



SEND Annual Report February 2024

Summary of SEND Register

At the end of the Summer Term 2023, there were 32 children on the SEND register, 6 of which had an EHCP.

At the start of Spring Term 2024, there were 25 children on the SEND register, 4 of which had an EHCP.

During this time, two children with an EHCP transitioned into Year 7, two children moved schools. One child joined EYFS with an EHCP and one child was granted an EHCP after successful applications for assessment.

The current percentage of SEND pupils in school is 18.2% (25/137) which is a decrease of 2.9% on SEN from July 2023 (21.1% 32/152). The current percentage of children with an EHCP is 3.6% (5/137) a decrease of 0.3% from July 2023 (3.9% 6/152).

	Boys	Girls	Total
All pupils	66 48%	71 52%	
SEND pupils	18 68%	7 28%	
Pupils with an EHCP	5 (100%)	0 (0%)	
% of Children on register with PP			24%
% of Children on register with Service			16%

Comparison with National Data

(Data from Government website:

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

for year 2022/23)

Headline facts and figures - 2022/23

EHC plans

389,171

pupils in schools in England. Up by 9.5% from 2022

▶ [What is this?](#)

EHC plans (percent)

4.3

percent of pupils with an EHC plan. Up from 4.0% in 2022

▶ [What is this?](#)

SEN support/SEN without an EHC plan

1,183,384

pupils in schools in England. Up by 4.7% from 2022

▶ [What is this?](#)

SEN support/SEN without an EHC plan (percent)

13.0

percent of pupils with SEN support. Up from 12.6% in 2022

▶ [What is this?](#)

In the government January SEN 2023 report, 13% of children in all schools were identified as having special educational needs. When split into primary and secondary, 13.5% of children in primary schools were identified as having special educational needs.

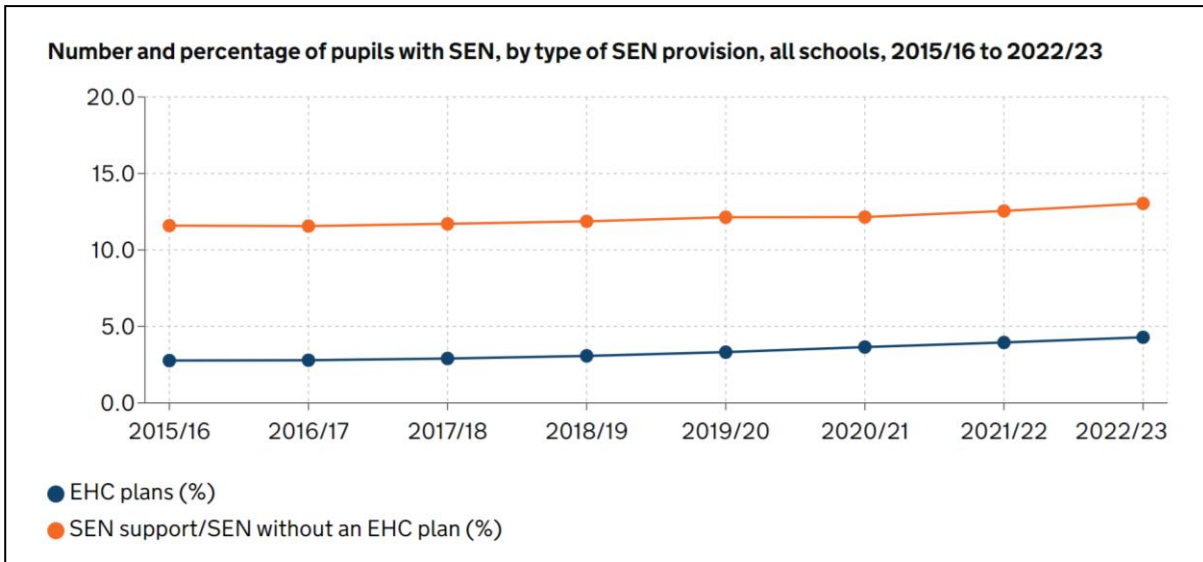
At SMSJ, 18% have been identified with SEN. We are currently above average in this area.

