



## SEND strategy statement: St Blaise School 2023-24

Summary information					
<b>Academic Year</b>	2023-24	<b>SEN funding</b> <b>Top up EHCP funding</b> <b>Total SEN Funding budget</b>	£67,938 £	<b>Strategy shared with Governors initially</b>	September 2023
<b>Total number of pupils</b>	143	<b>Prior attainment funding</b> Top –up funding 5 pupils Each stream begins when the pupil accepted for additional funding.	One EHCP pupil starting 11/9/23 no funding to date	<b>Date for next Governor review of this strategy</b>  <b>February 2024</b>  <b>Final strategy with review</b>  <b>July 2024</b>	
EHCP – 4 pupils – Y6 1 pupil – Y4 1 pupil – Y3 Total – 6 pupils with EHCP’s – 4.2% of total pupil numbers K - 15	<b>6 EHCP</b>  <b>15 K</b>				
<b><u>Criteria for funding financial year April 23-24</u></b>	Notional SEN funding Top-up funding and funding for EHCPs – 4 (5 <sup>th</sup> in process) pupils to receive top up funding – (if these pupils leave then the money will be recalled) <b><u>Criteria for spending</u></b> 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>				
	<b><u>Staffing costs (in school budget)</u></b> TA approx. average £14.50 per hour; HLTA = £22 SENCO role - £4,518 Additional costs for EHCP – SENCO time - £2,600 + Specialist reports - £500		<b><u>Bought –in Support</u></b> 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		
	<b><u>Training and resources</u></b> Additional training budget - £1000 – OXSIT £1500 – Lizzie Pinkney				



Staff inset cost (TA wages and supply teachers)

**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 2022-23 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'**

<b>A.</b>	Significant rise in the number of pupils with SEND who transfer to St Blaise. Responding to the “constantly” changing needs of our expanding school.	<ul style="list-style-type: none"> <li>• Small school – pupils are assessed on entry (within a few days) – swiftly picked up by SENCo and assistant SENCo</li> <li>• Parents are quickly involved; class teachers and SEN staff make this a priority</li> <li>• Relationships with staff are formed quickly – action plans are set within a few weeks of arrival</li> <li>• School has a range of in-house testing used for screening</li> <li>• Katie – dyslexia screening</li> <li>• Good relationships and service from SENSS (Communication team- ASD)</li> </ul>
<b>B.</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.	<ul style="list-style-type: none"> <li>• SENCO and SENCO support experienced at applying for EHCPs – 100% success rate</li> <li>• Evidence builds through current systems in place</li> <li>• Revision of paperwork through OXSIT team now matches requirement for successful applications</li> </ul>
<b>C.</b>	High numbers of ASD pupils on roll. Limited ability of the county to support individual pupils- (training model)	<ul style="list-style-type: none"> <li>• Good understanding of staff about ASD pupils – staff level one and some level two trained</li> </ul>



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	Increase in ASD pupils becoming school phobic (also linked to COVID)	<ul style="list-style-type: none"> <li>• Good relationship with SENSS support (although this is changing in September)</li> <li>• Continuation of the SWIFT course for parents – parents willing to engage with this training – the continued development of the ASD parental support group</li> </ul>
<b>D.</b>	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"> <li>• Staff are willing and have made progress in changing to pupil passports</li> <li>• System for review – 3 times a year is in place</li> <li>• Good relationships with parents and carers</li> </ul>
<b>E.</b>	Head as SENCO is not sustainable as the school grows and there is an increased work load	<ul style="list-style-type: none"> <li>• Head is a cheaper way of running the SEN department</li> <li>• Less meetings because head has the financial and HR oversight</li> <li>• Head is part of the Abingdon partnership and can access support</li> <li>• Good relationships with other schools</li> </ul>
<b>External barriers</b>		<b>External 'pluses'</b>
<b>F.</b>	Supporting hard to reach parents: the time to support effectively and the ability of parents to receive support.	<ul style="list-style-type: none"> <li>• In general parents are supportive</li> <li>• Staff talk to parents continuously – trust established</li> <li>• SWIFT course has been run biannually</li> <li>• Use of remote meetings has increased parental participation as timings can be more flexible</li> </ul>
<b>G.</b>	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"> <li>• 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</li> <li>• EP has returned following maternity leave</li> <li>• H&amp;I has returned following maternity leave</li> </ul>



Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Interventions are the most up to date and effective, and are research based Interventions are assessed for impact	<ol style="list-style-type: none"> <li>Existing resources reviewed: what do we have, purpose and use – training for all staff – knowledge for TAs and teachers about what we can offer</li> <li>Purchase and development of 2 new maths resources</li> <li>Development of assessment strategies for each intervention- before and after assessments created – an understanding where the information will be stored</li> <li>All staff interpret assessment material so that they can see the gaps and support with filling them</li> </ol>
<b>B</b>	ASD/SEN is understood by the wider community - proactive agenda -Parents with SEN pupils feel supported and have safe and supportive spaces where they can share concerns as a group or with the SENCO -Parents without SEN pupils feel informed, able to ask difficult questions -Staff feel confident to meet the needs of ASD pupils and can talk to a variety of parents about concerns -Website supports the wider community	<ol style="list-style-type: none"> <li>Other parents’ knowledge of what it is like to have an autistic child/SEN increased through open dialogue – an understanding of procedures</li> <li>Regular opportunities to discuss additional needs within a class environment</li> <li>Teachers’ time is well-spent supporting ASD families –meetings are useful and parents report better relationships; supported by development of Home-school worker role</li> <li>Information is widely available to all parents – website/ leaflets</li> <li>The Nest is used effectively – this is a proactive space that children use to de-escalate before crisis point – agreements linked to personal plans</li> </ol>
<b>C</b>	The SENCO is effective and the role is sustainable	<ol style="list-style-type: none"> <li>Short term solution so that the Head is no longer SENCO</li> <li>Longer term succession plan once GS has been in school for 6 months</li> <li>Understanding the qualifications that are on offer and matching them to person requirements</li> <li>Greater use of the Abingdon SENCO meetings and support of Jane Eldridge</li> </ol>
<b>D</b>	Behaviour support plans are effective and provide the needed evidence that is required	<ol style="list-style-type: none"> <li>Format agreed by all staff and format for running dialogue of behaviour incident; regularity and types of information identified to make these useful documents</li> </ol>



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	2. Opportunities to regularly share and discuss pupils causing concerns documented 3. Agreed ways of sharing plans with parents and children
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Academic Year		Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review
<b>A.</b>	Interventions are up to date and effective. They are clearly assessed	1. Review existing resources – how do they rate? Use advice from Lizzie 2. Purchase 2 new resources recommended via Maths hub. 3. Training for new interventions given (AS) 4. Resource list updated and shared with TA's and teachers – storage more effective 5. Assessments written and stored with interventions – crib sheets created 6. Intervention grids created to track use/ progress and attendance 7. Y3,2,1,R staff record interventions and support on trackers	Physical organisation shared Observation of interventions Monitoring intervention grids and other paperwork	RL AS  RL/ RD/ KS		
<b>B.</b>	Parents feel supported and able to ask about SEN. The wider community has good access to signposting	1. Welcome to SEND pack to support pupils & parents new to the register – website section 2. SEND Parent Champion – parent or parents willing to 'befriend' new parents Development of online / coffee sessions meet the SENCO service 3. Regular planned and promoted meet the SENCO sessions and times for SEN pupils to meet 4. Awareness campaigns 5. Coaching for new staff	i. Evaluation through parent discussion group – continued development of this group ii. parent voice – campaigns and website	RL& Go v groups		



		6. Website is reviewed and links made more obvious/ updated			
<b>C.</b>	The SENCo is effective and sustainable	<ol style="list-style-type: none"> <li>1. Investigate the options for part-time interim SENCO support</li> <li>2. Discussions with new staff about their role and existing qualifications</li> <li>3. Research the training programs – what offers best value for money</li> </ol>	i. Appointment / training of a SENCO.	RL and Gov	
<b>D.</b>	Review behaviour support	<ol style="list-style-type: none"> <li>1. Team teach training for 12 staff</li> <li>2. Work with Point5 to ensure all staff understand the importance of managing behaviour in the general classroom as well as with specific pupils</li> <li>3. Behaviour plans redesigned to be purposeful</li> <li>4. Behaviour logs are useful and provide evidence for other applications</li> </ol>	<ol style="list-style-type: none"> <li>i. Behaviour learning walks show positive outcomes for all</li> <li>ii. Behaviour plans are effective and reduce incidents</li> <li>ii. Pupil voice shows positive impact</li> <li>iii. Review of behaviour by Point 5</li> </ol>	RL/ SE NC O	

**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.
- This plan will be regularly monitored and reviewed and evaluated twice annually led by the SENDCo and Lead Governor, who both have a designated responsibility and discussed further at FGB.
- OXSIT to support this plan of action



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### **Summary**

**February 2024 half yearly review**

**July 2024 annual review**