



By Brook Valley SEND report to Governors July 2023

Vision Statement

At By Brook Valley CE Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This report should be read and understood from this perspective.

Introduction

The Special Needs Code of Practice lies at the heart of our school's SEN policy and its practical implementation at By Brook Valley CE Primary School. The policy outlines how, as a school, we identify children with SEN and their broad areas of need and explains how we support them and provide for their individual needs. The SEN policy is available on the school website and is updated each September.

The SENCO oversees the SEN policy, the SENCO is Mr Benjamin Summers and the SEN Governor is Mr David New.

School Context

- We have 32 SEN pupils on the SEN register, which is 17% of the school population. This is a 6% increase from this time last year and is the result of in year pupil mobility.
- Of those 32 children 4 have an Education Health Care Plan (2% of the school population). One of these EHCP children joined By Brook in the summer term.
- We have submitted 3 applications for EHCP assessments this year. One of these children will be transitioning to secondary school but it was agreed with the support of the SENS an application was submitted as a protective measure as the child was deemed to be vulnerable. The other 2 are in lower KS2 for 2 children. If these applications are successful then we will have 5 EHCP (approximately 2.6%).
- The children on the SEND register are monitored regularly as part of the Access- Plan-Do-Review cycle and their inclusion on the register is altered in line with this.
- We also monitor children who might benefit from being included on the SEND register and add them if necessary. However, we also recognise that not all children making slow progress are children with SEN and they are monitored separately as part of our Pupil Progress conversations.

School Profile of SEN

	On SEN Register	
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	SEN Support	EHCP	Monitored for possible inclusion on the SEN Register
Reception	4	0	3
Year 1	4	0	1
Year 2	5	0	4
Year 3	5	1	6
Year 4	3	1	3
Year 5	4	1	1
Year 6	3	1	1

Gender of SEN

Boys with SEN	Girls with SEN
24	8

Ethnicity of SEN

White	BME
31	1 (Mixed white and Asian)

School SEN Attainment Data in comparison to Wiltshire and Local See Appendix 1

School Attainment and Progress Data See Appendix 2

Data Analysis

- 50% of children with SEN achieved ARE in Reading across KS1 and KS2
- 43.4% of children with SEN achieved ARE in Writing across KS1 and KS2
- 68.7% of children with SEN achieved ARE in Maths across KS1 and KS2
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- 97% of children with SEN made expected progress in Writing, 6% made accelerated progress.
- 100% of children with SEN made expected progress in reading, 10% made accelerated progress.

- 97% of children with SEN made expected progress in Maths, 6% made accelerated progress.
- The 6% of children with SEN not making expected in Maths progress equates to 2 children, 1 of which is currently undergoing an assessment for an EHCP due to the growing complexity of his needs and the other is currently awaiting support from community paediatrics to potentially begin taking medication to support his ADHD.

Attendance

Whole school attendance was 96.05%. Only 38% of SEN children's attendance was at this level better. However, 1 of the SEN children with poor attendance is being monitored by the Education Welfare Officer and 1 other SEN children with poor attendance have significant health issues aligned with their needs and has attended a number of hospital visits.

All SEN support pupils have 'My Support Plans' in place which were discussed and reviewed with pupils and parents. Teachers have reviewed these before the end of this academic year and the children's MSPs will be updated at the start of the next academic year.

Interventions 2022-23

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from C&D speech and language therapy	September 2021	Every fortnight 1:1 with therapist then 3-5 times per x week with class TA	£3648	<p>We received 3 levels of support from therapist:</p> <p>1. Universal (28%) Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports</p> <p>2. Targeted (20%) 1:1 LSA training provided for carrying out structured, evidence-based speech/language interventions Pupils identified with reduced vocabulary knowledge and word finding difficulties referred for pre-teaching vocabulary work Pupil identified with working memory difficulties referred to a group targeting memory strategies</p> <p>3. Specialist (52%) 1:1 therapy for pupils identified with difficulties that require specialist input such as speech/language delay/disorder.</p>	<p>This intervention continues to be extremely beneficial and has supported our more pronounced speech and language needs.</p> <p>66.6% of the children's Short term goals have been achieved and 9.5% been partially achieved.</p> <p>S&LT has supported a number of children directly and has also facilitated training for TA to enable them to support children's ongoing S and L development.</p> <p>Direct working with a child has also highlighted a specific speech and language</p>