The national percentage for children with an EHCP in all schools is 4.3%. When split into primary and secondary, 2.5% of children in primary schools have an EHCP.

At SMSJ, 3.6% of pupils have an EHCP. We are below the national average in this area when compared to all school data but above average for primary schools.

Number and percentage of pupils with SEN, by type of SEN provision, all schools, 2015/16 to 2022/23

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
EHC plans	242,184	253,679	271,165	294,758	325,618	355,566	389,171
EHC plans (percent)	2.8	2.9	3.1	3.3	3.7	4.0	4.3
SEN support/SEN without an EHC plan	1,002,069	1,022,537	1,047,163	1,079,000	1,083,083	1,129,843	1,183,384
SEN support/SEN without an EHC plan (percent)	11.6	11.7	11.9	12.1	12.2	12.6	13.0



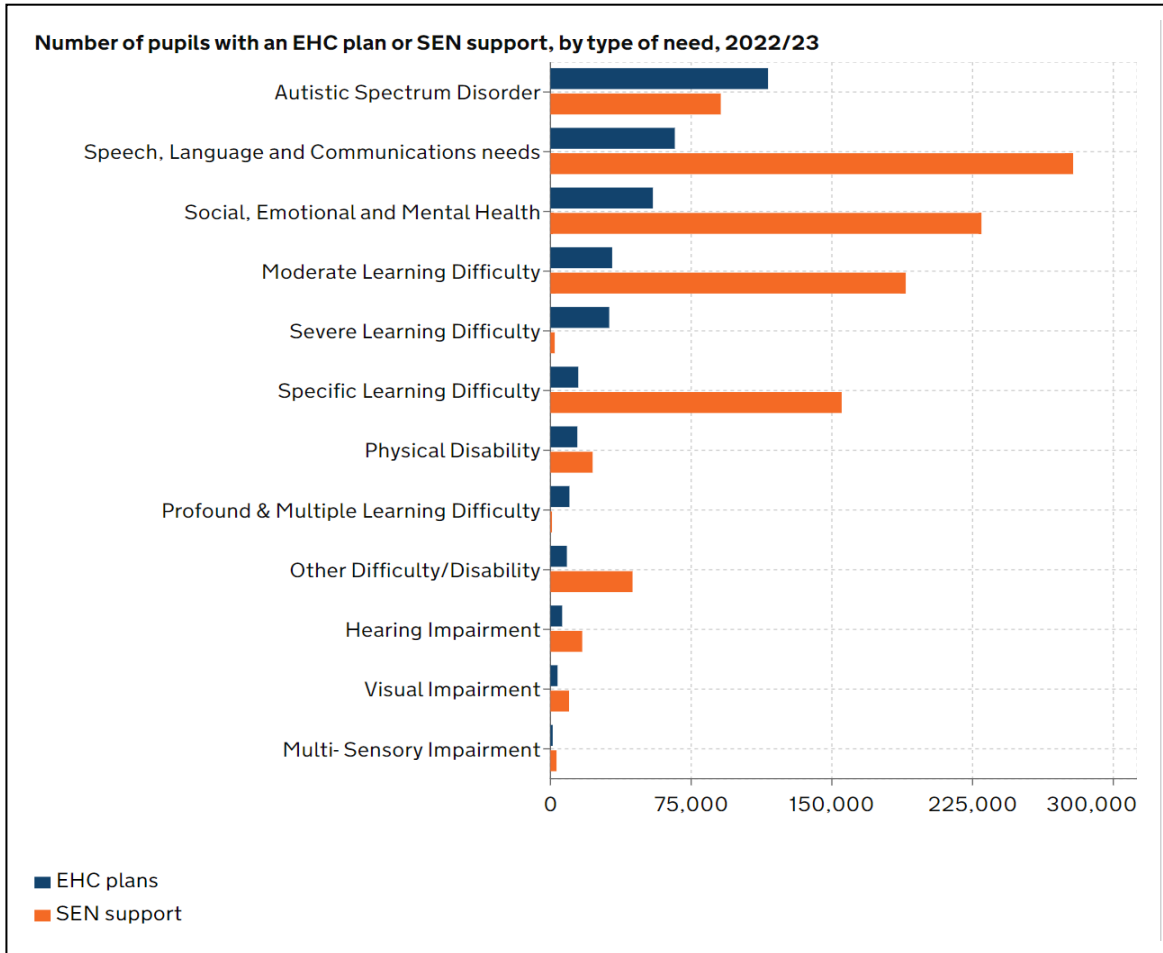
Nationally, the trend in pupils with SEN has been increasing for the last three years.

