



SEND strategy statement: St Blaise School 2022-23

Summary information					
Academic Year	2022-23	Total SEN Funding budget	£67,205	Strategy shared with Governors initially	July 2022
Total number of pupils	98	Prior attainment funding Top –up funding 4 pupils (5 th in process) Each stream begins when the pupil accepted for additional funding.		Date for next Governor review of this strategy January 2023 Final strategy with review – June 2023	February 2023 – shared
Total number of SEN <u>Type of need</u> Autism Learning Social and emotional Behaviour Physical <u>Level of SEN support</u> EHCP K					Review of SEND funding
<p><u>Criteria for funding</u> Financial year April 22-23 Notional SEN funding Top-up funding and funding for EHCPs – 4 (5th in process) pupils to receive top up funding – (if these pupils leave then the money will be recalled) Criteria for spending 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 = £22 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 Specialist Point 5 behaviour support - £500 per half day – Play therapist support - £85 per 1 hour sessions Trauma therapist - HLTA SENCO - Katie Sinclair - £22 ph		



		<p><u>Training and resources</u> Additional training budget - £1000 – OXSIT £1500 – Lizzie Pinkney Staff inset cost (TA wages and supply teachers)</p>
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Barriers to future attainment

1. Pupils' needs identified quickly through qualified and experienced outside agencies use of external agencies – response is slow - Speech and language team, CAMHS, and EP
2. Increase in numbers on SEND register
3. Ever changing school roll due to expansion – 75% of 2021-22 in year transfers were SEN
4. Parent understanding of how to support their child's needs (including the lack of support for parents)
5. Lack consistent SEN officer – no clear route for applications (EHCP)

In-school barriers	In-school 'pluses'
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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>	<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 • School has a range of in-house testing used for screening • Katie – dyslexia screening • Good relationships and service from SENSS (Communication team- ASD)
<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>	<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 • Revision of paperwork through OXSIT team now matches requirement for successful applications
<p>C. High numbers of ASD pupils on roll. Limited ability of the county to support individual pupils- (training model) Increase in ASD pupils becoming school phobic (also linked to COVID)</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) • Continuation of the SWIFT course for parents – parents willing to engage with this



		training – the continued development of the ASD parental support group
D.	New pupil profiles (replacing action plans) in place but review is not holistic – greater need of parent and pupil voice in target setting	<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
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
G.	Lack of support for from outside agencies (pupils, staff and parents/carers) who have long waiting list and no staff. Staff in place often change so no consistency in relationship.	<ul style="list-style-type: none"> • SENSS team – support from Rhonda Oliver who provides our monitoring of ASD pupils, trains staff and runs SWIFT for parents – matches needs of the school • EP has returned following maternity leave • H&I has returned following maternity leave

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduce number of pupils on the SEN register because teaching is differentiated and meets the needs of the class	<ol style="list-style-type: none"> 1. 23 on register July 2022 – target 18 July 2023 – 18 by choice (see notes below) 2. Planning and lesson observation focus – how are the needs of these pupils being met in class – monitoring 3. Resourcing appropriately – e.g Clicker 8 for writing 4. Effective TA support – high cost – value for money 5. Effective interventions show close the gap progress -
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. Parents get the correct advice and understand the decision when an EHCP is not being applied for 3. OCC communicate with parents and school together – No involvement as we have had no named officer. (Different officer for different case) 4. Teachers and TAs can talk with confidence about pupils' EHC plans



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 	<ol style="list-style-type: none"> 1. SWIFT course continues, all ASD families have the opportunity to attend – no capacity from SENSS team to deliver this - different staff to attend 1:4 course days 2. Parent support group meet and buddy up with families that are new to diagnosis 3. Parent ASD group continues every third week - expand group to all SEN pupils parents/carers 4. Teachers time is well-spent supporting ASD families –meetings are useful and situations improve – Home-school worker would be effective 5. The Nest is used effectively – this is a proactive space that children use to de-escalate before crisis point – agreements linked to personal plans
D.	<p>Pupil profiles are effective in communicating the needs of pupils and their families</p>	<ol style="list-style-type: none"> 1. Teachers write first person targets 2. KS2 pupils have helped to write their targets 3. Pupils attend review meetings with their parents 4. Learning meetings need sessions are updated 3 times a year by different members of the class team 5. Pupil profiles are working documents, with evidence that is on-going, not just at the end of a term when they are shared
F	<p>Parents and staff have easy access to support services, promoting confidence and a better understanding</p>	<ol style="list-style-type: none"> 1. Welcome SEND pack to support pupils' and parents new to the register – website section 2. SEND Parent Champions – parent or parents willing to 'befriend' new parents - through the autism group but would like to extend – 3. Greater transition links with Red Dragon and other pre-schools 5. Phase 2 of the SWIFT course takes place 6. Parents feedback is positive and regularly acted upon -

Academic Year						
	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A.	<p>Reduce number of pupils on the SEN register because teaching is differentiated and meets the needs of the class</p>	<p>-Pre-start of term transitions are good and informative – new teachers understand the needs of their classes (within school – those coming from other settings is a slow process)</p>	<p>Quality first teaching is the most effective way to ensure that pupils needs are met</p> <p>TA's are a good resource when used effectively by the</p>	<ol style="list-style-type: none"> i. Planning scrutiny – medium and short term ii. Learning walks iii. Lesson obs iv. Data meetings where pupils are discussed 	<p>RL</p>	<p>Target met with original number of children. Additional Recp and ASD pupils have been added. Teaching obs have shown good knowledge by staff and pupils picked up through personalised learning in</p>



