

Bygrove Primary School SEND Funding Report June 2024

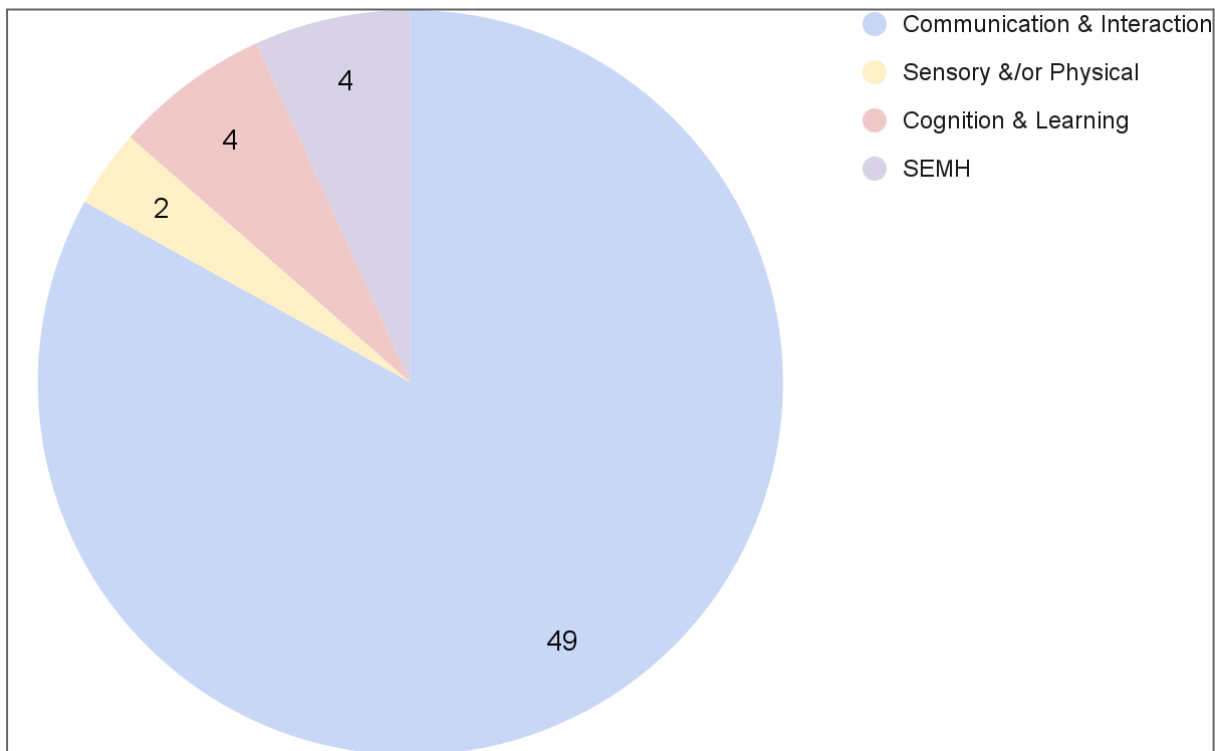


Key question:

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: 19 - 7.7% (4% nationally)
Children receiving SEND school support: 40 - 16.2% (12.6% nationally)





	2021	2022	2023
School number on roll	Close to average 254	Close to average 245	Close to average 248
School % FSM	Well above average 42	Well above average 43	Well above average 47
School % SEND support	Above average 15	Above average 16	Above average 16
School % EHC plan	Well above average 5.1	Well above average 4.9	Well above average 7.3
School % EAL	Well above average 90	Well above average 89	Well above average 85
School % stability	Close to average 82	Close to average 82	Close to average 80
Pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Above average	Above average	Above average

	SEND support (35)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	0	1	0	1
Social, Emotional and Mental Health	1	1	0	0	0	0	0	2
Speech, Language and Communication Needs	4	3	6	6	5	4	3	31
Autistic Spectrum Disorder	0	0	0	1	0	0	0	1
Year group totals	5	4	6	7	5	5	3	35

	EHC plan (18)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	0	0	1	1
Social, Emotional and Mental Health	0	0	0	1	0	0	0	1
Speech, Language and Communication Needs	0	4	1	0	0	0	1	6
Physical Disability	0	1	0	0	0	0	0	1
Autistic Spectrum Disorder	0	0	2	1	2	2	1	8
Other Difficulty/Disability	0	0	0	0	0	1	0	1
Year group totals	0	5	3	2	2	3	3	18

Funding

Bygrove will receive **£214,180 in 2024/2025** for 16 pupils with Education Health Care Plans (EHCP). In addition, 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 £403,456.29 in 2024/25.

Total funding for SEND 2024-2025:	=	(EHCPs) + notional SEND funding
	=	£214,180 & £403,456.29
	=	£617,636.29



What are we planning to spend it on?

TA Support (in HLTAs)	£449,781.20
SENDCo	£88,269.09
Speech & Language Therapy	£15,075
EP Support	£11,070
ELSA Support	£14,441
Inclusion Resources, Technology & Premises	£17,500
Inclusion CPD	£15,000
Equipment	£6500
Total SEN Spending 23/34	£617,636.29

What impact did our SEND spending in 2023-2024 have on the progress of pupils with SEND?