Special Education Needs remains more prevalent in boys than girls: 72% of our register are boys compared with 62.8% national and 100% of our children with an EHCP are boys compared with 72.4% nationally.

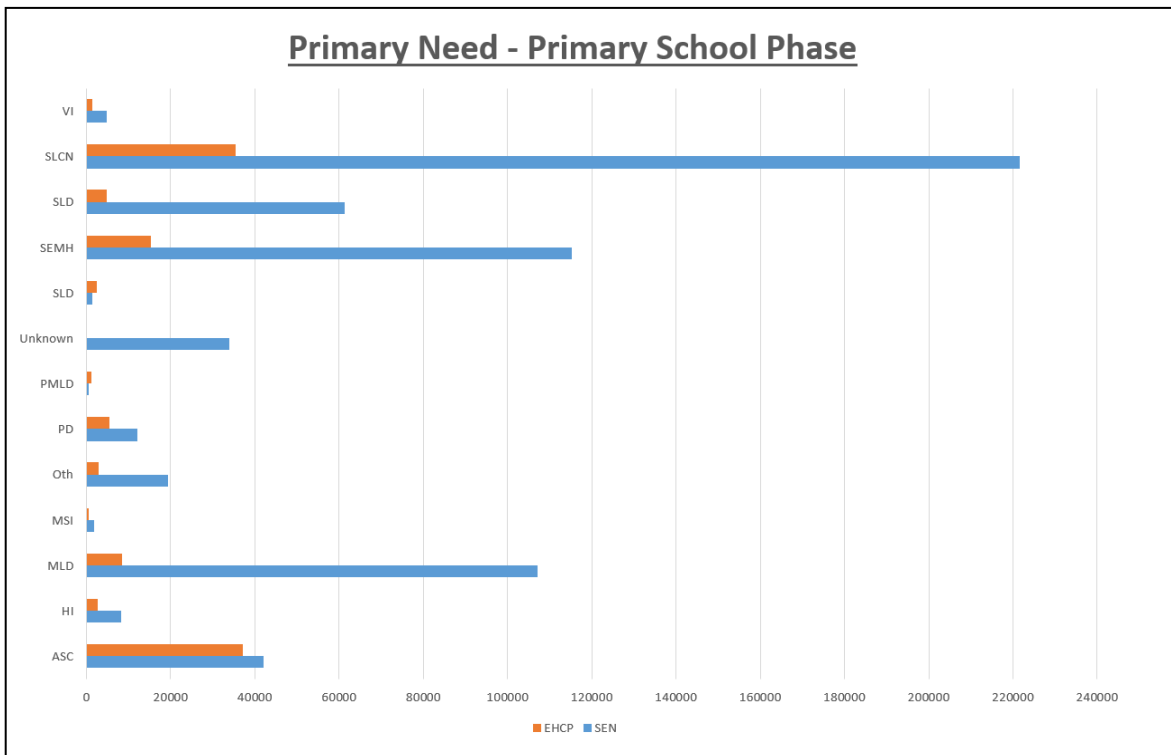
Pupils with SEN, by type of SEN and gender (%), 2015/16 to 2022/23

