



Gateway Primary School

Governors SEND report 2023-2024

SENDCo:	Sarah Gardner
SEND Governor:	Kelly Mahon

At the end of the 2023-24 academic year there were 56 pupils on the Special Educational Needs/Disabilities (SEND) register, 8 of whom have an EHCP (2.9%) this represents 20% of children on the school roll.

There are 17% at SEND Support.

The number of the children on SEND Support is above National Average (13.6%) but we are below the National Average of those who have an EHCP (4.8%). There are currently 5 children in EYFS, 15 in KS1 and 36 in KS2.

<u>Level of Need</u>	<u>Number of pupils</u>
EHCP (Education, Health & Care Plan)	8
EHCP applied for, now in Authority review process	0
Funded (without EHCP)	0
SEND Support	48
Main SEND Register (this includes all EHCP / funded and school support)	56
On Watch List	9

Children on the register may have had one or more of the following areas of need:

- cognition and learning need
- social, emotional and mental health
- communication and interaction
- sensory and/or physical needs.

Which primary area of need is the highest?

	<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and mental health</u>	<u>Physical and/or sensory needs</u>
<u>Number of pupils</u>	66%	27%	7%	0%

How many are pupil premium?

19% of children on the SEN Register are currently also Pupil Premium.

Attainment

Attainment is a measure of a child's achievement in school which compares every child to a standardised expectation for their age level, regardless of individual starting points.

<u>EYFS areas</u>	<u>Just at or above</u>	<u>Just at or above SEND (5 chn)</u>
Listening, attention and understanding	93%	60%
Speaking	91%	20%
Self regulation	91%	20%
Managing self	91%	20%
Building relationships	93%	40%
Gross motor skills	100%	100%
Fine motor skills	91%	20%
Comprehension	96%	60%
Word reading	85%	40%
Writing	82%	0%
Number	91%	60%
Numerical patterns	91%	60%

All pupils

All pupils	Y1	Y2	Y3	Y4	Y5	Y6
	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher
Reading	80%	70%	78%	91%	90%	80%
Writing	80%	33%	65%	75%	84%	76%
Maths	88.6%	30%	75%	89%	81%	73%

Pupils on the SEND Register

All pupils	Y1 (7 chn)	Y2 (9 chn)	Y3 (9 chn)	Y4 (7 chn)	Y5 (3 chn)	Y6 (10 chn)
	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher
Reading	14%	22%	44%	43%	67%	50%
Writing	14%	11%	11%	14%	33%	30%
Maths	57%	11%	11%	43%	67%	30%

Interventions

In addition to high quality first teaching from their class teacher, children on the SEND register continue to be supported in a number of ways, including 1:1 support and small group interventions. As well as interventions generated within school, some children follow special programmes – e.g. physiotherapy, 5 point scale, speech and language therapy – devised and sometimes delivered, by external professionals.

Multi-agency support in school

Pupils, staff and parents are supported by a number of visiting professionals which include:

- Educational Psychologist
- Speech and Language therapist
- SENSS Communication and Interaction Team
- Occupational therapist
- Physiotherapist
- SENSS Deaf and Hearing support Team
- Play therapist

Attendance of pupils with SEND

End of year (2023-24)	All	Term 2	Term 4	Term 6
SEND Support	94%	94%	94%	95%
EHCP	All children - 83% Without Reintegration timetables - 95%	90%	84% reintegration timetable for 3 chn	77% Without those on reintegration timetables - 92%

Staff Training, 2023-24

The SENDCo attended network meetings held by the OXSIT Team and attended a Carterton SENDCo Partnership.

Individual teachers and support staff have been briefed by professionals about individual programmes for the children with whom they work. Staff members have undertaken training, as follows:

- ✓ SENDCo has delivered training on how to write succinct Gateway School Pupil Profiles.
- ✓ SENDCo has delivered training on the EEF '5 a day' model for teaching pupils with SEND in a mainstream school.
- ✓ SENDCo has delivered training on autism in girls.
- ✓ SLT have continued to revise and improve 'Good at Gateway' to promote inclusive teaching across the school.
- ✓ Staff training on adaptive teaching from the OXSIT team.
- ✓ Staff training of ADHD from the OXSIT team
- ✓ SENDCo has delivered training on Assistive Technology to support those with SEND.
- ✓ Play Therapist has delivered 2 training sessions on trauma and loss to teachers and TAs.
- ✓ SENDCo has attended training on how to use a trauma informed approach in a mainstream school.
- ✓ Play Therapist has delivered training on the window of tolerance to teachers and TAs.

Priorities for 2022-23, and progress against these

<ul style="list-style-type: none">• For further work to be undertaken for staff using Assistive Technology to enhance learning for all.	Staff training has been fulfilled this year and there has been observations of this in practice in the classroom. This needs to remain a focus moving forward to support the children in their new classes with their new teacher.
<ul style="list-style-type: none">• For school to become a trauma information school to further support our children with additional needs	Staff have received training from our Play Therapist about a trauma informed approach and also the window of tolerance. This has been useful in adapting our approach to some children in our school.
<ul style="list-style-type: none">• To ensure all children with SEND have attendance in line with LA average of 95%	Children at SEND Support have attended 94% this year which is less than targeted. This will continue to be a focus.
<ul style="list-style-type: none">• For attainment of those with SEND to be closer to that of National Average.	Children with SEND all have pupil profiles which measure levels of success in different ways as well as academic. There are children in every year group who are in line with their peers in differing areas of the curriculum.
<ul style="list-style-type: none">• For SEND progress to remain higher than that of their peers.	
<ul style="list-style-type: none">• Closer look into the attainment data of next years year 5 children with SEND.	2/3 year 5 children have met ARE or above in Reading and Maths.
<ul style="list-style-type: none">• To focus on writing in EYFS for children with SEND.	This will remain an ongoing targets for those children with SEND and ways to develop their fine motor skills.

Priorities for 2024-25

To research further ways of developing the fine motor skills of those in the EYFS which in turn would develop the writing across the school for those with SEND.

To ensure all children with SEND have attendance in line with LA average of 95%

To ensure that TAs are fully supported in their roles and have time to handover to teacher.

For TAs to have CPD delivered to their areas of development.