



The Lord God made all kinds of beautiful trees grow there and produce good fruit with seed in it according to their kinds and God saw that it was good.

(Genesis V1&2)

Governors' Special Educational Needs Report to Parents 2022

This report fulfils the Governors' statutory role to report to parents on the success of the school's policy for Children with Special Educational Needs and Disabilities (SEND).

Please note: for the purposes of this report 'parents' is used as inclusive term meaning, parents, carers and guardians

1. What do we mean by pupils with special educational needs, all children are special aren't they?

At St Blaise we believe all children are special and each child has individual needs. As parents you will know we monitor all children's progress carefully and ensure every child is happy and achieving their best at St Blaise. However, for some children, at some point in their school careers, learning can be especially difficult. Pupils may experience emotional and behavioural needs, or have physical difficulties, or have been identified on the autistic spectrum, which can mean pupils find understanding what is expected of them and how to concentrate especially difficult.

Each child with special educational needs is placed on what is called the Register of Pupils with SEND; we are required to do this by the Department of Education. Children on the Register have a Pupil Profile: this details individual and group work, discussions and external support. The Profiles, which are agreed with parents, keep track of interventions, as well as understanding the successes leading to progress and challenges which remain.

During 2021-22 the school received £77,205 specific SEND funding. Much of this money goes on staffing: additional teaching assistants, specialist teachers and to access support from outside agencies, including input from the Educational Psychologist. Funds are also allocated to staff training and the purchase of resources.

2. How many pupils at St Blaise need SEND support?

The following table shows you the numbers of pupils who were on the SEND register each term for the last academic year and their category of difficulties. You will see the numbers fluctuate as new children enter school and the school roll changes, and as children's needs are identified and met.

SEND	Term 1	Term 2	Term 3
% Learning	11	10	11
% Behaviour	0	0	1
% Physical	2	2	2
% Autism spectrum	7	7	7
Total	20	19	21

For funding purposes pupils are in one of three categories:

- i) EHCP – these are pupils with the highest levels of need and may have health as well as learning needs recognised. EHCP stands for Education, Health Care Plans.
- ii) High Level of Need - pupils may also need the additional support from outside agencies such as the Educational Psychologist, speech therapists and the behavioural support team, as well as intensive support from within school.
- iii) Low Level of Need - pupils have the lowest level of additional needs and may only need support for a few terms. Any additional funding required comes from within the school budget.

SEND	Term 1	Term 2	Term 3
EHCP	4	4	4
Other SEND need	16	15	17
Total SEND	20	19	21

3. How do we know how well pupils are progressing?

In November 2018 the school was inspected by Ofsted and was rated 'Good' in every category.

Specifically for SEND pupils, it was reported:

'Pupils who have special educational needs (SEN) and/or disabilities make strong progress.'
'Your inclusive practice benefits all pupils.'

Whilst this report was some time ago, we believe this still to be the case.

Pupils' progress is measured against individual targets set out in educational plans. These targets are agreed with parents and children. Some of these goals may include personal, emotional and behavioural targets. This year, 60% of pupils met the majority of their action

plan targets and 75% of pupils met their predicted levels. For some pupils making very good progress this means they are closing the gap with their peers.

4. How do you make sure pupils make as much progress as they can?

In the first instance it is about ensuring children attend school regularly. Attendance may be part of the child's problems for any number of reasons.

Next, having high expectations of what pupils can achieve, sharing those with parents and a very important part is helping pupils believe in their own potential. The support of parents is crucial to children's success and last year 90% of parents attended review meetings.

Most importantly, good teachers and good teaching mean the needs of all pupils are met. For SEND pupils an additional explanation of the lesson goal may be needed, or tasks may be broken down into smaller chunks for learning, or the teacher, or teaching assistant (TA), may give additional support. In this way pupils' needs, whether they are because they find it difficult to concentrate, or need extra time to learn new skills, are always met. For some pupils with a high level of need, such as some pupils on the autistic spectrum, time away from the 'hustle and bustle' of a busy classroom is needed. In these instances, our highly trained TAs withdraw with the child to find a quieter place for learning.

