

Bygrove Primary School SEND Funding Report June 2022

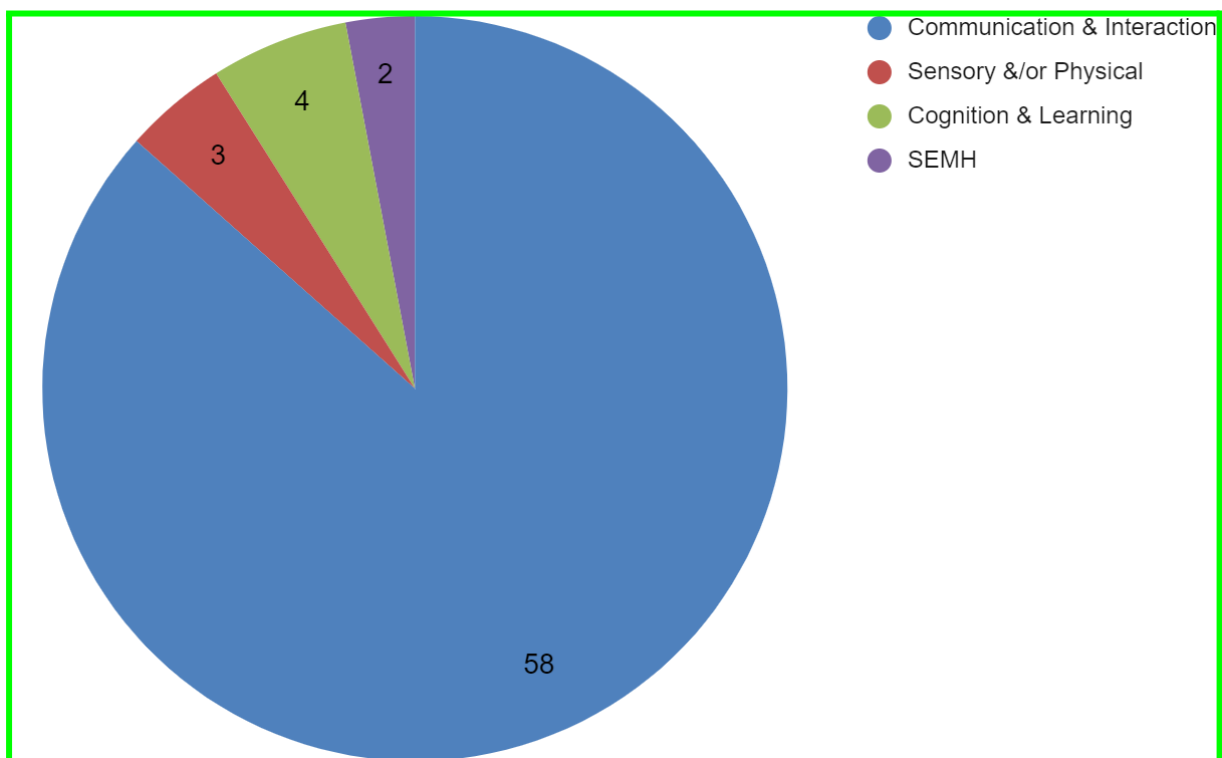


Key question:

Do pupils with SEND at Bygrove achieve well as a result of how we allocate funding given to the school?

Bygrove SEND Profile:

SEND Register:
Children with EHCPs: 14
Children receiving SEND school support: 43



EHCPs & Additional SEND Support

Despite the challenges of SEND provision locally, we have continued to work hard to ensure our children receive the best provision available & provide additional support where needed. This includes applying for Education, Health & Care Plans when necessary. There have been significant delays to funding & essential health appointments due to both the pandemic & service issues within the local authority. However, this year there have been 4 successful applications resulting in 2 completed EHCPs and 2 awaiting completion at panel. In addition to this we have been successful in gaining provision during assessment funding for one child to enable us to support their needs from their first few weeks in school.



It is clear that our main area of need is around communication & interaction, presenting in both complex speech and language needs and social communication needs such as autism. With this in mind we continue to develop our provision here at school & utilise the support of experts such as speech and language therapists, EPs & Phoenix Outreach.

