



SEND strategy statement: St Blaise School 2021-22 – REVIEWED JUNE 2022

Summary information					
Academic Year	2021-22	Total SEN Funding budget	2021-22- £77,205	Strategy shared with Governors	June 2021
Total number of pupils	98	Prior attainment funding Top –up funding (5 named pupils) - now 4 pupils. Each stream begins when the pupil accepted for additional funding.		Date for next Governor review of this strategy January 2022	Revised Jan 2022 Final revision – June 2022
Total number of SEN <u>Type of need</u> Autism Learning Social and emotional Behaviour Physical <u>Level of SEN support</u> EHCP K	23 9 13 1 18 5				
<p><u>Criteria for funding</u> Financial year April 21-22 Notional SEN funding Top-up funding and funding for EHCPs – 5 (4) pupils to receive top up funding – (if these pupils leave then the money will be recalled) <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>					
<u>Staffing costs (in school budget)</u> TA approx. average £14.50 per hour; HLTA = £19.50 SENCO role - £4,518 Additional costs for EHCP – SENCO time - £2,600 + Specialist reports - £500			<u>Bought –in Support</u> Educational psychologist other professional £700per visit Specialist support –Kingfisher school - £250 per visit Not needed 2021/22 Specialist Point 5 behaviour support - £500 per half day – Not needed 2021/22 Play therapist support - £85 per 1 hour sessions – Not needed 2021/22 rauma therapist - HLTA SENCO - Katie Sinclair - £19 (1.5 days a week)		



		<p><u>Training and resources</u> Additional training budget - £1000 – OXSIT package has been used – 2021/22 - £1500 – Lizzie Pinkney – 3 bespoke visits – Whole staff training – reviewing procedures Staff inset cost (TA wages and supply teachers) - £1500</p>
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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 – Support services have been very limited 2020-21
2. Increase in numbers on SEND register – some due to COVID most due to increase of in year transfer pupils with SEND
3. Ever changing school roll due to expansion

In-school barriers	In-school 'pluses'
<p>A. Significant rise in the number of pupils with SEND who transfer to St Blaise. Responding to the “constantly” changing needs of our expanding school.</p> <p>This has continued 2021/22 – 70% of new pupils have an inclusion need</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
<p>B. 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> <p>4 pupils with 2 additional at assessment stage</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
<p>C. High numbers of ASD pupils on roll. Limited ability of the county to support individual pupils. Increase in ASD pupils becoming school phobic (also linked to COVID)</p> <p>9 pupils with ASD and a further 3 awaiting assessment - 7.5% (10%) – this high compared to other school</p>	<ul style="list-style-type: none"> • Good understanding of staff about ASD pupils – staff level one and some level two trained • Good relationship with SENSS support (although this is changing in September) • Introduction of the SWIFT course for parents – parents willing to engage with this training – the continued development of the ASD parental support group
<p>D. New pupil profiles (replacing action plans) in place but review is not holistic –</p>	<ul style="list-style-type: none"> • Staff are willing and have made progress in changing to pupil passports



	greater need of parent and pupil voice in target setting 2 year review of profile has shown that they are not robust. New format includes Pupil, parent and school voice on form -will be used from Sep 2022	<ul style="list-style-type: none"> • System for review – 3 times a year is in place • Good relationships with parents and carers
E.	Head teacher 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"> • Head teacher 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 Head teachers
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 • SWIFT course • Use of remote meetings has increased parental participation as timings can be more flexible

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	New reception pupils needs are understood by staff team and SENCO In Year Transfers on the SEND register have needs quickly identified and targeted support in place	<ol style="list-style-type: none"> 1. New Reception pupils that need to be are on the register before children start 2. 100% of new SEND pupils have St Blaise Pupil Profiles within 4 weeks of joining St Blaise These will be shared with and signed off by parents 3. Assessment and induction pack for SEND pupils – (Salford, Young's, Sandwell, QCA, BPVS) 4. Parents report successful transition
B.	EHCP review process is manageable for SENCO, staff and parents. Realistic expectations of parents met	<ol style="list-style-type: none"> 1. EHCP reviews and applications are completed within the statutory time frame 2. Data shows a reduction in the time spent on applications – HT time 3. Parents get the correct advice and understand the decision when an EHCP is not being applied for - verbal process – 2021/22 all have been applied for 4. OCC communicate with parents and school together – No involvement as we have