		<ul style="list-style-type: none"> -Pupil profiles are reviewed with new teachers -Planning and grouping show differentiation and work to meet the needs of less able -resources are appropriate and adjusted -TA's are used effectively to support all learners -Teachers take an active part in supporting SEN pupils -Teacher and standardised assessments are used to ensure targets are on track -Targets are quickly changed when meet so that there is no wasted time -Interventions are reviewed – new programs are used and bought where needed 	<p>teacher</p>	<ul style="list-style-type: none"> v. Interventions are monitored vi. Pupil passport scrutiny and discussion vii. Pupil and parent feedback 		<p>English and Maths. Outcome needed re tracking intervention and maths We were on track to reach this target – 20 by end of T1 – changes to C&I mean that we can't refer anyone to C&I that is not on the register. 2 Feb diagnosis of ASD both have to go onto the register – 22 at the start of T2b. Despite roll increase relatively numbers haven't – 6 new pupils in year transfer – 3 have come in on the register. Pupils are being well supported in class and during interventions. Training for teachers about the use of TA's and training for TA's in the use of CAP in maths, Autism support – these are helping ensure support is increasingly effective. RL monitoring shows good use of support in phonics and spelling (T2a).</p>
<p>B.</p>	<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. Links with CAMHS are made – their advice to compliment school finding v. Greater use of the SEND panel system to support stuck cases 	<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</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 iv. Website links for 	<p>All staff RL and SENCo sup CH Group</p>	<p>SENCO support has been very helpful and cost effective – 3 successful applications 2022-23 1 new EHCP application has been submitted since Dec. 1 is in process and 1 is about to start. 1 application for early funding has been made – application has still not been seen (not statutory requirement for timescale) CAMHS advice is used but often pushes case back to school rejecting any</p>



	EHCP process and how they are reviewed	vi. Greater involvement of class teacher in writing the initial document	responsibilities.	parents Use of autism parent support group to help find useful pathways	+RL	assessments – timescales are 3year + to be seen. Speech and language – 2years + to be seen 0 panels used to data Class teachers have not been involved in general docs but do support with teacher report – time restraints
C.	ASD pupils' personal needs are met through good collaboration -pupil - staff -parent	<p>i. Regular updates and staff meeting support from Rhonda Oliver</p> <p>ii. Staff to attend SWIFT course with parents</p> <p>iii. Resources are stored effectively and highlighted by SENCO team to try.</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 – HASN'T been needed</p> <p>vi. School recommending the used of SENDIAS to support parents</p> <p>vii. The nest is used effectively to deescalate pupils – it is a well resourced space that the children want to access –viii. Parent support group is increasingly active and supportive to all SEND pupils parents</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. Pupil voive re the nest shows it's positive use</p> <p>vi. Parent feedback</p>	<p>RL and SENDS team</p> <p>Parents</p> <p>Teachers</p> <p>SENCO team</p>	<p>C&I worker on long term sick no replacement – Easter- SWIFT took place in Nov/Dec – 3 TA's had this as part of their appraisal targets.</p> <p>11 members of staff attended the ASD 3 session training – this was refresher but useful conversations about our current pupils enabled good team planning and thinking.</p> <p>Some scripts have been formed with 2 challenging pupils – more can be developed.</p> <p>SENDIASS details always shared with families.</p> <p>Nest used primarily by one pupil success is more dependent on adult recognising when the early signs of issues are present – next steps to continually use with Y1,2 so that it becomes part of their school and seen as a useful personal resource.</p> <p>Parent support group is operational now but the main lead is working fulltime so it has not been easy to organise</p>
D.	Pupil profiles are effective	i. 100% of pupil passport targets	Staff need to be more	i. Staff training		Staff are engaged with the processes.



	in communicating the needs of pupils and their families	<p>are met each term because they are relevant and support learning- training required for teaching staff</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>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>	<p>ii. Target monitoring – termly</p> <p>iii. Meetings with parents to discuss actions so that parents can help and support but also the need for transparency</p> <p>iv. Clear website advice</p>		<p>Pupils attend In KS2 so have more voice in the decision made.</p> <p>Staff write their own targets and when transitioning work together.</p> <p>We have reviewed targets – Dec 2022 – more work is needed on this to make staff more accountable for their target choices.</p> <p>Forms now being used more consistently and targets were shared with parents – emails now sent if no attendance (need to log copies of these)</p> <p>Data for reading and spelling used but Sandwell is very time consuming and not as useful at finding gaps (still the only SEN recommended assessment)</p>
E.	Parents and staff have easy access to support services, promoting confidence and a better understanding	<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. i. Evaluation through parent discussion group – continued development of this group</p>	RL& Gov groups	<p>This would be a very valuable piece of work and with new staff we hope this will take place next year.</p> <p>We have not had time to action this yet. RL to speak to KS to see if she has the capacity to support with this work.</p>

Review of progress and impact

- The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact.
- In line with legislative requirements, we will review progress against our Pupil Premium objectives and set new objectives annually.



- This plan will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the plan will also be evaluated twice annually led by the Headteacher and Lead Governor, who both have a designated responsibility and discussed further at FGB.