Funding

Bygrove will receive **£140,295** for the 14 pupils with Education Health Care Plans (EHCP). In addition to this we are directed to use a proportion of the delegated budget to meet the needs of pupils with SEND without additional funding and to provide extra provision for those with an EHCP. This funding is called 'Notional SEND Funding' and will total **£396,371.95** in 2022/23.

Total funding for SEND 2022-2023:	=	(EHCPs) + notional SEND funding
	=	£140,295 & £396,371.95
	=	£536,666.95

What are we planning to spend it on?

Additional TA Support	=	£231,742
Inclusion Leader	=	£79,072
HLTA x 3	=	£104,547
Specialist reading support	=	£65,238
Speech & Language Therapy	=	£21,600
EP Support	=	£11,378
ELSA Support	=	£10,089
Inclusion Resources & Technology	=	£9,000
Inclusion Training outside of SLA	=	£3,000
Equipment	=	£1,000
Total SEN Spending	=	£536,666

What impact did our SEND spending in 2021-2022 have on the progress of pupils with SEND?

Total SEND funding 2020-2021:	=	(EHCPs) + notional SEN funding
	=	£115,263 & £441,990.71
	=	£557,253.71

What we spent it on:

Additional TA Support	=	£234,940
SENCo group support	=	£73,001
HLTA x 3	=	£90,248
Specialist reading support	=	£67,205



Speech & Language Therapy	=	£21,262
EP Support	=	£17,199
ELSA Support	=	£5,338
Play Therapy	=	£11,310
Art Therapy	=	£9000
Inclusion Resources & Technology	=	£7,500
Inclusion Training SLA	=	£1,250
Inclusion Training outside of SLA	=	£12,000
Equipment	=	£7,000
Total SEN Spending	=	£557,253

While the nature of pupils' special educational needs may mean that their average attainment is lower than the rest of the class, the primary purpose of SEND spending is to ensure that pupils with SEND catch up with their non-SEND peers. The following information shows how well Bygrove's pupils with SEND are learning. It includes national data and teacher assessments.

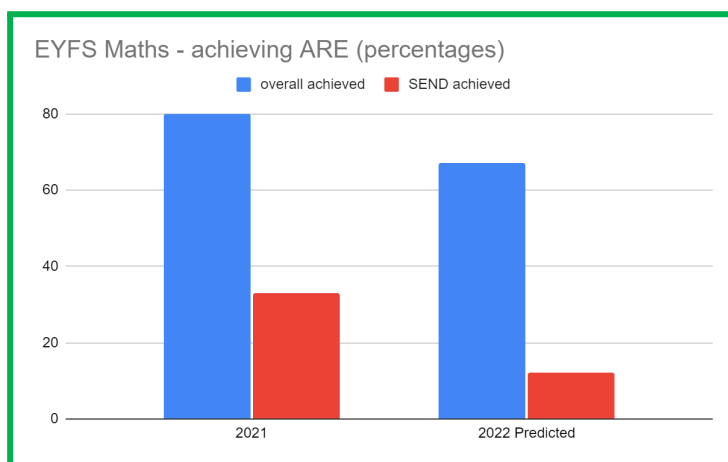
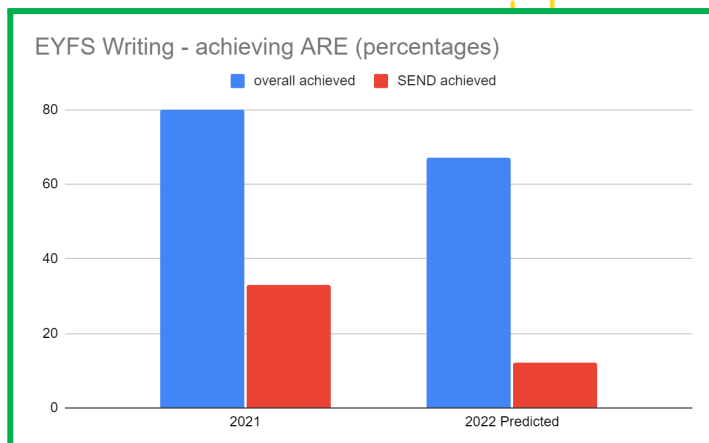
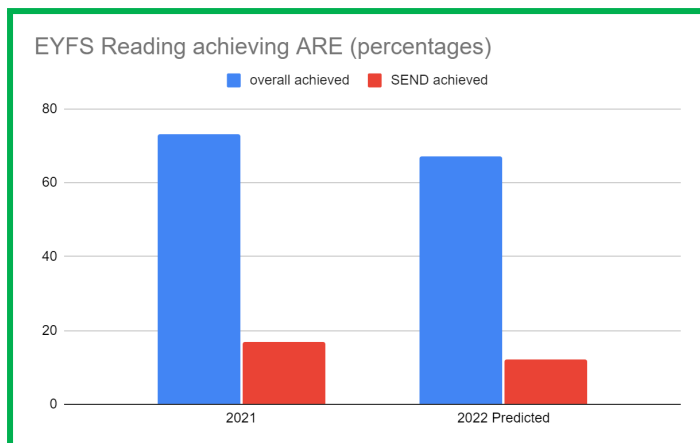
School Assessment Information Autumn 2021-Summer Term 1 2022