		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
EHC plans	Boys	162,594	166,290	173,304	185,724	201,544	221,852	240,627	260,994
	Boys (%)	72.9	72.9	72.9	73.0	73.1	73.1	72.8	72.4
	Girls	60,445	61,664	64,297	68,731	74,060	81,816	89,818	99,343
	Girls (%)	27.1	27.1	27.1	27.0	26.9	26.9	27.2	27.6
SEN Support	Boys	604,110	610,144	619,105	631,854	645,159	643,529	663,368	686,641
	Boys (%)	65.2	65.3	65.2	64.9	64.6	64.2	63.5	62.8
	Girls	322,927	324,204	330,645	340,987	354,261	358,912	380,930	406,585
	Girls (%)	34.8	34.7	34.8	35.1	35.4	35.8	36.5	37.2

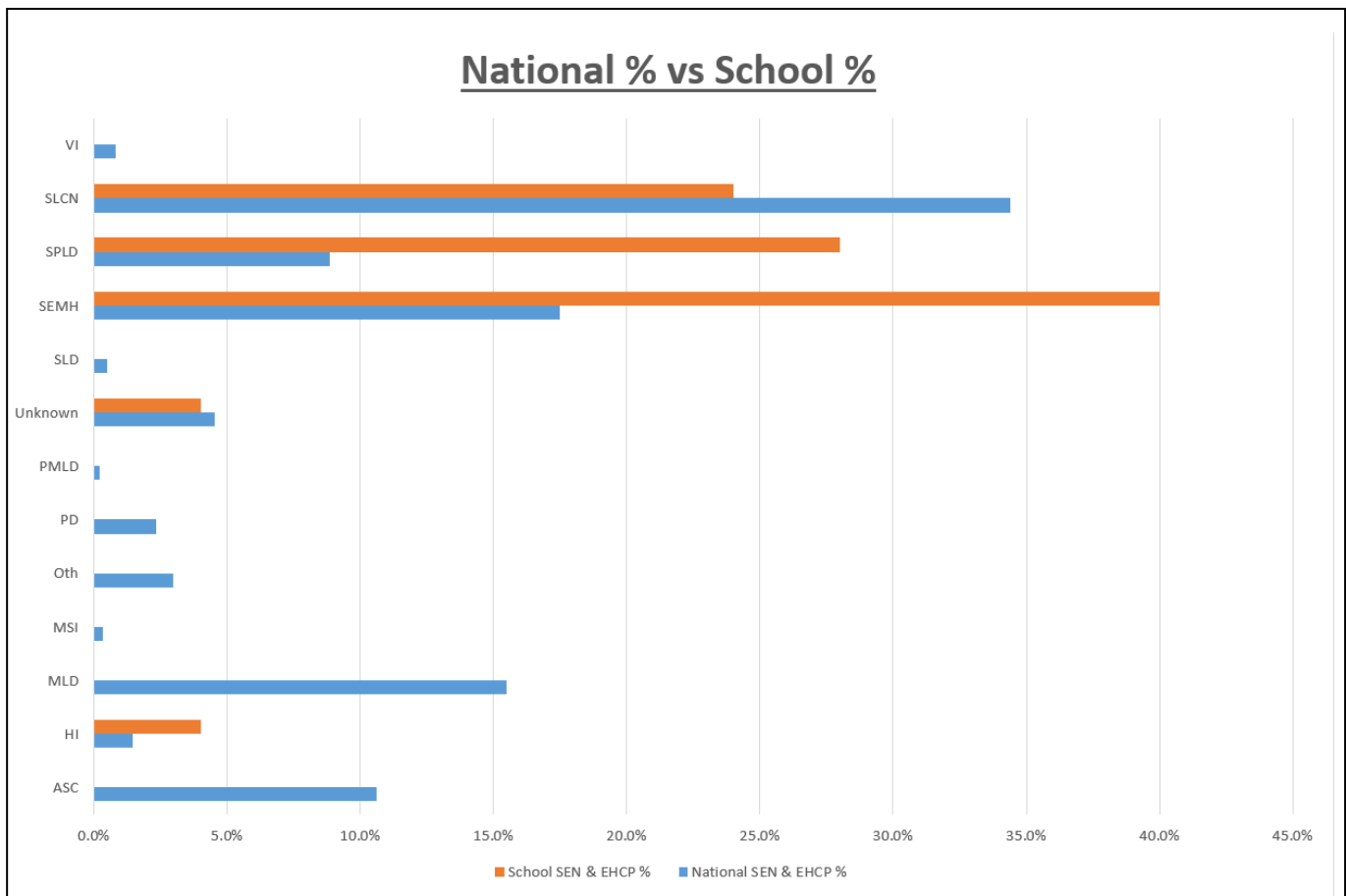
Categories of Need



Breakdown of area of need – National 2023 – including all provision types



Breakdown of area of need – Primary school 2023 (EHC – orange; SEN – blue)



School (orange) vs National (blue)

Our highest category of primary need this year is SEMH (Social, Emotional and Mental Health) with 40% (10 children) identified with this need. The second highest category is SPLD (Specific Learning Difficulty) with 28% (7 children) and SLCN (Speech, Language and Communications Needs) with 24% (6 children).

We continue to see an increase in the workload for our Emotional Literacy Support Assistants, both from children on the register and those who are a concern but whose needs do not meet the threshold for including on our register. The effect of Covid-19 and the lockdowns will have played a part in this.

Profile Across Classes

EYFS – 12% (3 children). 1 x EHCP (specialist placement agreed).
 Year 1 – 12% (3 children).
 Year 2 – 4% (1 children). 1 x EHCP.
 Year 3 – 14% (4 children).
 Year 4 – 12% (3 children). 1 x EHCP.
 Year 5 – 20% (5 children).
 Year 6 – 24% (6 children). 2 x EHCP (specialist placement agreed for both).

Liaison with Outside Agencies

The following agencies / services are currently involved with our school:

- Educational Psychology – both Dorset County service for statutory and East Cast EP for other work;
