



SEND strategy statement: St Blaise School 2020-21 – Reviewed document

Summary information					
Academic Year	2020-21	Total SEN Funding budget	£72,849 (Increase of approx £20,000 – 19-20)	Strategy shared with Governors	June 2020
Total number of pupils	96	Prior attainment funding Top –up funding (5 named pupils) Each stream begins when the pupil accepted for additional funding.	£16,220	Date for next Governor review of this strategy June 2021	Budget setting period March 2021
Total number of SEN	16	Review of SEND funding Funding has remained steady – one Child in and one child out (EHCP additional funding) Register has increased over the year – Term 3 23 pupils	£56,629		
Type of need					
Autism	6				
Learning	8				
Social and emotional	0				
Behaviour	1				
Physical	1				
Level of SEN support					
EHCP	4				
K	12				
<p><u>Criteria for funding</u> Financial year April 20-21 Notional SEN funding £72,849 Top-up funding and funding for EHCPs – 4 pupils to receive top up funding – (if these pupils leave then the money will be recalled) – By Term 3 this was 5 pupils</p> <p><u>Criteria for spending</u> St Blaise takes pride in providing for each child’s needs, meeting these needs with a disregard for funding i.e. spending well over allocated funds. However, with the increased level of support needed for high level of need pupils it is essential the funding and effectiveness trail is more robust. This document seeks to address the needs of the school as a whole. <i>For pupils’ Individual needs please see Individual Pupil Plans.</i></p>					



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	<p><u>Staffing costs (in school budget)</u> TA approx. average £14.00 per hour; HLTA = £19.00 SENCO role - £4,518 Additional costs for EHCP – SENCO time - £2,600 + Specialist reports - £500</p>	<p><u>Bought –in support</u> Educational psychologist other professional £700per visit Specialist support –Kingfisher school - £250 per visit – Not used 2021 Specialist Point 5 behaviour support - £500 per half day – Not used 2021 Play therapist support (Clear Sky) - £85 per child per session</p>
		<p><u>Training and resources</u> Additional training budget - £1000 Staff inset cost (TA wages and supply teachers) - £1500</p>

Barriers to future attainment

- Data sources:
1. Pupils' needs identified quickly through qualified and experienced teachers' observations backed up by using assessment packs such as OCC needs descriptors, Sandwell, QCA, BPVS and the use of external agencies, such as Speech and language team and EP – COVID has meant that there has been a reduction in services during the 2020-21 school year
 2. High proportion of SEND pupils in Willow class – 2020-21
 3. In year transfer pupils 2020-21 – greater proportion of pupils with SEND need or EAL needs this follows the same pattern as the previous year

In-school barriers		In-school 'pluses'
A.	<p>Significant rise in the number of pupils with SEND and EAL who transfer to St Blaise (We have seen this now for 2 school years) – 2019-20 – 3 pupils joined – 2/3 SEND) 2020-21 – 5 in year transfers – 2/5 SEND and 3/5 ESL) Responding to the “constantly” changing needs of our expanding school.</p>	<ul style="list-style-type: none"> • Small school – pupils are assessed on entry (within a few days) – swiftly picked up by SENCo and assistant SENCo • Parents are quickly involved; class teachers and SEN staff make this a priority • Relationships with staff are formed quickly – action plans are set within a few weeks of arrival
B.	<p>Significant rise in EHCP pupils: applying, managing and reviewing processes are extremely time consuming. Additionally, health and other professionals raise parental' expectations of a positive outcome.</p>	<ul style="list-style-type: none"> • SENCO and SENCO support experienced at applying for EHCPs – 100% success rate • Evidence builds through current systems in place • Good relationship and ability to get help from SEN team
C.	<p>New pupil profiles (replacing action plans) in place but review is not holistic – greater need of parent and pupil voice in target setting</p>	<ul style="list-style-type: none"> • Staff are willing and have made progress in changing to pupil passports • System for review – 3 times a year is in place • Good relationships with parents and carers