Additionally, focused teaching matched to SEND pupils' individual needs is provided through 1-1 and small group lessons, called interventions. We have a number of interventions that we know work very well, but the school is always open to trying new approaches. A new range of iPad apps including NELI (Nuffield Early Language Intervention) are also supporting pupils' learning.

We will always seek professional support, which this year has included: SENSS (Special Educational Needs Support Service) for autism outreach support. We have worked with Rhonda Oliver who leads a team and Ken Bradshaw who provided one-to-one support for several pupils. The team also provided transition work so that pupils moving to Dicot Girls School were ready for Year 7. We have worked with the speech therapy team, play, Looked After team in Oxfordshire and Wiltshire and the Educational Psychologist. We have accessed social care, the Hearing Impairment team and the school nurse. We have also used the services of Katie Sinclair who has advised us about interventions and supported us in making successful EHCP applications. Following the training of two TAs to become Trauma Therapy Support Workers, a psychotherapist has worked with staff to put therapy programmes in place.

All staff keep up to date with training to ensure they meet all pupils' needs: this year has included work with the OXSIT team who have provided inset on ADHD (Attention Deficit Hyperactivity Disorder) and Autism.

Monitoring the progress of SEND pupils is very important. Mrs Ruth Leach, Headteacher and SENCo (Special Educational Needs Coordinator), monitors pupils' progress each half-term, so six times a year. Individual Pupil Profiles help us to engage pupils in their learning styles and needs.

Discussions are held with parents and children at least three times a year: the focus is always how well the children are progressing in all aspects of need and discussing what strategies and support will help children achieve even greater success. The views and wishes of parents and children are extremely important. Parents of children with the highest level of need (those with EHCPs) always help staff to think carefully about the needs of the children. Discussions include how school and parents can work together to meet action plan targets.

The Inclusion Governors, Mrs Fiona Morgan and Mrs Linda Shatford, meet with Mrs Ruth Leach termly to discuss the success of interventions and support. These meetings and their outcomes are scrutinised further at meetings of the full governing board.

Further detail of support in school and from external agencies can be found on the school website by looking at the school SEND Policy and following links to the 'Local Offer'. County information can be accessed through <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send> Also on the school website are policies relating to Accessibility and Supporting Pupils with Specific Medical Needs.

5. What do I do if I feel my child has special educational needs?

In the first instance meet with your child's class teacher and discuss your concerns. They will be able to tell you how well your child is achieving compared to national standards and how much progress your child is making compared to classmates. If needed, a plan will be put in place to support your child in the areas of concern you have both identified.

The input from parents and carers is extremely important, so please do come and discuss any worries you may have and do all you can to support your child. Should you not feel listened to, make further appointments to see the class teacher, or to meet with Mrs Leach in her role as SENCo. Further, in the unlikely event you feel your child's needs are not being met, make an appointment to speak to Fiona Morgan or Linda Shatford, the Inclusion Governors; both can be contacted through the school office. Additionally, Linda Shatford's email, as Chair of Governors, is chair.3260@st-blaise.oxon.sch.uk

6. What happens when my child moves school? Will they have the same level of support?

Moving schools can be a stressful time for all children and we recognise this can be especially difficult for children with SEND. As SENCo Mrs Leach will ensure transition to a new school during the school year, perhaps because of a house move, or on transfer to secondary school, goes smoothly. All information concerning the child's needs and current

support will be passed on to the new school. Where possible, visits will be encouraged and made to our school, helping the flow of information and demonstrating the level of support in place.

Finally...

We have endeavoured to give you an outline of the support SEND pupils receive at St Blaise and how successful the school has been over the last year. You can find much more information on the School Website, or do not hesitate to come into school for paper copies of any documents or just for a chat or more formal discussion. There is always someone to listen to any questions or concerns you may have.

The Governors would like to thank Ruth and all staff for their hard work and dedication in ensuring all SEND pupils have a successful and happy school experience.

Fiona Morgan and Linda Shatford Inclusion/SEND Governors on behalf on the Governors of St Blaise CE Primary School October 2022