



By Brook Valley SEND report to Governors July 2024

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 31 SEN pupils on the SEN register, which is 16.5% of the school population. This is in line with last year's headline numbers and 1.5% lower than Nation averages.
- However, of those 32 children 7 have an Education Health Care Plan (3.74% of the school population, National 4.8%).
- We have submitted 2. If these applications are successful then we will have 9 EHCP (4.8% of the school population).
- Therefore the number of EHCPs at By Brook has increased by 2.3 to 3 times in the past academic year.
- 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		Monitored for possible inclusion on the SEN Register
	SEN Support	EHCP (+ submitted)	

Reception	3	1	1 + 1 who might benefit from an EHCP application
Year 1	4	0	0
Year 2	5	0	0
Year 3	3	1(2)	1
Year 4	4	3	0
Year 5	3	1	0
Year 6	2	1	0

Gender of SEN

Boys with SEN (EHCP/pending EHCP)	Girls with SEN (EHCP/pending EHCP)
23 (6 or 8)	8 (1)

Ethnicity of SEN

White	BME
30	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

- 40% of children with SEN achieved ARE in Reading across KS1 and KS2
- 16% of children with SEN achieved ARE in Writing across KS1 and KS2
- 60% of children with SEN achieved ARE in Maths across KS1 and KS2
- 100% of children with SEN made expected progress in Reading in KS1 and KS2
- 91% of children with SEN made expected progress in Writing in KS1 and KS2
- 91% of children with SEN made expected progress in Maths in KS1 and KS2

Attendance

Whole school attendance was 95.8%. The attendance of SEN children was 92.7%. Two SEN children with poor attendance have significant health issues aligned with their needs and has attended a number of hospital visits. One of the SEN children with poor attendance is being monitored by the Education Welfare Officer.

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 2023-2024

Intervention	Duration	Frequency	Cost	Notes/ Impact	Evaluation
Speech & language therapy from So to Speak	September 2021	7 sessions a term-fortnightly.	£5147	<p>We received 3 levels of support from therapist:</p> <ol style="list-style-type: none"> 1. Universal (28%) Individual staff support with lesson planning and differentiation to support pupils with language impairment Classroom strategies highlighted in her reports 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 3. Specialist (52%) 1:1 therapy for pupils identified with difficulties that require specialist input such as speech/language delay/disorder. 	<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 disorder that otherwise might not have been spotted.</p> <p>Next year S&LT (Molly Beach) will work more closely with new staff in EYFS to support them in the use of whole class S&LT strategies to improve S&L outcomes for children in their first year of primary school.</p>

					S< (Molly Beach) will also provide training for a specific S&L TA who will support key children with ongoing S&L needs. Molly will visit school less frequently which will reduce the cost of this support but the savings will be used to provide this TA time.
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	Group of 5 pupils including 3 PP pupils. Group of 5 pupils including 2 x PP pupils in year 2. 100% of these pupils passed the resist phonic screening in year 2.	This intervention was one of the interventions to be effected by staffing changes and a reduction in capacity during the year.
ELSA Emotional Literacy Support	All year – each individuals 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 cases have shown improvement	All results indicate the validity of this interventions with 100% participants indicating an increase in their emotional literacy skills. Improvements ranged from 8 to 50% with the average improvement being 21.8%. Teachers and parents also report noticing improvements as a result of this intervention.
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 in for longer periods of time. It might be a good point to try and alternative or supplement our use of assistive technologies with the addition of another /alternative literacy support package
Play Therapy- provided by Jackdaw Play therapy.	Periods vary according to pupil need. Each pupil has had a minimum of 24 sessions	1 x 40 minute session per week per pupil	£5390	3 pupils including 2 PP pupils worked with the therapist for the academic year. Pupils enjoy sessions and mental health issues are being addressed and supported. We have seen an improvement in children’s holistic presentation, measured through SDQs (Strengths and Difficulties Questionnaires), and improvement in their wider academic outcomes.	All children showed a reduction (improvement) in their SDQ scores with the average improvement being a 49% reduction in SDQ totals. All children made good academic progress in RWM with 1 child making accelerated progress in one or more subject and 1 child making accelerated progress in all 3 subjects!

