BEACON RISE PRIMARY SCHOOL
Annual Report to Governors
January 2023

At Beacon Rise Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning.   We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND, by working in partnership with parents/carers and listening to pupils.

SEND School Profile
At present there are 119 children registered with additional needs and they make up 19% of the whole school population.
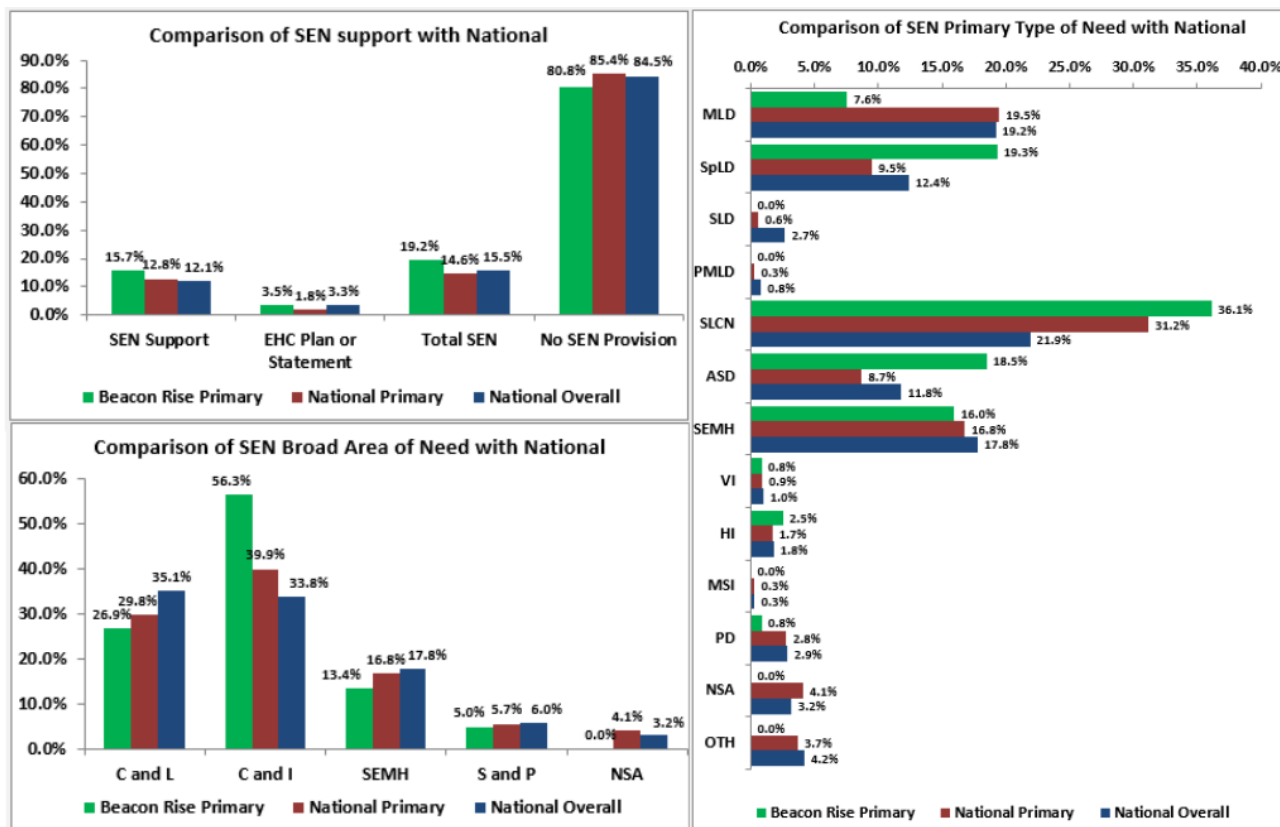
SEND breakdown of school population	Number of children	% of school population
Education Health and Care plan (EHCP)	22	10.5%
EHCP and Pupil Premium	7	1.1%
School support (total)	99	15.4%
School support and pupil premium	36	6%
School support (no pupil premium)	61	9.7%

SEN over time	January 2017	January 2018	January 2019	January 2020	January 2021	January 2022	January 2023
SEN Support	120		130	131	127	117	119
EHCP	10	14	15	14	17	17	22

SEN by year group	Rec	1	2	3	4	5	6
SEN Support	13	13	14	13	13	17	16
EHCP	3	3	3	1	6	2	4

Area of need	% of SEN register	% of school population
Communication and Interaction (C&I) inc Autism	55% (66 chn)	10.5%
Communication and Interaction with speech, language and communication need (SLCN) no Autism	35% (42 chn)	6.6%
Cognition and learning (C&L)	27% (32 chn)	5%
Social emotional and mental health (SEMH)	13% (16 chn)	2.5%
Sensory and physical (S&P)	5% (6 chn)	0.9%
ASD - formal diagnosis	18% (22 chn)	3.5%
(Inc 15 children on Autism assessment pathway)	26% (37 ASD+Pathway)	6%

SEND January Census 2023

Comparison of SEN support with National

	Beacon Rise Primary	National Primary	National Overall
SEN Support	15.7%	12.8%	12.1%
EHC Plan or Statement	3.5%	1.8%	3.3%
Total SEN	19.2%	14.6%	15.5%
No SEN Provision	80.8%	85.4%	84.5%

