

# SEND REPORT FOR GOVERNORS: OCTOBER 2024

**SENCO:** Miss K Mooney

**Date of report:** October 2024

**SEND Governor:** Cllr Donna Lumsden

## SEND profile for 2024/2025

As of 26<sup>th</sup> September 2024, there are 126 pupils on the SEN List, 16 of whom have EHCPs.

On roll	587
Total SEND	126
Percentage	21.47%
National comparison - Total SEN (23-24 – all schools)	18.4 %
K – SEN Support	18.74%
National comparison – SEN Support (23-24 – all schools)	13.6%
E – EHCP	2.73%
National comparison – EHCP (23-24 – all schools)	4.8%

EHCP Population	
EHCPs confirmed	16
Percentage	2.73%
National Average (23-24 all schools)	4.8 % (we would need 12 more EHCs to meet/exceed this)
National Average (23-24 state funded primary)	3%
London Average (22-23 all schools) *latest available data	4.8%
LBBD Average (22-23 all schools) *latest available data	3.6%
EHCPs assessment stage	2
EHCP requests to be made	At least 20

Although we fall below the national average for EHCPs, the average that is referenced includes **ALL** schools (including specialist settings).

When we compare with national averages for state funding primary schools alone, if we include the 2 EHCPs that are in progress, we would actually **above** the national average of EHCPs. 18 EHCPs would take us to 3.07% compared with 3% average for state funded primary.

If all 20 EHCP applications are successful in time, we will be significantly over the National and Local Average for EHCPs.

In Summer, we had 4 pupils from Y6 with EHCPs leave Beam. 2 other Y6 pupils also had EHCPs in progress but not finalised. We also had one pupil successfully achieve a place in Riverside Bridge, following joint challenge to the LA decision by school and parents.

## **Destination of pupils with EHCPs leaving Beam Summer 2024:**

Pupil's Needs:	Provision at Beam:	Secondary Destination:
ASD	Atlantis	Trinity School – Year 7
SLCN/ MLD	AQ	Eastbrook ARP – Year 7
SLCN/ SEMH	AQ	Jo Richardson (personalised plan for support arranged with JR SENCo and Beam, including transition support from Kyri Mingay) – Year 7
MLD/ SEMH	AQ	Dagenham Park School following placement appeal supported by Beam (transition

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		support from Kyri Mingay) – Year 7
ASD	1:1 support in Nursery	Riverside Bridge – Reception

### Headline performance data for pupils with SEND

#### Attendance:

- Favourable compared with local and national averages.
- Particularly favourable when comparisons made with SEN attendance data for local and national.
- No exclusions

#### KS2:

- 1 pupil – Engagement Model
- 6 pupils – Pre-Key Stage 2

#### MTC:

- 2 SEN pupils disapplied
- 4 K pupils did not achieve pass mark (only one fell significantly below. Previous CIN and attendance 88.6%)

#### Phonics screening:

- 1 SEN pupil disapplied

#### EYFS:

- Of the Reception cohort, 42/67 pupils achieved a GLD (62.68%)
- 7 pupils - Engagement Model moving forward into Year 1

**SEND policy** - Reviewed and updated: January 2024

**SEND information report** - Reviewed and updated: January 2024

### SEND budget and spending

The most significant cost continues to be the employment of specialist support staff – LSA's (details below) and is directed by EHCPs and high needs.

In addition, in 2023/24, funds were used for:

- Continued subscription to 'Provision Map' – a platform that allows us to easily record and share information with staff and holds pupil's personalized Provision Plans.
- Continued subscription to Widgit – used to create visual resources for both SEND and EAL pupils and parents.
- Continued subscription to Lexia – an online reading platform, which is endorsed by the EEF.
- Subscription to Evidence for Learning – an online platform that will be used within the SEN and EYFS teams to record observations of pupil learning.
- Participation in the Bow Arts Project for pupils in Atlantis, Apollo and AQ.
- Boxing Futures Intervention with a group of pupils identified as at risk of gang or criminal exploitation
- Continued employment of a private EP and SALT.
- Purchase of fencing and grass within the outdoor space of the new SEN building.
- Various teaching and learning resources.

### Staffing for SEND

- Part-time SENCo – 3 days
- Part-time Deputy SENCo – 3 days

- Ad-hoc additional SENCo to work on EHCPs - various
- Part time SEN Teacher – 4 days
- Full time SEN Teacher
- 7 x full time SEN LSAs
- 1 x part time SEN LSA – 2 days
- 1 x part time SEN LSA – AM only
- 12 x full time SEN LSAs employed via agencies
- 3 x full time SEN middays
- 1 x part time SEN midday (2 days)
- 4 x midday staff assigned to support medical needs (epilepsy, anaphylaxis, neurofibromatosis)

### SEN Funding:

- £382,296 Notional SEN Budget
- £109,000 High Needs Top up following audit by Jacqui Twitchell
- £104,00 one off exceptional funding based on high needs being more than 1% of NOR.
- £40,000 provision funding based on our number on roll being up to 600 pupils
- £20,000 from children identified by PVI settings
- £3,000 shortfall due to an error identified on the PVI identified funding
- £22,000 Additional High Needs Top Up Funding requests agreed
- £15,000 FAP funding for a pupil admitted with complex needs

### Income total = £695,296 for SEN/ high needs

The consideration is that the high needs SEND funding is used in addition to the 4k AWPU and the Notional SEND budget. For awareness, we are only supposed to apply for High Needs Top Up once we can 'evidence' that we are spending 'more than 10k per pupil' - made up of £4k AWPU and £6k from notional budget, per pupil.