					<p>disorder that otherwise might not have been spotted.</p> <p>Unfortunately, the S&LT had a period of ill health and absence from work in the summer term. This disrupted this service. Also the company that provides this service, C and D Speech Therapy announced that they would not be offering the service in 2023-2024.</p> <p>However the S&LT Molly Beech also announced that she would be leaving the company C and D. She was taking a role with So to Speak. As a school we felt that this support was necessary so we have been able to secure Molly Beech in 2023-2024 with So to Speak</p>
Phonics Yr 1 & 2 additional literacy support in class	Term 1, 2 and 3	Daily phonics session 20 mins Daily in class support.	£2,827.70	Group of 5 pupils including 3 PP pupils. 60% passed the phonics screening. Group of 5 pupils including 2 x PP pupils in year 2. 100% of these pupils passed the resit phonic screening in year 2.	Additional support in phonics for pupils who are having difficulties has been successful. Next year we will continue to target PP and SEN pupils who need additional support in year 1.
ELSA Emotional Literacy Support	All year – each individual session last 7 weeks	Weekly session of 45 mins per individual- 3.5 hours of TA time a week	£2,048	7 children including 3 PP pupils access 1:1 ELSA sessions with ELSA TAs to support their emotional development and attainment.	All results indicate the validity of this intervention with 100% participants indicating an increase in their emotional literacy skills- improvements range from 2-41 points increase in self-assessment. Teachers also note how ELSA interventions have supported these children's confidence and emotional resilience.
IDL Literacy software and TA support	Children predominantly in Yr3 and 4 access online resource in EMA and at home	10 mins per morning with TA support- and at home	£553 (£183- subscription and £390 TA time)	8 Children including 4 PP pupils access resource each morning in EMA- TAs available to support. Children able to access it at home	90% of children accessing IDL made expected progress in reading and writing this year. However, this year IDL has been effected by more IT issues than in previous year. Also lots of children have been using it for longer periods of time. It might be a good point to try and alternative?

Play Therapy-provided by Jackdaw Play therapy.	Periods vary according to pupil need. Each pupil has had a minimum of 24 sessions	1 x 45 minute session per week per pupil	£5390	4 X PP pupils are working with the therapist for 1 weekly session of 45 minutes in 1:1 play therapy sessions. Pupils enjoy sessions and mental and health issues are being addressed and supported. Therapist has met with parents regularly to review sessions at 8 week intervals. We have used this approach for pupils who are not realising their full potential academically, or socially or suffer from anxiety, stress or phobias. Reports from the therapist on these pupils show that there has been an increase in the scores in Strengths and difficulties questionnaires (SDQ's) completed by parents and staff prior to sessions beginning and after and episode of support.	Staff, pupils and parents report that this intervention has been extremely successful and central to supporting children back into school and suffering the legacy of lockdown. As a result we have seen improvements in the children's presentation and subsequence academic attainment and progress.
Total interventions			£14466 Costs up to July 2023	Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.	

SEN update

Referrals to outside agencies

- 6 referrals to Wiltshire SSENs Team for further advice and support for pupils with cognition and learning/ social communication needs.
- 6 referrals to Wiltshire Children's services for ADHD and ASD advice and support
- 2 referrals to the Occupational Therapy team
- Education Psychologists service not accepting referrals this academic year but trainee Eps have been for 2 children this year.