Evaluating Provision:

Termly SEND highlighting meetings take place alongside the Inclusion Leader to review, discuss & arrange provision. This is part of the 'assess, plan, do & review process' and enables us to continue to decide whether provision is required and support class teams in delivering this. Alongside this, other children who are deemed a concern are discussed and monitored, ensuring that 'no one is left behind' which is at the heart of the school's approach to inclusion. The progress & attainment of pupils with SEND is also closely monitored by school leaders in line management meetings, pupil progress meetings & book looks. There is collective responsibility for the high quality provision for pupils with SEND.

Early Years Foundation Stage Attainment:

All pupils with SEND in the EYFS are assessed against the same criteria as all pupils. With this in mind, we can compare the percentage of children working at or above the expected standard for their age by the end of Reception.



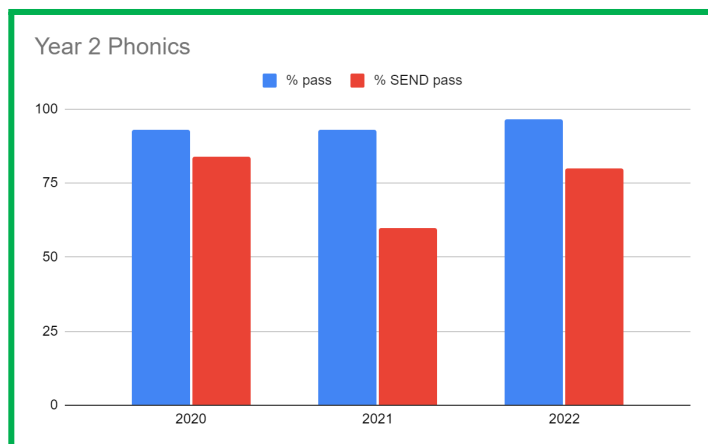
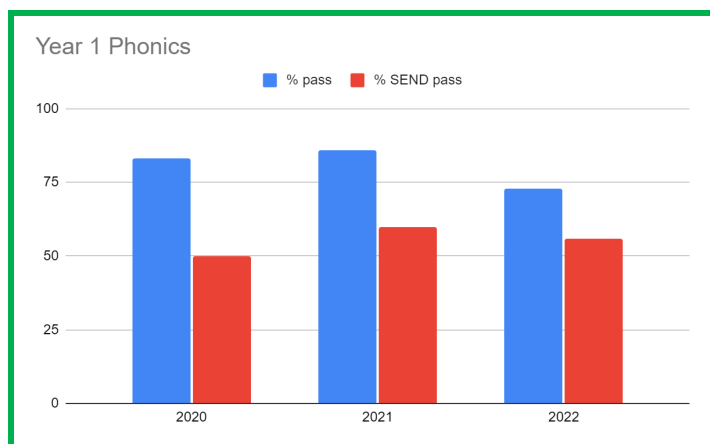
Key messages:

