

Annual SEND Report for Governors (for the Academic Year 2023 - 2024)

School:	St Dunstan's School
SENDCO:	Kate Haden
Date of report:	2024
SEN Governor:	Jo Rigby-Jones

Foreword

At St Dunstan's School we are ambitious for all our students and we provide a high quality of education in an environment that supports, nurtures and challenges them to fulfil their potential.

Our aim in the Learning Support Centre is to remove any barriers to learning and equip students with the skills to become confident in the management of their special educational needs; to become independent learners and to achieve their potential.

The vast majority of pupils and students on the SEND register will study the same curriculum as their peers. Where a student has significantly greater difficulty in learning, a modified curriculum may be put in place to help pupils to close any learning gaps and prepare for and succeed in their GCSEs. In addition to this, students may receive other personalised interventions linked to their particular needs. We aim to:

- use a breadth of data and monitoring systems to identify SEND needs and monitor the progress of SEND/PP pupils.
- provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- support teachers to effectively unpack the learning effectively through adaptations to learning such as scaffolding.
- foster a love of reading through enhanced support for pupils who are identified as having difficulties in this area. This includes the teaching of phonics.
- provide regular SEND training and support for staff and monitor the impact of this through learning walks, pupil voice and data collection.
- establish good home school communication and involve the pupil and parent/carer(s) in the planning and target setting of their personalised support.
- monitor and review individual needs regularly, and to maintain clear records of pupil progress.
- ensure all SEND pupils have access to and, where needed, are supported to engage with the school's rich extra-curricular offer.
- support parents in understanding how to help their child with SEND needs at home.

Section 1: St Dunstan's SEND Profile

Key Information	Last Academic Year 2022-2023	Current Academic Year 2023- 2024
Total number of pupils on school roll	451	462
Number of pupils with SEND Support	90	91
Number of pupils with Education Health and Care Plans	36	40
Total number of pupils on the SEND register	126	131
Number of pupils on SEND register as a percentage of pupil population	27% SEND 20% SEND Support 8% EHCP	26% SEND 19% SEN Support 9% EHCP
Number of pupils on SEND register according to primary need:	20 Pupil premium 5 Looked after children or previously looked after children	10.56% of cohort are both SEND and PP
Number of children joining the register:	In-year changes: <ul style="list-style-type: none"> ● 4 x Y7 (1 x PRSC) ● 5 x Y8 ● 6 x Y9 ● 8 x Y10 	
Number of children coming off the register this year:	In-year changes: <ul style="list-style-type: none"> ● 9 x Y7 ● 6 x Y8 ● 8 x Y9 ● 4 x Y10 ● 2 x Y11 	

Significant changes to this Academic Year:

3 Students with an EHCP left the school.

7 students with an EHCP joined the school.

There are currently three applications for EHCPs in the system (1 x Y8 and 2 x Y10)

Section 2: SEND profile for this Academic Year (2023-24)

Comparison of school cohort data with national data for this year:

	National %	School %
EHCP	4.3	9
SEND Support	13	18

The school has slightly higher than national average SEND support, but almost double the national rate of EHCPs. Many parents choose to send their child who has SEND to St Dunstan's because it is a small school and parents value its nurturing environment.

SEND Register Areas of Need:

Area of need (as defined by the SEND Code of Practice)	% of pupils with this need on the SEND register	% of pupils with this need on the SEND register nationally
<ul style="list-style-type: none"> communication and interaction 	23	51
<ul style="list-style-type: none"> cognition and learning 	40	25
<ul style="list-style-type: none"> social emotional and mental health 	10	15
<ul style="list-style-type: none"> sensory and physical 	22	9
<ul style="list-style-type: none"> No specific assessment 	5	0

There is a significant overlap of need for the most vulnerable learners at our school - 35.25% of Pupil Premium students also have SEND. One student with SEND is also EAL.

The highest percentage for the school is Cognition and Learning which is significantly higher than the national figure.

Communication and interaction is significantly below the national figure. This is likely to be because of the 2 year waiting time to get triaged for ASC/ADHD which will be skewing the figures. There are more students with Communication and Interaction needs who are awaiting assessment and/or an EHCP.

The figure for Social, Emotional and Mental Health is also low. This is likely to be that there are students with SEMH needs who need EHCPs and don't have them.

The physical figure is higher in the school than nationally which may be the result of St Dunstan's being a preferred school for students with SEND.