Comparison of SEN Primary Type of Need with National

	Beacon Rise Primary	National Primary	National Overall
MLD	7.6%	19.5%	19.2%
SpLD	19.3%	9.5%	12.4%
SLD	0.0%	0.6%	2.7%
PMLD	0.0%	0.3%	0.8%
SLCN	36.1%	31.2%	21.9%
ASD	18.5%	8.7%	11.8%
SEMH	16.0%	16.8%	17.8%
VI	0.8%	0.9%	1.0%
HI	2.5%	1.7%	1.8%
MSI	0.0%	0.3%	0.3%
PD	0.8%	2.8%	2.9%
NSA	0.0%	4.1%	3.2%
OTH	0.0%	3.7%	4.2%

Comparison of SEN Broad Area of Need with National

	Beacon Rise Primary	National Primary	National Overall
C and L	26.9%	29.8%	35.1%
C and I	56.3%	39.9%	33.8%
SEMH	13.4%	16.8%	17.8%
S and P	5.0%	5.7%	6.0%
NSA	0.0%	4.1%	3.2%

Identifying Special Educational Needs

Children's needs may be categorised into four areas. These include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early Identification

We believe that early identification of SEND, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children. To support us in our early intervention, we:

1. Arrange home visits for all Reception pupils
2. Attend all transition reviews for each pupil with SEND transferring to us
3. Plan and deliver the appropriate intervention, e.g., small group support provided by a TA for all pupils as appropriate.

This enables us to meet parents with the opportunity to discuss their child's strengths and needs. This allows for any additional resources, interventions or referrals to be made promptly.

Identification

Assessment of our pupils continues throughout their time at Beacon Rise. We implement this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations

2. Monitoring children's assessment through observations, verbal and written feedback.
3. Adopting an open-door policy to provide adults with the opportunity to discuss concerns at any time
4. Liaising with parents.

Provision

Any child identified on the SEND register receives additional support. This is documented in a provision map for each year group. The provision map is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching for pupils within the class.

Teachers will then write an intervention plan that clearly outlines the pupil's current level, targets linked to their next steps in learning and suggested activities. TAs use these plans to plan daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level.

Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENCO to review their child's learning and celebrate their successes.

For further information, please see the School Local Offer on the SEN section of the school website.

Attainment and Progress of SEND Pupils 2018-19 (last Published Data)

EYFS

	Number of Pupils	Good Level of Development Achieved
Any SEN	14	29%
EHCP/Statemented	3	0%
SEN Support	17	36%

KS1

Year 1 Phonics Test

	No of Pupils	Passed
Any SEN	16	75%
EHCP/Statemented	3	100%
SEN Support	13	69%

Year 2

	No of Pupils	Met National Expectation		
		Reading	Writing	Maths
Any SEN	16	37.5%	19%	36%
EHCP/Statemented	1	0%	0%	0%
SEN Support	15	40%	20%	47%

KS2

Year 6

	No of Pupils	Met National Expectation			
		Reading	Writing	Maths	R, W & M
Any SEN	27	85%	78%	89%	74%
EHCP/Statemented	0	0%	0%	0%	0%
SEN Support	27	85%	78%	89%	74%

The progress made by these pupils is:

	No of Pupils	Reading	Writing	Maths
Any SEN	27	5.32	5.94	7.18
EHCP/Statemented	0			
SEN Support	27	5.32	5.94	7.18

This data shows the progress our pupils with SEND make is in line with or above that of the other pupils without SEND.

SEND Budget

High needs statement support for 2019-2020 is £109, 169.49.

High needs statement support for 2020-21 is £155,920.

High needs statement support for 2021-22 is £178,085.

High needs statement support for 2022-23 is £191,722.

This money is spent on supporting individual pupils with a statement through:
- 1:1 TA support
- Specialist resources
- CPD for TAs supporting individual needs.

The school budget, received from South Gloucestershire, includes money for supporting children with SEND. This money is spent on:
- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies.

The training needs of all staff are identified through:
- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

Key SEND Priorities for 2022-2023
- Maximising the impact of Teaching Assistants
  - Team approach to support to promote independence- cultural shift for staff.
  - Ensuring provision is individualsied according to needs ideintified.
- Improving identification of sensory needs
  - Understanding of the impact of sensory needs on indiviudals.
  - Ensuring provision is personalised to meet needs of the individual.
  - Working with parents to ensure a 360 approach to need is taken.
- To support Young Carers
  - Signposting to external support such as Bristol and South Glos Young carers services.
  - Set up a group in school to support the needs of Young carers as a vulnerable group on a regular basis.
  - Training for staff and Governors on Young Carers

- o   Application of YC Bronze award- end of the academic year/start of 2023/24
- Ensuring that Intervention has greater impact on learning
    - o   Tracking of interventions- outcomes/value for money
    - o   Monitoring of provisions to meet needs-quality not quantity
    - o   Quality assuring the delivery of interventions across the school
- Monitoring progress of children according to the four board areas of need
    - o   Tracking of attainment to include four broad areas of SEND need
    - o   Prioritise areas requiring support and ensure provisions are in place.