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D.	Maths -continued disparity in maths attainment and progress	<ul style="list-style-type: none"> • TA 1-1 support for closing the gap in maths – new maths specialist has had a positive impact • New school scheme of work being written to take into account learning from early year’s course and school resources
E.	Headteacher time as SENCO (conflict re time available) Ability to appoint another staff member with responsibility for SEN (Budget restrictions)	<ul style="list-style-type: none"> • Headteacher has SENCo qualification and is supported through Abingdon SENCo group • Decisions are made quickly • Financial implications are known and regularly discussed with administrator • Good governor support from 2 former Headteachers
External barriers		External ‘pluses’
F.	Supporting hard to reach parents: the time to support effectively and the ability of parents to receive support.	<ul style="list-style-type: none"> • In general parents are supportive • Staff talk to parents continuously – trust established

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	On entry (reception or at other points) individual plans in place within 4 weeks <ul style="list-style-type: none"> - any transfer information is used and evaluated. - any entry testing is completed and informs targets. - meetings with parents establishes a positive relationship; pupil passport is shared 	<ol style="list-style-type: none"> 1. 100% of new SEND pupils have Pupil Profiles within 4 weeks of joining St Blaise These will be shared with and signed off by parents 2. Assessment and induction pack for SEND pupils – (Salford, Young’s, Sandwell, QCA, BPVS) 3. Parents report successful transition – in year transfer has been very positive
B.	EHCP review process is manageable for SENCO, staff and parents <ul style="list-style-type: none"> - clear advice is given about the process - the process is time efficient – other professionals are fully involved - greater role of class teachers and TAs in understanding the EHCP process and how they are reviewed 	<ul style="list-style-type: none"> • EHCP reviews and applications are completed within the statutory time frame – 1 applied for and successful • Data shows a reduction in the time spent on applications – Greater parental input from knowledgeable parents. The system is overwhelmed by the number of applications – 2 have been successful with another application this year. • Teachers and TAs are able to talk with confidence about pupils’ EHC plans – Greater ownership of documentation has led to better provision and knowledge of the pupils needs



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<p>C. Pupil Profiles are fully embedded and are updated within prescribed time frame</p> <ul style="list-style-type: none"> - pupils and parents have input in targets set; understood and clear to all - passports are reviewed three times a year 	<ol style="list-style-type: none"> 1. 100% of action plan targets are met each term because they are relevant and support learning -This has been COVID dependent – those that were in school more have done better <ol style="list-style-type: none"> a. pupil engagement in setting targets is evident (KS2) – Needs to be targets 2021-22 2. Staff feedback and QFT observations show increased expertise 3. Review of interventions so they are appropriate and meeting the needs of learners 4. Feedback from parents and pupils shows an increased involvement and ownership of profile
<p>D. 1-1 and small group maths support, targets needs effectively so close the gap progress is made. TAs have increased opportunities for training and then disseminating training to others.</p>	<ol style="list-style-type: none"> 1. TA support timetable and planned interventions show value added / rapid close the gap progress for pupils 2. Increased confidence in understanding how to meet maths targets – knowing who to ask 3. Implementation of new scheme of work
<p>E. Use of buy-in SENCO support 2020-21 Funding allows for 0.2 SENCO to be appointed for September 2021 or a member of staff to complete SENCO course and become SENCO</p>	<ol style="list-style-type: none"> 1. Reduced work load re SEN for Head- SENCO support effective 2. Successful appointment of a SENCO for Sep 2021or planned career progression (in-house appointment) <p>We have not been able to source a buy in SENCO this year</p>
<p>F Parents and staff have easy access to support services, promoting confidence and a better understanding</p>	<ol style="list-style-type: none"> 1. Continued promotion of Hub handbook ‘community around the school’ 2. Development of the autism support group, including the creation of a pamphlet – Parents feel that meeting and supporting each other remotely or live is a better way of working – Advocacy for Autism at St Blaise. Introduced the SWIFT course to support families – 6 families have benefited this year (6 more are signed up for September) 3. Welcome SEND pack to support pupils’ and parents new to the register – Working with ASD parents 4. SEND Parent Champion – parent or parents willing to ‘befriend’ new parents - Use of LH as a home school link – develop the use of a buddy system 5. Greater transparency for parents of systems – helpful guides and greater use of website to support and signpost