		<p>had no named officer.</p> <p>5. Teachers and TAs can talk with confidence about pupils' EHC plans</p>
C.	<p>ASD pupils' personal needs are met</p> <ul style="list-style-type: none"> - Staff feel confident to meet the needs of ASD pupils - Parents feel confident in the approaches that school take towards their children. Processes are transparent - Parents work with school to ensure that children's needs are met – this includes the transfer between home and school - Spaces are available in each building so that children can be kept safe 	<p>1. SWIFT course continues, all ASD families have the opportunity to attend – no capacity from SENSS team to deliver this 2021/22 – we are on the waiting list</p> <p>2. Parent support group meet and buddy up with families that are new to diagnosis</p> <p>3. Attendance and Lack of lateness for ASD pupils improve – RL to put STATS HERE</p> <p>4. Teachers time is well-spent supporting ASD families –meetings are useful and situations improve</p> <p>5. Spaces are created in both buildings so that pupils can be safely withdrawn and allowed to calm down privately - THE NEST is being created in small room by old community room – providing access for both buildings.</p>
D.	<p>Pupil profiles are effective in communicating the needs of pupils and their families</p>	<p>1. Teachers write first person targets</p> <p>2. KS2 pupils have helped to write their targets</p> <p>3. Pupils attend review meetings with their parents</p> <p>4. Pupil and parent need sessions are updated 3 times a year by different members of the class team</p> <p>5. Pupil profiles are working documents, with evidence that is on-going, not just at the end of a term when they are shared</p> <p>We have redesigned these to give more information and viewpoints</p>
E.	<p>Use of buy-in SENCO support 2021-22</p>	<p>1. Reduced work load re SEN for Head- SENCo support effective</p> <p>2. Plan is in place for the SENCO role (within existing staff or as a new appointment)</p> <p>SEN team has formed – Ruth with Rachel and Katy</p>
F	<p>Parents and staff have easy access to support services, promoting confidence and a better understanding</p>	<p>1. Development of the autism support group – fortnightly meeting</p> <p>3. Welcome SEND pack to support pupils' and parents new to the register – website section</p> <p>4. SEND Parent Champions – parent or parents willing to 'befriend' new parents - through the autism group but would like to extend – Red Dragon parents now involved.</p> <p>5. Phase 2 of the SWIFT course takes place</p> <p>6. Parents feedback is positive and regularly acted upon – Feedback from families – M families and E family – working together</p>



Planned expenditure						
Academic Year		2021/22				
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
<p>A. New reception pupils needs are understood by staff team and SENCO</p> <p>In Year Transfers on the SEND register have needs quickly identified and targeted support in place Action plans that are sent through are reviewed with parents (many have no idea that pupils are on the register)</p>	<p>i. Pre-start meetings with all previous providers</p> <p>ii. Developing links with Little Pippins (Harwell)</p> <p>iii. Teachers take responsibility to contact schools where children have come from including liaising with SENCO</p> <p>iv. Action plans that are sent through are reviewed with parents. (We find many have no idea that pupils are on the register.)</p> <p>v. Those remaining on the register have new pupil passports</p>	<p>Early intervention is important; understanding as much as we can about need. Using strategies that have worked re important. Keeping parents informed and part of the process. Building relationships.</p>	<p>i. Good relationships with other professional – timely information sharing.</p> <p>ii. Previous school information is gained by the end of week 2 by the CT.</p> <p>iii. Website information is available</p> <p>iv. Review by parents - evaluation</p>	<p>RL & Class teachers (CT)</p> <p>CT</p> <p>RL / KM</p> <p>RL</p>	<p>Variable - time cost</p>	<p>1 new pupil with EHCP – pre-visits supported transfer – regular ½ termly meetings. Regular meetings with S&L services</p> <p>Records have been handed over in a timely manner – follow up phone calls made where needed</p> <p>Action plans are now emailed after face to face meetings – where appropriate</p>
<p>B. 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 EHCP process and how they are reviewed 	<p>i. SENCo support to put cases together for submission</p> <p>ii. Clear school document approach so that masters match</p> <p>iii. Early application for additional funding so this route has been explored first</p> <p>iv. Links with CAMHS are made – their advice to compliment school finding</p> <p>v. Greater use of the SEND panel system to support stuck cases</p> <p>vi. Greater involvement of class teacher in writing the initial</p>	<p>EHCP process is a legal requirement. EHCP application and review is taking a large % of SENCo time so processes must be more efficient. The LA has a poor Ofsted rating – response to EHCP applications is an action point for them – we therefore need to understand our rights and responsibilities.</p>	<p>i. Training to be offered to all staff – understanding the process</p> <p>ii. Paperwork is in order and is consistent</p> <p>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> <p>iv. Website links for parents</p> <p>v. Use of autism parent</p>	<p>All staff</p> <p>RL and SENCo sup</p> <p>CH</p> <p>Group +RL</p>	<p>Variable - time cost</p>	<p>2 successful applications made by KS. Both were highly praised by SEN team. Documentation is now effective and useful</p> <p>CAMHS waiting list is now 4Y+ there is no support for schools. Panel used once for a stuck case had minimal impact school still ended up applying for EHCP.</p>



