



# St Mary and St John Church of England Primary School

*'Let all that you do be done in love.'*  
1 Corinthians 16:14'

## St Mary and St John CE Primary School SEN Report 2022

|                                |     |
|--------------------------------|-----|
| SEND register                  | 47  |
| Percentage of population       | 12% |
| EHCP                           | 8   |
| Pupil premium on SEND Register | 6   |
| Summer born                    | 11  |
| Pending new EHCP applications  | 2   |

### Profile of SEND primary need at SMSJ

(Correct at September 2022, figures for the previous year figure in brackets- November 2021, September 2020, September 2019)

| Cognition and Learning (C & L) | Communication and Interaction (C & I) | Social, Emotional and/or Mental Health (SEMH) | Sensory and/or Physical disability (PD) |
|--------------------------------|---------------------------------------|---|---|
| 17<br>(17, 13, 17)             | 22<br>(15, 17, 8)                     | 6<br>(8, 4, 5)                                | 2<br>(2, 2, 3)                          |

#### Comment:

- This is a table showing primary need only; it is important to note that a significant number of children on the SEND register also have at least one secondary need, such as sensory processing difficulties which is a very common comorbidity with social communication difficulties.
- The number of children with SEMH has gone down due to the high need in the previous Year 6 cohort. We have implemented a number of additional interventions over the previous year including nurture groups, ELSA, Lego Therapy, an additional play therapy slot and the creation of a new nurture room. This has made a significant impact on the cohort of children with SEMH needs, especially those children who were being monitored last year.
- We have secure more appropriate places for two children who had an EHCP.

*Let all that you do be done in love...*

## **Key developments since September 2021**

- New pupil profile format to reduce teacher workload and improve clarity and the cycle has changed to take into account getting to know the children at the beginning of the year.
  - W/B 18th October - target setting only
  - W/B 14th February - review and target setting
  - W/B 23rd May - review and target setting
- Whole school provision map in place
- Revised deployment of teaching assistants. They now work across a year group rather than being attached to one class. Teachers within a year group can allocate their teaching assistants wherever the need arises.
- One of our teaching assistants has been trained as an ELSA (emotional literacy support assistant)
- SEMH and nurture has become a key focus in school and we have created a nurture room and a team of staff in school who will manage this room, nurture groups and social groups.
- More appropriate places have been secured for two children with an EHCP.
- New class provision maps implemented to provide a class overview as well as a method of intervention tracking.
- Staff training has taken place regarding differentiation, inclusion, quality first teaching and the best use of teaching assistants.
- Training has been delivered to teaching assistants about the best use of teaching assistants and PACE as well as specific intervention training.

### Dyslexia Screening Tool

We have purchased and begun running dyslexia screening for selected pupils throughout the school. Last year we screened 16 pupils. The results are graded as such:

- A – no signs of dyslexia
- B – a few signs of dyslexia
- C – mild dyslexia
- D – moderately dyslexia
- E – severely dyslexic

Our results are as follows:

|   | Total | Year 3 | Year 4 | Year 5 | Year 6 |
|---|-------|--------|--------|--------|--------|
| A | 6     | 3      |        |        | 3      |
| B | 2     |        |        | 2      |        |
| C | 2     | 1      | 1      |        |        |
| D | 3     | 1      | 1      |        | 1      |
| E | 3     | 1      | 1      | 1      |        |

It is not appropriate to screen children in Year 1 and at this point in the year we have not yet begun screening in Year 2.

We have implemented precision teaching intervention for any children who have graded C, D or E. In addition, two children who graded E now have a formal diagnosis and are receiving additional tutoring outside of school. 7 teaching assistants and two teachers have been trained to deliver precision teaching.

### **Interventions:**

*Let all that you do be done in love...*

The provision map has been updated and we have reviewed the need across the school and put in place appropriate interventions to meet the needs of our SEND pupils.

| Intervention       | Primary need |
|--------------------|--------------|
| Play therapy       | SEMH         |
| Lego therapy       | SEMH/C&I     |
| Precision teaching | C&L/C&I      |
| ARCH readers       | C&L          |
| Reading & Thinking | C&L          |
| Fine motor skills  | PD           |
| Sensory circuits   | PD           |
| Looking & Thinking | C&L          |
| 1:1 Reading        | C&L          |
| Nurture group      | SEMH         |
| ELSA               | SEMH         |

### CPD

TA meetings are held every week in order to share information and expertise and to carry out training for teaching assistants. Training and meetings shared:

- PACE approach to behaviour/nurture
- Effective use of teaching assistants
- Precision teaching
- Lego therapy
- Intervention administration
- Data/information sharing

Coming up this year:

- Class provision maps
- Effective small group work
- Effective questioning
- Dyslexia
- Sensory processing

INSET delivered to teachers regarding differentiation, making the best use of teaching assistants and supporting the needs of all learners in the class.

External professionals

*Let all that you do be done in love...*

This year we have worked in partnership with a wide range of professionals to include:

| External professional                    | Caseload                  |
|--|---------------------------|
| SENSS Communication and interaction team | 20                        |
| SENSS Downs and complex needs            | 2                         |
| SENSS Physical disability                | 1                         |
| Speech and language therapy              | 8                         |
| Occupational therapy                     | 4                         |
| Play therapy                             | 4                         |
| Educational psychologist                 | 9 last year, 10 this year |
| Inclusion & behaviour support team       | 1 last year, 1 this year  |

#### Comper - St. Mary and St. John partnership

The two SENCOs at each site respectively work closely together.

- We now use Google Drive to share useful resources and, at transition points, relevant documentation;
- In the Spring and Summer terms, SSMJ SENCO attended annual reviews for children joining year Autumn 2022.
- SENDCO at SSMJ works with Comper Headteacher to discuss new consultations.
- SSMJ SENCO attends annual reviews for children with an EHCP.

#### **Looking ahead: Priority actions for 2022-23**

- Continue to develop the knowledge and skills of our Teaching Assistant team through regular meetings, inviting in parents of children with specific SEND and specialist advisory teachers and 1:1 training.
- Monitor the delivery of quality first teaching for pupils with SEND through learning walks, observations, book looks and discussions with children.
- Continue to build on the growing confidence among staff to meet the needs of children with SEND. This is primarily through whole staff training and access to relevant specialist training for

*Let all that you do be done in love...*

staff working directly with children who have a specific need and/ or disability, for example ADHD training & sensory processing training.

- Continue to develop and monitor the new pupil profile format and develop staff knowledge and expertise in creating SMART targets for pupils.
- Ensure that all classes have a class provision map. Monitor these and ensure that interventions are tracked on this document.
- Ensure that all interventions have a pre and post assessment and are tracked by the teacher and SENCO for effectiveness.
- Enhance and develop the role of the ELSA within school to take a lead role in the provision for children with SEMH both on and off the SEN register.
- Continue to screen pupils identified as potentially having dyslexic tendencies.
- Complete NASENCO course – January 2024
- Take part in whole education project and complete SEND self evaluation.

Tory Tofts  
SENDCo  
September 2020

#### Acronyms

EHCP - education, health and care plan

CWCF - children we care for (previously looked after children)

C&I - communication and interaction

C&L - cognition & learning

SEMH - social, emotional and mental health

SEND - special educational needs and disability

SENDCo - special educational needs coordinator

MHST - mental health support team

ELSA - Emotional Literacy Support Assistant

*Let all that you do be done in love...*