Planned expenditure							
Academic Year		2020/21					
Desired outcome		Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Review
A.	<p>On entry (reception or at other points) individual plans in place within 4 weeks</p> <ul style="list-style-type: none"> - any transfer information is used and evaluated. - any entry testing is completed and informs targets. - meetings with parents establishes a positive relationship; pupil passport is shared <p>Systems and procedures support expanding school roll.</p>	<ul style="list-style-type: none"> i. 100% of new SEND pupils have action plans within 4 weeks of joining St Blaise These will be shared with and signed off by parents. ii. Discussion with previous school is swift – all documents in place and conversations take place within 3 weeks iii. Assessment completed and induction pack for SEND 	<p>Early intervention is important; thorough baseline data discussions and termly data discussions all contribute to identifying pupils’ needs and specific areas of support.</p>	<ul style="list-style-type: none"> i. Robust review system in place: specifically to meet the needs of new pupils and families ii. Previous school information is gained within 4 weeks - iii. SEND pupil parent pack to be created -must be put on the website as well as paper pack. iv. Work with governors to ensure that work is useful and completed. v. Review by parents - evaluation 	<p>RL & Class teachers (CT)</p> <p>Office & CT</p> <p>RL and RD</p> <p>RL / LS/ FM</p>	<p>Variable - time cost</p>	<p>Action plans were up and running within the 4 weeks. Good relationships with parents who are supportive</p> <p>2 children with SEN – Y3 and Y5 – both have settled well and contact has been good with previous schools.</p> <p>Staff feel that they have a clear picture of need within 4 weeks.</p>
B.	<p>EHCP review process is manageable for SENCo, staff and parents</p> <ul style="list-style-type: none"> - clear advice is given about the process - the process is time efficient – other professionals are fully involved - greater role of class teachers and TAs in understanding the 	<ul style="list-style-type: none"> i. SENCo support to put cases together for submission ii. Clear school document approach so that masters match iii. Early application for additional funding so this route has been explored first iv. Greater involvement of class teacher in writing the initial document 	<p>EHCP process is a legal requirement. EHCP application and review is taking a large % of SENCo time so processes must be more efficient.</p> <p>The LA has a poor Ofsted rating – response to EHCP applications is an action point for them – we therefore need to</p>	<ul style="list-style-type: none"> i. Training to be offered to all staff – understanding the process ii. Paperwork is in order and is consistent iii. Review of all pupils on the register termly to decide next course of action; less time to be spent with pupils without extra support 	<p>All staff</p> <p>RL and SENCo sup</p> <p>CH</p>	<p>Variable - time cost</p>	<p>1 application has been made. Simplifications to the overall process have helped but the system is overloaded and not able to cope.</p> <p>Problems still with SEN team sending out applications for closest schools – standard letter now used to send back</p>