Total interventions			£15,965 Costs up to July 2024	Costs based on highest TA grade salary/ or cost per hour for play therapist and speech and language therapist.
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SEN update

The largest growth area in needs at EHCP level is ASD and associated or secondary ‘knock on’ SEMH needs. This is reflective of national trends. The largest growth area in SEN support is S< and SEMH. This again reflective of the national data trends.

Referrals to outside agencies

- 4 referrals to Wiltshire SSENs Team for further advice and support for pupils with cognition and learning
- 7 referrals to Wiltshire Children’s services for ADHD and ASD advice and support with a further 2 initiated
- 2 referrals to the Occupational Therapy team
- 3 referrals to Wiltshire Wellbeing and Mental Health service
- Education Psychologists service not accepting referrals this academic year but a number of cases have been discussed at termly EP Solution Surgeries
- ‘Referrals’ to Molly Beach S< with So to Speak have increased in an effort to fill in the gaps left by NHS S< team as their service struggles with increased demand and growing caseloads. This has meant a reductions in Molly’s focus time with some of our children in need of her input and work. Next year her work will be prioritised for Reception and Year 1 again but additionally she will be supported by a S< TA who will have protected time to work with children on her caseload one afternoon a week.

EHCPs

- Currently 7 EHCPs. This is an increase from 3 at the end of last year. 1 was the result of intake at the beginning of the year, 1 was an in year transfer and 2 were the result of applications submitted in 2022-23.
- 2 further requests for EHCP assessments have been submitted this year. There is also an additional child who would benefit from an application for an EHCP but parental preference at this time is not to apply.

Staff development in 2023-24

This year we have struggled to recruit Named Pupil TAs to support children who moved to the school with an EHCP or were awarded an EHCP this year.

We have also lost an extremely experienced TA who was particularly good at supporting children with ASD type behaviours and SEMH needs. In addition to this we have been forced to redirect resources and TA time to support one child whose needs escalated after Christmas. This child has subsequently been directed offsite with the support of Wiltshire County Council while his EHCP application is being processed and a place is found at specialist provision. All of these factors has had a profound impact on the schools provision for children with SEN and has also had profound impact across the wider school and on the SLTs ability to attend to wider school development needs and the strategic vision for the school.

Written by Benjamin Summers- Inclusion Leader and Interim Deputy Headteacher July 2024

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 2023	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 2023	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 2023	93	74	78	67	85	100	0	0	0	0	33	33	33	33	33	100	83	87	74	95
National 2024	74.2	71.7	73	60.5	72.2	19	12.2	17	8.6	16.7	47.5	36.1	43.9	25.6	39.3	83.7	83.3	83.1	71.4	86
Wiltshire 2024	73.3	70.3	68.7	56.3	67.9	24.2	15.6	18.1	11.2	16.9	47.5	33.1	38.5	19.5	33.8	84	84	80.5	69.1	82.9

School 2024	95	82	82	73	100	100	100	100	100	100	66.6	66.6	66.6	66.6	100	100	89	89	-	100
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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 2023	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 2023	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 2023	70	54	83	53	-	-	-	-	33	33	33	33	100	83	87	95
National 2024																
Wiltshire 2024																
School 2024	95	82	82	73	100	100	100	100	67	67	67	67	85	66	88	-

***National and Wiltshire data for 2024 still not fully available. However, school 2024 data is an improvement on 2023 which suggests that the schools data will be positive against National and local patterns in 2024.**

EYFS – Percentage achieving ‘Good Level of Development’

	All pupils	EHCP	SEN Support	No identified SEN
National 2023	67.3	3.8	24.5	73.2
Wiltshire 2023	68.9	4.0	25.2	75.4
School 2023	68	-	0	83
National 2024	67.7	3.9	25	75.8
Wiltshire 2024	69.1	9.3	36.2	76.6
School 2024	80	0	0	88

