level, supported by team of level 2’s. | Additional support for students at SEN Support Level. |

**Staff Development**

**Sept 2023- Jan 2025**

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| **Staff** | **Overview of training** |
| Teaching Assistants (TA’s) | 19th October 2023  What is Early Help and how to support families (from the Early Help Team) |
| Teachers and TA’s | 13th November - Autism Awareness |
| TA’s | 29th November – Speech and Language Comic Strip Conversations and Emotional Regulation |
| TA’s | 13th Dec - Adverse Childhood Experiences |
| Pastoral Team | 15th Jan -Behavioural support for Autistic Students |
| TA’s | 24th Jan - Trauma Informed training: Behaviour through a Trauma Lens |
| Teachers and TA’s | 29th Jan - Autism Awareness: Sensory Difficulties. |
| Key staff | 15th Feb EBSA Training |
| Teachers | 5th March Effective Use of TA’s |
| TA’s | 24th April Health and Safety in Cookery lessons (run by the Food Team) |
| TA’s | 29th May The Development of the Trauma Brain |
| Teachers | 19th June – Supporting students with ADHD |
| Teachers and TA’s | 23rd Sept –SEND Market Place |
| TA’s | 20th November – Making Sense of Autism by QEST |
| Teachers and TA’s | 25th Nov SEND training   * Making sense of Autism * Effective use of Teaching Assistants * Supporting students with Dyslexia and Literacy Needs * Empowering Teachers and TA’s to effectively manage behaviour in the classroom |
| TA’s | 12th Dec – .Fostering Independent Learning  Supporting students with ADHD |
| Teachers and TA’s | Empowering Teachers and TA’s to work effectively together. |

**External Agencies**

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| **Agency** | **Purpose** |
| **QEST specialist Advisory Team** | **SEND Specialist Advisory Teachers offer support and advice on individual case studies or general SEND approaches.** |
| **Local Authority SEND Teams** | **Officers from the LA support EHCP applications, Annual Reviews for EHCP students and SEND Provision** |
| **Educational Psychologist Team** | **The Team offer support and advice on individual case studies or general SEND approaches. They are also involved in case work and EHCP applications.** |
| **CAMHS** | **Specialist Social, Emotional and Mental Health Support** |
| **POINT** | **Support, guidance and advice for parents of students with SEND.**  **Post Diagnostic workshops offered.** |
| **Early Help Team** | **Specialist support for families outside of school.** |
| **Speech and Language Teams, Visual Impairment and hearing Impairment Team** | **Offer personalised assessment and support./advice for students who require SEND Condition Support** |
| **Positive Steps** | **Career Guidance for students with SEBD to ensure a successful transition to adulthood.** |