- Specialist Teachers;
- Speech and Language Therapy;

- Hearing and Vision Support;
- Paediatric Services at Wareham and Poole – including School Nurse;
- CAMHS – Child and Adolescent Mental Health Service;
- TADSS (outreach specialist provisions)

There have been the following referrals made in the last 12 months:

Behaviour Pathway Referrals: 11 children

SALT: 1 child

EP: 3 children

EHCP: 6 children

ELSA: 3 children

TADDS: 1 child

Support

19 children have received support from the motional programme in the last 12 months.

10 children have been seen by the ELSA.

Work is scaffolded in lessons for children to enable accessibility.

Teaching assistants are delivering Precision Teach, SaLT and phonic interventions to children in class.

Two cohorts have had access to forest school provision.

Exclusions

There have been 19 exclusions since September 2022 shared between 5 pupils. This amounts to 38 sessions.

Training and Development

Teaching staff have received training on quality first teaching.

All staff have undertaken 'Trauma Informed Schools' training in the last 12 months

Teaching staff have had training on Accelerated Reader

Support Staff have received training in Precision Teaching

Our ELSA continues to attend ELSA network meetings.

The nurture room has been established in the room next to Year 5.

Individual Education Plans (IEPs) are reviewed and written alongside pupils. Where their need can be supported through practising activities independently, children have specific tasks related to their IEP. These are practised frequently by the children.

Current Challenges

Developing the scaffolding support for learners in class to ensure task design meets the needs of children.

Future plans

Future plans include:

- Training staff on use of YARC and HAST
- Develop capacity of SEN through internal CPD

Andrew Pickavance
SENDCo
January 2024