		<p>document</p> <p>vii. Parents are fully informed of the process – giving relevant documents from OCC – always down load the most up to date.</p> <p>viii. Review process is given more time (approx. 20 hours)</p>		<p>support group to help find useful pathways</p>			<p>Class teacher supporting with review and attending the initial meetings. Parents kept in correspondence loop always copied into emails and regular meetings take place</p>
C.	<p>ASD pupils' personal needs are met through good collaboration</p> <ul style="list-style-type: none"> -pupil - staff -parent 	<p>i. Increased training for all staff – Level 1 and 2 updates for all</p> <p>ii. Use of SENSS support with training and individual cases – teachers accessing support</p> <p>iii. Regular time effective meetings are used to liaise with parents in a controlled manner</p> <p>iv. Scripts are written with parents to ensure that the same words are being used</p> <p>v. When communication is challenging use of third party to support can be used in a professional way</p> <p>vi. School recommending the used of SENDIAS to support parents</p> <p>vii. Designated spaces are created in each building</p> <p>viii. Second round of SWIFT course takes place – Autumn 2021</p>	<p>Increased number of pupils diagnosed with ASD – 9 pupils across the school.</p> <p>Increased parental pressure is placed on school to solve issues.</p> <p>Team work is key to successful daily transitions – regular attendance is important. Lateness is becoming a barrier to successful learning.</p>	<p>i. SWIFT course continues, all ASD families have the opportunity to attend</p> <p>ii. Parent support group meet and buddy up with families that are new to diagnosis</p> <p>iii. Attendance and Lack of lateness for ASD pupils improve</p> <p>iv. Teachers time is well spent supporting ASD families –meetings are useful and situations improve</p> <p>v. Spaces are created in both buildings so that pupils can be safely withdrawn and allowed to calm down privately</p>	<p>RL and SENDS team</p> <p>Parents</p> <p>Teachers</p> <p>RL</p>		<p>Training – L2 in term 2 SENDIASS link- Rhonda Oliver has been very engaged with school and is supportive to pupils, staff and parents.</p> <p>No conflicts with parents have taken place this year work has been complimentary.</p> <p>SENDIASS recommended but has no capacity to support</p> <p>Term3 – NEST created to be shared between both buildings. Safe space to support ASD pupils High demand for SWIFT – we are on waiting list</p>
D.	<p>Pupil Profiles are fully embedded and are updated within prescribed time frame</p> <ul style="list-style-type: none"> - pupils and parents 	<p>i. 100% of pupil passport targets are met each term because they are relevant and support learning- training required for teaching staff</p>	<p>Staff need to be more effective when writing SMART targets and ensure that they change so that progress is made – even if</p>	<p>i. Staff training</p> <p>ii. Target monitoring – termly</p> <p>iii. Meetings with parents to discuss actions so that</p>	<p>RL</p>	<p>Variable - time cost</p>	<p>Pupil profiles have been evaluated. Working with KS and Lizzie (OXSiT team) we have now redesigned profile to include pupil,</p>



	<p>have input in targets set; understood and clear to all</p> <p>- passports are reviewed three times a year</p>	<p>ii. Review with staff of targets and their effectiveness</p> <p>iii. Comprehensive resource review to take place - staff to understand programmes and interventions</p> <p>iv. Staff to link measures data to target setting – understand the impact of interventions</p>	<p>small steps.</p> <p>Parental rights and understanding are vital in creating a shared process</p>	<p>parents can help and support but also the need for transparency</p> <p>iv. Clear website advice</p>			<p>parent and staff point of views.</p> <p>Documents will be emailed out so no longer require signatures.</p> <p>This work is yet to be used and evaluated</p> <p>RD away long term sick -5 months</p>
E.	<p>Use of buy-in SENCO support</p> <p>If funding allows a 0.2 SENCo to be appointed for September 2022 or a member of staff to complete SENCo course and become SENCo</p>	<p>i. Continue use of support SENCo as budget allows</p> <p>ii. Successful appointment of a SENCo for Sep 2022 or planned career progression (in-house appointment)</p>	<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>	<p>i. Agenda item when reviewing budget and setting budget in March</p>			<p>Improved STATS – on a sample day 6/6/22 – only 5/28 do not take up the offer</p> <p>Menus are specific to school/ research with the school meals children.</p> <p>Tuesday and Thursday are the least popular days – we tried to make changes to these days</p> <p>Daily jacket potato option – No cold options</p>
F	<p>Parents and staff have easy access to support services, promoting confidence and a better understanding</p>	<p>i. Welcome to SEND pack to support pupils & parents new to the register – website section</p> <p>ii. SEND Parent Champion – parent or parents willing to 'befriend' new parents</p> <p>iii. Phase 2 of the SWFT course takes place</p> <p>iv. Development of online meet the SENCO service</p>	<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>	<p>i. Evaluation through parent discussion group – continued development of this group</p>	<p>RL& Gov groups</p>	<p>Variable - time cost</p>	<p>SWIFT course was successful for 6 families – we have not been able to run this again. Dwindling support from outside agencies. ASD parent support group started in T3 this also includes Red Dragon parents – meeting one – 6 families represented.</p> <p>In future we would like to increase the capacity of</p>



St Blaise Church of England Primary School

Exploring and achieving together

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