Section 3: Statement regarding overall quality of provision for pupils with SEND

Based on Ofsted descriptors; to include:

- *outcomes for pupils with SEND (academic and wider outcomes)*
 - *P8 of -0.15 vs -0.55 for all MATs nationwide.*
- *effectiveness of leadership and management for SEND*
 - *Strong leadership over time*
 - *Outcomes demonstrate the impact on the learning of SEND students.*
- *quality of teaching, learning and assessment for pupils with SEND*
 - *Outcomes indicate good progress for SEND students*
 - *Learning walks and monitoring indicate teachers routinely adapt learning, but require further support to be more sophisticated with this adaptation.*
 - *Assessments implement exam access arrangements to ensure students have appropriate adaptations.*
- *personal development, behaviour and welfare of pupils with SEND*
 - *Attendance*
Whole School: 90.1% (Nat 89.9%)
EHCP: 86% (National 83%)
K code: 89% (National 85%)
INC Arc.

Participation in extra-curricular -

SEND 25-30% depending on activity (whole school 41%) This is partly depressed due to transport issues for SEND pupils

Regularly attending a club means an attendance of at least 5.

Section 4: Achievement of pupils with SEND

	Overall Progress	Attendance	Suspensions	Regular extracurricular participation
School	-0.29 (Average category)	90.1%	149	13%
SEND pupils	-0.15	K code: 89.4% EHCP: 84.1%	27 (18%)	10%
National SEND pupils	-0.55	85%	K code:18.6% EHCP:17.6%	N/A

Pupils with SEND at St Dunstan's performed better than other SEND students nationally and against non-SEND in the school, which shows good impact of provision.

Pupils with SEND have attendance figures in line with others. However, those with an EHCP are slightly lower. However, this is a similar picture nationally.

Pupils with SEND accounted for 18% of total suspensions, which is in line with the cohort demographics; this shows that they are not being disproportionately suspended. Nationally, pupils with SEND are reported to be four times more likely to be suspended than their counterparts, which is not the case here.

The school tracks and supports SEND pupils so they are involved in regular extracurricular participation. 10% of SEND pupils attended 5 or more clubs or activities last year, compared to 13% across the school.

All students with SEND have progressed to positive destinations. The majority took up places at local colleges.

Section 5: SEND policy

- Last issued September 2023 - Trust wide policy
- There are also local processes at school level

Section 6: SEND information report on school website

- Meets statutory requirements
- Last reviewed September 2023:

Section 7: Statutory assessments

HJO is a qualified Exams Access Arrangement Assessor (from August 2023).

For the 2023 Summer Exam Series:

Access Arrangement Type	Number of pupils applied for	Number of pupils granted	Impact
25%	14	14	
Scribe	5	5	
Reader/Reading Pen	5	5	
Word Processor	6	6	
Quiet room	12	12	
Prompt	2	2	
Bilingual Dictionary + 10% extra time	2	2	
Rest Breaks	2	2	

Section 8: Accessibility plan

- Accessibility Policy updated September 2023 (Trust wide policy)

- Action for St Dunstan's is to ensure disabled access to the new toilets- this will be reviewed Term 1

Section 9: SEND budget and spending for 2022-23

The SEND budget allocation for 2022-23 was a total of £116,666. The Department also received £200 in additional donations. This budget was spent:

	Cost	% of SEND budget
Books	193	0.2%
Educational consumables	881	0.8%
IT licensing	1414	1.2%
Professional services	7949	7%
Reprographics	175	0.1%
Internal SEND staffing	The remainder	91%

The vast majority of the budget is spent on internal staffing as detailed in Section 10. Please see Section 14 for further details on professional services used and their impact.

There are no planned significant changes in budget allocation or spending for 2023-24.

Section 10: Staffing for SEND

In 2022-23, the SEND team was comprised of:

- Full time SENDCo
- 2 HLTAs
- 2 Learning Mentors
- 4 Teaching Assistants

In 2023-24, the SEND is comprised of:

- Full time qualified and experienced SENDCo
- 2 HLTAs
- 8 TAs

Qualifications/Experience:

HLTA

Level 2:Teaching and learning in Schools

Level 3:Specialist teaching and learning in schools (Literacy, Maths and SEND focus)

Total communication-Speech, language and communication. Level 2

Understanding Autism and ADHD.

1:1 for a non-verbal, non-mobile complex needs student for 1.5 years.

7 years in EYFS.

Time in KS1 and 2

Level 1 and 2 BSL

In depth Phonics training (both letters and Sounds, Jolly Phonics and Read Write inc)

TA

Level 2 & 3 in Health and Social Care

A/S level Psychology - A

Diploma in Cognitive Behavioural Therapy

In process of Diploma in Mindfulness, Meditation and Complete SEND diploma

Lego Therapy trained

Autism, Trauma and Sensory regulation training

Autism & Communication training

Over 15 years in care and support - learning disabilities, mental health, SEND

2 years of co-ordinating and running SEMH/ Social Skills interventions

TA

Level 3 Childcare and Education

A level Health and Social Care

Currently working towards the L2 supporting children in education

Level 1 EFT

2 years in EYFS

1 year at KS1

1 year in KS3

Holistic therapies including Usui Reiki, to Master teacher level.