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	EHCP process and how they are reviewed	<ul style="list-style-type: none"> v. Parents are fully informed of the process – giving relevant documents from OCC – always download the most up to date. vi. Review process is given more time (approx. 20 hours) 	understand our rights and responsibilities.	<ul style="list-style-type: none"> iv. Website links for parents v. Use of autism parent support group to help find useful pathways 	Group +RL		Further successful application including supporting the family to get a place at an SEND school. We still have the pupil on our role and have co-ordinated his education whilst waiting for specialist provision to be available. SEN reviews take place within 10 day frame work – hold ups come from parental engagement in completing documentation
C.	<p>Pupil Profiles are fully embedded and are updated within prescribed time frame</p> <ul style="list-style-type: none"> - pupils and parents have input in targets set; understood and clear to all - passports are reviewed three times a year 	<ul style="list-style-type: none"> i. 100% of pupil profile targets are met each term because they are relevant and support learning-training required for teaching staff ii. Review with staff of targets and their effectiveness iii. Comprehensive resource review to take place - staff to understand programmes and interventions iv. Staff to link measures data to target setting – understand the impact of interventions 	<p>Staff need to be more effective when writing SMART targets and ensure that they change so that progress is made – even if small steps.</p> <p>Parental rights and understanding are vital in creating a shared process</p>	<ul style="list-style-type: none"> i. Staff training ii. Target monitoring – termly iii. Meetings with parents to discuss actions so that parents can help and support but also the need for transparency iv. Clear website advice 	RL	Variable - time cost	<p>Staff have been very involved. Targets were reviewed and updated at half term. Willow coping well – very organised and well managed.</p> <p>Term 2 away from school has not supported this target.</p> <p>SEND meetings with parents and staff to staff are better live – we have not been able to do this. There has been an imbalance this year – some pupils taking a lot more time – working with parents than others.</p>



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<p>D.</p>	<p>1-1 and small group maths support, targets needs effectively so close the gap progress is made.</p> <p>TAs have increased opportunities for training and then disseminating training to others.</p>	<ul style="list-style-type: none"> i. Appointment of Maths focus TA – line managed by maths co-ordinator ii. Development of personalised supported leaning in maths to plug gaps iii. Working alongside maths lead to develop SVM 1a – specific steps to improve calculations and fractions teaching iv. Support for other TAs v. Support to develop interventions 	<p>TA with specific skills brings additional resources and knowledge.</p> <p>Time can be targeted – effective use of class based time but also all morning sessions to be maximised i.e. registration time/ before lunch etc.</p>	<ul style="list-style-type: none"> i. Review of Data ii. Feedback from TAs and QFT observations iii. Agenda item when reviewing budget and setting budget in March 		<p>Variable - time cost</p>	<p>Very effective for SEN group. Personalised targets being met and upgraded quickly.</p> <p>Maths lead and Lead Maths TA have created a much better system of support. The policy supports all pupils not just SEND.</p>
<p>E.</p>	<p>Use of buy-in SENCO support 2020-21</p> <p>If funding allows a 0.2 SENCo to be appointed for September 2021 or a member of staff to complete SENCo course and become SENCo</p>	<ul style="list-style-type: none"> i. Continue use of support SENCo as budget allows ii. Successful appointment of a SENCo for Sep 2020 or planned career progression (in-house appointment) 	<p>To relieve pressure on HT and bring additional expertise</p> <p>A SENCo would bring additional skills and knowledge to school and permanently reduce pressure on HT (SENCo)</p>	<ul style="list-style-type: none"> i. Agenda item when reviewing budget and setting budget in March 		<p>Variable - time cost</p>	<p>Julie Selllers moved on. Schools quite introverted at present.</p> <p>2 staff members are interested in developing role</p> <p>Work has been done to look for new support – none available at this point</p>
<p>F</p>	<p>Parents and staff have easy access to support services, promoting confidence and a better understanding</p>	<ul style="list-style-type: none"> i. Promotion of Hub handbook 'Community around the school' ii. Welcome to SEND pack to support pupils & parents new to the register iii. SEND Parent Champion – parent or parents willing to 'befriend' new parents iv. Greater transparency for parents of systems – helpful guides and greater use of website to support and signpost 	<p>Enable the pupils to make accelerated progress</p> <p>Enable parents to support their children and the wider family so that they feel empowered (for parents by parents)</p>	<ul style="list-style-type: none"> i. Evaluation through parent discussion group – continued development of this group 	<p>RL& Gov groups</p>	<p>Variable - time cost</p>	<p>Autism group back up and online – Lisa H happy to run it and keep it going</p> <p>SWIFT course has started in school – 6 parents have joined the group. We will run another course in the Autumn.</p>