- The number of children with SEND in EYFS has increased over the last 2 years.
- The current Reception cohort has 8 children on the SEND register with 5 children accessing a different curriculum for the majority of their learning due to their level of need.
- This includes 3 children with an EHCP, another child's EHCP application at panel and a further one in process. The previous cohort also had 3 EHCPs.
- The impact of the pandemic on early identification of SEND is apparent in EYFS as many children arrived at school without any previous involvement with healthcare or other external agencies. There is currently a long wait for assessment.
- The implementation of evidence-based early interventions such as Mastering Number & NELI has had a positive impact on the progress and attainment of the cohort.



Years 1-6 Attainment:

Phonics:

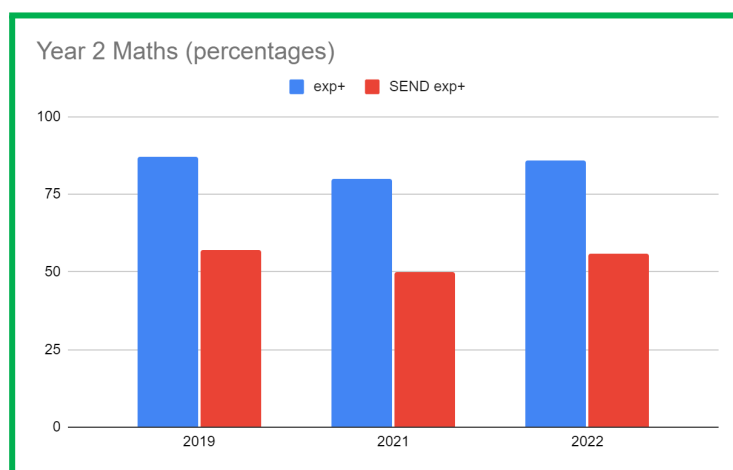
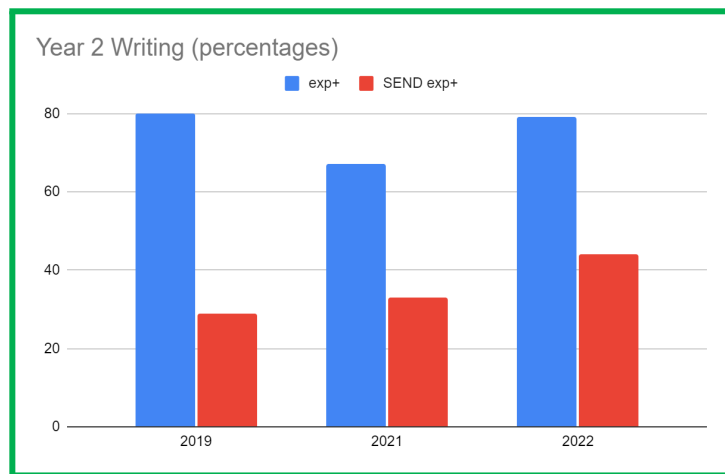


Key Messages:

- In 2019, 43% of children with SEND passed the phonics screening test nationally. National data has not yet been released for 2022.
- The pass rate of children with SEND in Year 1 has remained stable over the last 3 years.
- Year on year, the SEND pass rate exceeds the national SEND pass rate.
- The impact of this year's school improvement focus on early reading can be seen in the improvement of the phonics screening pass rate in Year 2.
- The positive impact of phonics interventions & catch up sessions can be seen as many children who do not pass within Year 1, then go on to do so in Year 2.



