



Bishop Chadwick
Catholic Education Trust

Special Educational Needs Annual Report 2023

This report should be read in consultation with the St James Information report, SEND and Inclusion policy and Accessibility plan

This report reflects how the school has used SEND funding to meet pupils' needs.

Context

St James' caters for pupils aged 4-11 years

In 2022-2023 there were 201 pupils on roll; this includes one pupil who is dual registered (deregistered in May 2023) and currently attends the Language Unit fulltime.

19.4% (39 pupils) were on the SEND register and 0.9% of the total number of pupils (2 children) had Education Health and Care Plans (EHCP). Nationally, 13.0% of school age pupils are identified as having SEND (June 2023 school census), with 4.3% having EHCPs. 6.9% (14 pupils) of SEND pupils were FSM.

There continues to be a trend increase since 2016.

Primary needs of pupils in school:

	Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties.	Sensory and/or physical Needs.
Early Years SEND Support	4	1		
SEND Support	7	16	7	4
EHCP	1			1
Total	12	17	7	6
%	30.7%	43.5%	17.9%	15.3%

Exclusions:

No exclusions.

Impact of intervention

Every child on the SEND register is now offered a termly review with the SENDCo and, where possible, the class teacher. Interventions and strategies to support pupils are shared within these meetings and recorded on the child's Individual Support Plan.

In order to be as inclusive as possible, school strategies focus on high quality first teaching and in-lesson support. Whole school approaches have been adopted for helping children to overcome barriers arising from communication and interaction difficulties (e.g. autism) and cognition and learning (e.g. dyslexia).

Staff training and expertise

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils.

- The SENDCo attends regular Local Authority and BCCET SEND Network meetings and meets with the SEND Governor to share and provide information.
- The newly appointed SENCO (January 2023) has received training in the Top Up Funding Process, Understanding the EHC Needs Assessment Process, Understanding the Annual Review Process, Six Bricks Lego Taster Session and Designated Safeguarding Lead training.
- The SENCO has been supported by the BCCET Primary SEND Co-ordinator and Director of SEND, and completed website compliance and a SEND Learning Walk to identify areas for improvement.
- The SENCO is due embark on the NASENCO post graduate training course at Northumbria University in September 2023.
- A range of standardised assessments have been carried out by the Intervention Teacher to determine cognition and learning needs and the best way of meeting them.
- All staff have received training in supporting children with Social Emotional and Mental Health needs delivered by Hebburn Lakes Outreach Team.
- EYFS/Year 1 staff completed online training with SALT, 'Children who Stammer'.
- EYFS/Year 1 staff completed 'Language and Literacy' online training
- EYFS staff worked alongside colleagues from Ashleigh Child Development Centre
- Teaching Assistant working 1:1 with a child with complex needs, work shadowed SEMH staff at Hebburn Lakes Resource Base.
- A number of staff from KS1 and KS2 have worked alongside Speech and Language therapists, Occupational Therapists, Outreach Development, Educational psychologist and Clinical Psychologist, to develop strategies and learn new interventions.
- All staff have had updated safeguarding training
- All staff work alongside staff from CYPS where required to understand approaches to mental health support.
- Special Educational Needs Teacher works on tailored and specific intervention programmes with SEN pupils four days a week. This is either on a one to one basis or in small groups.

- HLTA / qualified teacher and Teaching Assistants work 1:1 with pupils with additional needs requiring support in literacy, maths and regulating their emotional responses .
- The Hearing-Impaired Service work within school to support a Hearing-Impaired Pupil. This includes a qualified Teaching Assistant and Teacher of the Deaf.
- SEN Support teacher is fully trained in the Sounds Write Programme for intervention delivery.

Pupil views

Views of pupils are gathered regularly through discussion with their teachers and specific pupil's views forms.

Parent and carer views

Views of parents are sought during termly reviews through parental views forms.

Local offer

South Tyneside Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the provision and links to what is available in South Tyneside and the surrounding area. More information on the Local Offer can be found at:

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->