EHCPs

- Currently only 4 EHCPs
- 3 requests for EHCP assessments have been submitted this year. Time frames for these have been protracted and as a result emergency funding has been allocated from Wiltshire SEN

Staff development in 2022-23

Written by Benjamin Summers- Inclusion Leader July 2023

Appendix 1

Key Stage 2 – Percentage achieving expected standard or greater depth

	All pupils					EHCP					SEN Support					No identified SEN				
	R	W	M	RW M	GPS	R	W	M	RW M	GPS	R	W	M	RW M	GPS	R	W	M	RW M	GPS
National	72.6	71.5	72.9	59.5	72.3	18.2	12.1	16.4	8.4	16.1	44.8	34.0	42.3	23.5	37.8	81.3	82.3	82.2	69.4	82.4
Wiltshire	72.8	69.3	68.0	55.7	67.9	21.6	9.5	16.3	7.2	15.7	43.7	29.5	36.1	18.4	29.9	83.9	83.6	79.7	68.4	81.1
School	93	74	78	67	85	100	0	0	0	0	33	33	33	33	33	100	83	87	74	95

Key Stage 1 – Percentage achieving expected standard or greater depth

	All pupils				EHCP				SEN Support				No identified SEN			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
National	68.3	60.1	70.4	56.0	12.5	7.7	14.6	6.6	32.0	21.7	36.7	19.1	76.4	68.3	78.1	63.9
Wiltshire	68.3	59.8	70.5	54.6	13.5	5.6	17.7	5.6	32.4	23.2	41.3	20.0	77.3	68.9	78.1	63.0

School	70	54	83	53	-	-	-	-	33	33	33	33	100	83	87	95
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EYFS – Percentage achieving ‘Good Level of Development’

	All pupils	EHCP	SEN Support	No identified SEN
National	67.3	3.8	24.5	73.2
Wiltshire	68.9	4.0	25.2	75.4
School	68	-	0	83

Year 1 – Percentage achieving phonics threshold

	All pupils	EHCP	SEN Support	No identified SEN
National	78.9	19.8	48.5	85.1
Wiltshire	78.9	21.6	49.6	85.4
School	73	-	25	81

Appendix 2

Academic Attainment of SEN % at Age Related Expectation or above

End of Term 6 Whole School		
Reading		
Pupil group	Attainment	Progress
All	81.2	83.9
SEN	50	97 (6% Accelerated)
Writing		
Pupil group	Attainment	Progress
All	74.3	77.5
SEN	43.7	100 (10% Accelerated)
Maths		
Pupil group	Attainment	Progress
All	86.6	79.1
SEN	68.7	94 (6% Accelerated)

End of Term 6 Year 1		
Reading		
Pupil group	Attainment	Progress
All	70	96
SEN	25	100
Writing		
Pupil group	Attainment	Progress
All	70	86
SEN	25	100

Pupil group	Attainment	
All	80	93
SEN	25	100

End of Term 6 Year 2		
Reading		
Pupil group	Attainment	Progress
All	70	93
SEN	40	100
Writing		
Pupil group	Attainment	Progress
All	54	90
SEN	0	100
Maths		
Pupil group	Attainment	Progress
All	83	97
SEN	60	100

End of Term 6 Year 3		
Reading		
Pupil group	Attainment	Progress
All	77	96
SEN	16	83
Writing		
Pupil group	Attainment	Progress
All	62	88
SEN	16	100
Maths		
Pupil group	Attainment	Progress

All	77	88
SEN	33	83

End of Term 6 Year 4		
Reading		
Pupil group	Attainment	Progress
All	93	90
SEN	50	100
Writing		
Pupil group	Attainment	Progress
All	78	93
SEN	0	100
Maths		
Pupil group	Attainment	Progress
All	87	94
SEN	75	100

End of Term 6 Year 5		
Reading		
Pupil group	Attainment	Progress
All	77	95
SEN	20	100
Writing		
Pupil group	Attainment	Progress
All	78	88
SEN	20	100
Maths		
Pupil group	Attainment	Progress
All	77	82

SEN	40	75
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End of Term 6 Year 6		
Reading		
Pupil group	Attainment	Progress
All	93	100
SEN	50	100
Writing		
Pupil group	Attainment	Progress
All	74	82
SEN	25	100
Maths		
Pupil group	Attainment	Progress
All	78	81
SEN	25	100