Additionally, we have a claim to be made to Havering for retrospective and ongoing funding for SEN pupils. This will total in excess of **£80,000**. *Kelly needs protected time in order to complete the multiple claims forms to action this.*

At Beam, these funds have been used as follows:

- Additional SEND support staffing for our 4 internal provisions (Artemis, Atlantis, Apollo and AQ).
- Additional adult support for pupils not accessing these provisions but requiring support within mainstream classes
- Lunchtime support for pupils with SEND and medical needs
- Additional EP and SALT support for pupils, families and staff. This includes CPD for staff and parents.
- Bow Arts project involvement
- Boxing Futures Intervention for vulnerable pupils at transition to Year 7
- Art therapist and Counsellor as part of our SEMH and safeguarding co-productive response

- Improvements to the school site:
  - Development of the outdoor area surrounding the new SEN building including new fencing and turf

### CPD for SEND

- 2x SEN LSAs are trained as accredited Team Teach Trainers. They delivered training to 24 key members of staff on 1<sup>st</sup> September
- Whole school LSA team have access to National College and regularly complete online courses
- Whole school teaching team have access to NHS SALT Training shared by SENCo at beginning of the year. Key staff are targeted also
- Whole school teaching team have completed online training in:
  - Anaphylaxis (this was a cost of £10pp and will support our application for the AllergyWise school award)
  - Epilepsy
  - Asthma
- 2 x LSAs are completing SEN LSA Apprenticeship funded by the Levy. We are the first school in LBBD to utilise this.
- 2x SEN LSAs are trained ELSAs who receive ongoing supervision from the EP service in order to continue in this role
- 1 x SEN LSA is completing a Masters Degree in Special and Inclusive Education
- 1 x SEN LSA is completing a Science access course, prior to commencing teacher training
- 1 x SEN LSA will commence teacher training in January
- Ongoing work with BDSIP – Rehana Hussain visits weekly to 'team teach' with key SEN Staff who support pupils with most complex needs
- Helena Brooks delivered whole school training around EEF 5 a day – we will revisit this
- SENCo and Deputy SENCo are due to begin IPSEA Training
- Ongoing work with WTAC. 3x staff identified to train as 'Parent Coaches'
- Bespoke staff and parent training offered by private SALT and private EP including Colourful Semantics and Intensive Interaction

### Pupil voice

- All pupils are involved in the production of personalised 'Provision Plans' that are written by teachers to outline support and adaptations needed to make progress
- Pupil and parent voice is recorded on SEN Support request forms
- Plan to introduce 'Neuro-ambassadors' programme to promote diversity and understanding

### Parent/Carer voice

- Personalised 'Provision Plans' will be shared with parents during parent consultations
- All parents will have Provision Map logins to access these documents, following moderation and QA by SLT

Parent feedback collected during the two recent SEN Reviews was wholly positive. During the recent review (Tuesday 1<sup>st</sup> October) it was noted: - *Parents talk positively about the strong partnership working between them and the school and are very appreciative and complimentary of the work the school does. They noted how much progress their children had made since starting the school because of the excellent co-productive work that takes place.*

- Parent Focus Group for SEN was established in July
- Parent Coffee Mornings will resume in Autumn Term

### **External agencies:**

We currently have pupils on the SEND register actively involved with the following agencies:

- Educational Psychology Service
- Community Paediatrician
- Portage
- Health Visiting Team
- Specialist Teacher of the Deaf
- Speech and Language Therapy
- GOSH
- Occupational Therapy



## Development, 2024-25:

- Staffing structure: Scale of SEND support (and subsequent staffing) has increased significantly (team of 33 staff under the SENCo). As a result, it will be necessary to adjust the 'flat' leadership structure to one including middle leadership positions, in line with other Key Stage leadership. The recent appointment of an experienced SEN Teacher (and previous SENCo) within the AQ provision will support this.
  - Parental Engagement: Establish termly coffee mornings for SEND parents to meet staff. Use of Provision Map to share documents and support parent communication. Introduce Evidence for Learning to support observations of pupil learning at home and at school
  - CPD: Encourage teaching staff to spend time in the internal provisions. Additional CPD to be scheduled to further embed the EEF 5 a day
  - External Accreditation: This year we are seeking to achieve the Rights Respecting School Award, and the AllergyWise School Award
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- **Date of last parent SEND survey – July 2024**
  - **Number of outstanding complaints from parents of SEND pupils - 0**
  - **Date of Pupil Voice for pupils with SEND – October 2024**
  - **Percentage of SEND pupils participating in extra-curricular activities – 8% of SEND pupils participate- (K&E Code)**
  - **Percentage of ALL pupils taking part in extra-curricular activities – 43%**
  - **Examples of extra-curriculum activities available to SEND pupils – Multi-sports, table tennis, karate, dance, football, athletics, gymnastics, Boxing Futures. Access to extra-curricular activities is available for all pupils, equally**