Year 1 – Percentage achieving phonics threshold

	All pupils	EHCP	SEN Support	No identified SEN
National 2023	78.9	19.8	48.5	85.1
Wiltshire 2023	78.9	21.6	49.6	85.4
School 2023	73	-	25	81
National 2024	80.3	20.2	51.5	87.8
Wiltshire 2024	80.6	24.3	55.5	88.7
School 2024	86	-	33	95

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	99
SEN	39	100
Disadvantaged	50	100
Dis no SEN	78	100
Forces	80	100
Writing		
Pupil group	Attainment	Progress
All	69	93
SEN	18	91
Disadvantaged	31	73
Dis no SEN	56	67
Forces	40	60
Maths		
Pupil group	Attainment	Progress
All	84	97
SEN	57	91
Disadvantaged	69	93
Dis no SEN	89	100
Forces	100	100

End of Term 6 Year 1		
Reading		
Pupil group	Attainment	Progress
All	79	95
SEN	50	100
Disadvantaged	100	100
Dis no SEN	100	100

Forces	-	-
Writing		
Pupil group	Attainment	Progress
All	68	95
SEN	25	100
Disadvantaged	100	100
Dis no SEN	100	100
Forces	-	-
Reading		
Pupil group	Attainment	Progress
All	91	100
SEN	50	100
Disadvantaged	100	100
Dis no SEN	100	100
Forces	-	-

End of Term 6 Year 2		
Reading		
Pupil group	Attainment	Progress
All	80	92
SEN	50	100
Disadvantaged	0	100
Dis no SEN	-	-
Forces	-	-
Writing		
Pupil group	Attainment	Progress
All	64	85
SEN	25	100
Disadvantaged	0	100
Dis no SEN	-	-

Forces	-	-
Maths		
Pupil group	Attainment	Progress
All	83	92
SEN	50	66
Disadvantaged	0	100
Dis no SEN	-	-
Forces	-	-

End of Term 6 Year 3		
Reading		
Pupil group	Attainment	Progress
All	69	96
SEN	25	100
Disadvantaged	43	100
Dis no SEN	60	100
Forces	67	100
Writing		
Pupil group	Attainment	Progress
All	55	85
SEN	0	75
Disadvantaged	29	57
Dis no SEN	40	60
Forces	33	33
Maths		
Pupil group	Attainment	Progress
All	80	89
SEN	25	75
Disadvantaged	71	86
Dis no SEN	100	100

Forces	100	100
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End of Term 6 Year 4		
Reading		
Pupil group	Attainment	Progress
All	78	100
SEN	28	100
Disadvantaged	50	100
Dis no SEN	100	100
Forces		
Writing		
Pupil group	Attainment	Progress
All	67	96
SEN	14	100
Disadvantaged	50	100
Dis no SEN	100	100
Forces	100	100
Maths		
Pupil group	Attainment	Progress
All	90	100
SEN	57	100
Disadvantaged	100	100
Dis no SEN	100	100
Forces	100	100

End of Term 6 Year 5		
Reading		
Pupil group	Attainment	Progress
All	79	89

SEN	66	100
Disadvantaged	0	100
Dis no SEN	-	-
Forces	-	-
Writing		
Pupil group	Attainment	Progress
All	68	85
SEN	0	66
Disadvantaged	0	100
Dis no SEN	-	-
Forces	-	-
Maths		
Pupil group	Attainment	Progress
All	73	89
SEN	66	100
Disadvantaged	100	100
Dis no SEN	-	-
Forces	-	-

End of Term 6 Year 6		
Reading		
Pupil group	Attainment	Progress
All	91	96
SEN	66	100
Disadvantaged	100	100
Dis no SEN	100	100
Forces	100	100
Writing		
Pupil group	Attainment	Progress
All	82	95

SEN	66	100
Disadvantaged	33	67
Dis no SEN	50	50
Forces	100	100
Maths		
Pupil group	Attainment	Progress
All	96	95
SEN	66	100
Disadvantaged	66	100
Dis no SEN	50	100
Forces	100	100

Below	National average 2024 Reading 74% (72-76) Writing 72% (70-74) Maths 73% (71-75)	Exceeding
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