Total funding for SEND 2023-2024:	=	(EHCPs) + notional SEND funding
	=	£181,500 & £440,757.29
	=	£622,257.29

What did we spend it on?

Additional TA Support	£340,167
Inclusion Leader	£84,073
HLTA x 3	£104,104
Speech & Language Therapy	£22,613
EP Support	£11,381
ELSA Support	£16,700
Inclusion Resources & Technology	£26,220
Inclusion Training outside of SLA	£15,000
Equipment	£2000
Total SEN Spending	£622,257.29



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 make excellent progress from their starting points &/or catch up with their non-SEND peers. The following information shows how well Bygrove's pupils with SEND are learning.

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.

Ofsted

In November 2023, Ofsted carried out a graded inspection which rated the school as 'Outstanding'. The quality of provision for pupils with SEND was highlighted throughout the inspection & in the report:

Pupils have a keen and genuine interest in learning. They thrive in this safe and welcoming school, where all pupils are expected to achieve their best. Pupils with special educational needs and/or disabilities (SEND) receive the support and guidance they need to be successful.

Teachers build on pupils' understanding with increasing complexity over time. For example, in history, pupils build a wealth of knowledge about historical concepts through themes such as lifestyle, architecture and legacy. They use a range of historical sources to interpret information and make comparisons. This includes the examination of authentic artefacts when visiting museums and places of interest. Teachers adjust teaching to cater to the range of pupils in the class. They identify pupils' individual needs carefully. Adults use resources to model new content with all pupils skilfully. As a result, pupils with SEND are well supported in accessing and achieving the high ambitions of the curriculum.



Inclusion Mark Award

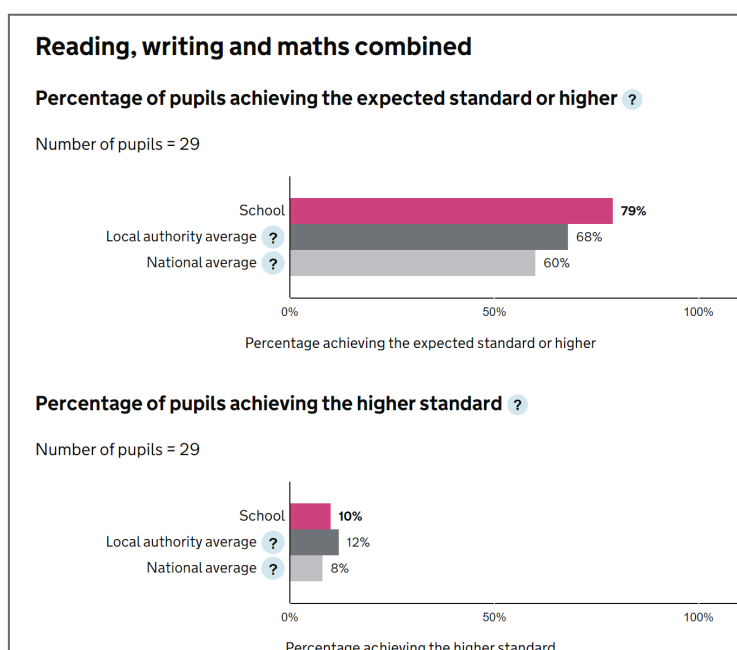
In June 2023, Bygrove retained its status as a Flagship School for Inclusion with the Inclusion Quality Mark Award:

The Headteacher emphasises that inclusion at Bygrove is about fostering a sense of belonging for every student. The leadership team maintains high expectations and adopts an individualised approach to cater to each pupil's needs. Being a one-form entry allows staff to get to know all the pupils well, ensuring that their educational and personal needs are met with tailored strategies. The staff is encouraged to focus on what each child can do, ensuring a positive and supportive learning environment.

Bygrove's inclusive culture extends to its teaching practices. Pupil Progress Meetings (PPMs) are held regularly to monitor and support student progress. The school is using the INSIGHT system for tracking assessments. Teachers and support staff use a variety of strategies, including the P Steps assessment framework, to ensure that each pupil's learning needs are met. The development of a sensory room and the use of core boards support pupils with specific needs, enhancing their ability to learn and thrive in a mainstream setting.

The school's dedication to fostering an inclusive, supportive and high-achieving environment is exemplary. The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Key Stage 2 Data 2022-2023 (23/24 not yet published)





- Children with SEND achieve very well by the end of their time at Bygrove
- 3 children in the cohort had EHCPs & made excellent progress from EYFS to Y6
- 3 children in the cohort were on the SEND register at School Support & made excellent progress from EYFS to Year 6
- 1 child met the high standard in maths, reading & GPS
- There is no national comparison data for SEND

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. They have supported 4 children this year. 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.

We invite parents in for a range of workshops & activities to promote healthy minds & wellbeing. We are also planning to continue our SEND parents group 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 children.