5 years as a self-employed cake maker

Evac chair training

Intimate care training

Moving and handling

Current 1:1 for a non-mobile complex need student

TA

2 Years' experience working with KS1 and a lunchtime supervisor

2 Years' experience working in a Nursery and Reception Class (EYFS)

1 Year experience working with KS3 class working with children with SEND.

Son with ASD (10 years old)

Evacuation chair training.

1.5 years training for level 3 qualification Early Years Teaching and Learning

TA

Level 2 in retail management and customer service.

A level in Performing art.

IOSH trained and fully health and safety aware, managing heights and heavy lifting.

A whole year supporting KS3 students, currently working with children with complex needs and an EHCP.

TA

Level 3 support teaching and learning

Distinction in Teaching Assistant Apprenticeship.

Level 2 distinction* health and social care.

Team teach/tube feeding/emergency first aid

2 years' experience working across a specialist provision and mainstream primary school as well as time spent supporting SEND in the onsite nursery.

Worked with a variety of additional needs for example, cerebral palsy, down syndrome, PDA, ADHD, ASC.

I worked 1-1 with a child on end of life support.

I have provided private respite to a family with a 7 year old son who has ASC.

HLTA

7 years working with students of all abilities in secondary education.

Level 4 qualified mental health person centred counsellor. ELSA trained and delivering intervention with key stage 3&4.

Social work diploma specialising in mental health.
3 years' experience in behavioural and communication difficulties.
15 years working with adults with sensory impairment and autism.
British Sign Language user, level 3.
2 years working with teenagers with severe challenging behaviour within a residential setting.
Drawing & Talking practitioner for 2 years working with key stage 3 & 4

AT the time of writing, the school has appointed a further two Full Time TAs

Section 11: Interventions

2022 - 2023

The school has offered the following interventions to support SEND pupils :

Read, Write Inc – literacy support programme

Literacy support

Numeracy support

Physiotherapy support

Social skills groups

Forest school

Speech and Language support

Link with Avalon Special School

Extended work experience

ELSA

2023 - 2024

ELSA

Forest School

Read Write Inc

Reciprocal Reading

Physiotherapy

Social Skills

Speech and Language

Extended work experience

Literacy and Numeracy Support

Section 12: CPD for SEND

Provision Held during Academic Year 2022 -2023:

Within the SEND department the teaching assistants attend a wide range of courses and attend internal INSET:

SAIL training (teaching literacy)

Internal training on developing resources, writing ILPs and the new Code of Practice

HLTA training

Trust training - ADHD, etc

Level 1 numeracy and literacy

Attachment Disorder training

Section 13: Stakeholder Voice

2022-2023

Pupil voice

All EHCP students contribute to their annual reviews.

Majority of SEN support students contribute to their APDR meetings

More forensic student voice is to be collected this year via student surveys alongside the APDR and EHCP processes.

Parent/carer voice

All EHCP parents contribute to their annual reviews.

Majority of SEN support parents contribute to their APDR meetings.

More forensic student voice is to be collected this year via parent surveys alongside the APDR and EHCP processes.

2023-2024

The majority of parents and pupils feel they are well-supported by SEND provision when we have conducted surveys. However, there are a number of pupils and parents who would like to see our provision continue to improve.

Section 14: External agencies

2022 -2023:

The school has regular liaison with a wide range of external support services or independent providers, including:

- Educational Psychology Service
- Autism Support Service
- Social Care
- Speech and Language (SALT)
- English as an Additional Language support
- Youth Offending Team (YOT)
- Youth Inclusion Support (YISP)
- CAMHS
- Physiotherapy Service
- Community Nurse Service
- Education Attendance / Educational Welfare Service
- Advisory Teacher
- Hearing Support Services
- Visual Impairment Service
- Hospital Services
- Avalon School
- Local FE Colleges
- Local primary feeder schools
- Restorative Justice
- Occupational Therapy Service

2023 - 2024:

The list of providers remains unchanged for 2023-2024. All external agencies are involved on a case by case basis and we are responsive to the needs of individual students.

Section 15: Complaints relating to SEND

There have been no formal complaints to the school.

Section 16: SENCo concerns regarding provision for pupils with SEND

- The number of parents requesting an EHCP has significantly increased following the pandemic, this has resulted in more children holding an EHCP.
 - Funding continues to be an issue. Higher needs funding is often insufficient to meet the demands of rising cost.
 - The LA SEND team have had some staffing issues which has caused some delay in their response times.
 - TA recruitment remains difficult. There is a national shortage and as a result support staff levels are not up to required levels.
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