End of KS1 SATs:

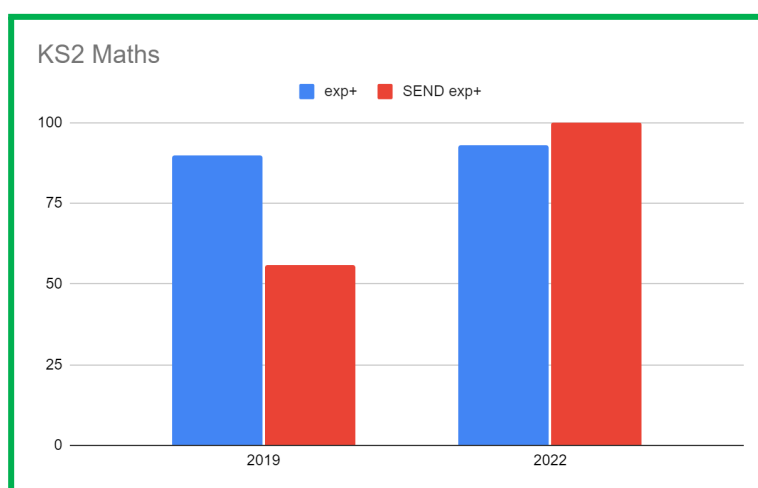
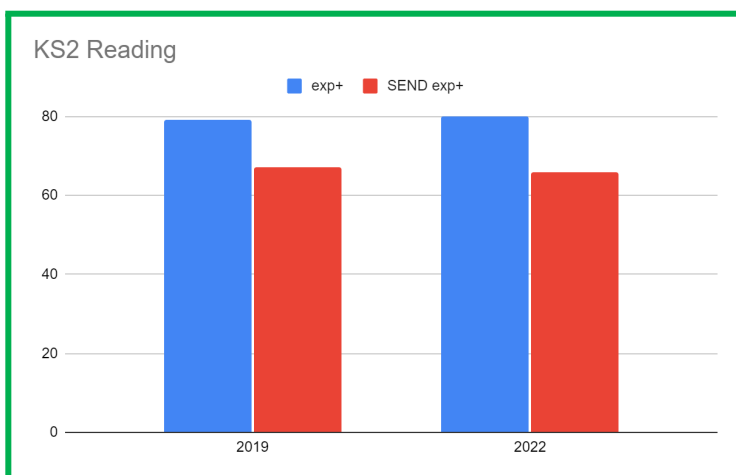


Key Messages:

- There is no published data for 2020 due to the pandemic.
- The last national data released for the achievements of children with SEND was that 30% of children with SEND achieved exp+ in reading, 22% in writing & 33% in maths. The % of children with SEND reaching ARE has been above the national % for 3 years.
- Within our current Year 2 cohort there is 1 child with an EHCP & 6 children on the SEND register as School Support.
- In writing & maths, the percentage of SEND children achieving exp+ this year is above the average national attainment for pupils with SEND in 2019.
- The Education Development Plan priority next year is reading.



End of KS2 Predicted Results:



Key Messages:

- The last set of national data was from 2019 & this year's data is predicted due to results not yet being published.
- The current Year 6 cohort has 6 children on the SEND register for School Support
- Maths continues to be a strength for our children with SEND with all 6 children being predicted to achieve the expected standard this year.
- The percentage of children with SEND reaching the expected standard in reading & maths is in line with pre-pandemic levels.



Emotional and social needs:

The progress of pupils with emotional and social needs is assessed using the school behaviour tracker and feedback from class teachers and external agencies.

Therapeutic intervention is an integral part of our inclusive provision at Bygrove. We are proud to offer a high number of therapeutic interventions across the school.

We have two fully trained ELSAs on site (Emotional Literacy Support Assistant) who provide bespoke support to children. Their work this year has included supporting 5 children on an individual basis & a group of Year 6 children on a transition project for secondary school. Our ELSAs are also available to offer guidance and support to teaching teams on how to further support the emotional regulation of individuals, groups or whole classes here in school.

When required, individual nurture plans are created to have a 'whole school' approach to supporting a child with their wellbeing. This year we have implemented one individual nurture plan & a family nurture plan to support the emotional wellbeing of children with significant social worker involvement. These allow for consistency of approaches in school & 'top tips' for all adults who work with the children to enable them to be successful within their day. These are reviewed and altered frequently.

Finally, following the ability to reopen our schools to parents we have been able to invite parents in for a range of workshops & activities to promote healthy minds & wellbeing including our SEND parents groups who have had bespoke workshops from both our school social worker & outside agencies such as DCOS. This support group offers a safe space to share experiences & learn from others on a range of issues which arise at home with their SEND children.