



Stonegate C of E Primary School

Station Road, Stonegate, East Sussex, TN5 7EN
Headteacher: Mr Jonathan Elms

Love of Learning for Life

I came to give life — life in all its fullness. John 10:10



School:	Stonegate Church of England Primary School
SENCO:	Marta Sanchez Diaz
Date of report:	February 2023
SEN Governor:	Jessica Tabbah and Phoebe Cameron

SEND profile for last 12 months

number of pupils on SEN register (or equivalent), including numbers with Education Health and Care Plans

- We currently have 21 pupils in the SEN register (another 22 children are being monitored), this can change according to their needs and attainment. One of these children has an EHCP and another one has just been referred for one.

number of pupils on SEN register as a percentage of pupil population

- 22% of our pupils are in the SEN Register. 0% of our Preschool pupils are on our SEN Register.

number of pupils according to primary need (as on census)/gender/other characteristics e.g. pupil premium

- 36% (8) of our SEN children have **communication and interaction need**.
61% (13) of our SEN children have **cognition and learning needs**.
9% (2) of our SEN children have **social, emotional and mental health needs**.
38% (8) of our SEN children have **sensory and/or physical needs**.
Some children might fall in one or more of these categories.
- 9% (2) of our SEN children are Pupil Premium.
- We have 13 boys and 8 girls in our SEN Register.

Children joining and leaving thr SEND register

- The SEN Register is monitored and an ongoing document where children can come in and out on termly basis. This is monitored through conversation with Teacher and TA about the interventions, the creation of new provision maps and the attainment the children have gained.
In July 2022, we had 26 children on our SEN Register.
4 of these children are now at secondary school.
9 of these children came off the main register and are now on our monitoring list
By the end of the academic year we had 13 children on our SEN Register
- In September 2022, 4 children with SEN needs joined us in Reception.
Over the course of the year, 4 more children have had needs identified and have joined the SEN Register.
In January 2023, 21 children are in our SEN Register.

Statement regarding overall quality of provision for pupils with SEND

Based on Ofsted descriptors; to include:

outcomes for pupils with SEND (academic and wider outcomes)

- SEND progress was in line with school average expectation for 2021 – 2022.
- Reading (Y1 – Y6) 30% of pupils on the SEND register were at Age Related Expectations (In 2022-2023 - Phonics scheme, reading scheme and VIPERS)



Email: office@stonegate.e-sussex.sch.uk
Website: www.stonegateschool.org
Tel: 01580 200415



- *Writing (Y1 – Y6) 19% of pupils on the SEND register were at Age Related Expectations (In 2022 – 2023 Talk for Writing, use of quality texts, flexible grouping and differentiation including word mats)*
- *Maths (Y1 – Y6) 30% of pupils on the SEND register were at Age Related Expectations (In 2022-2023 Introduction of White Rose Scheme to support modelling and assessment, and use of apparatus to support pupil with concrete learning.)*

effectiveness of leadership and management for SEND

- *SENCO challenged and supported by Governors (Governor monitor report to show this).*
- *SENCO provided with access to the ESCC New to SENCO CPD Programme (Completed July 2022).*
- *School leaders invested into the NASENCO qualification to support existing SENCO.*
- *SENCO completed Deep Dive style practise with Diocesan improvement partner (positive report October 2022).*
- *CPD and induction programme for all new Tas provided by school leaders.*

quality of teaching, learning and assessment for pupils with SEND

- *Implementation of five a day approach for pedagogical practise introduced in October 2022.*
- *Flexible grouping provided across the school to support all pupils including SEND.*
- *Differentiation evident in books (SLT Book Look December 2022).*
- *Drop ins have identified pupils being supported with apparatus, materials and classroom support (Term 2).*
- *Assessment completed throughout the school in line with the assessments schedule. Conferencing used to support pupils with SEND in non-core curriculum areas.*

personal development, behaviour and welfare of pupils with SEND

- *Sensory circuits, Neuroninja and Art Therapy have been provided to support all pupils including those on the SEND Register.*
- *Playground friends and sport leaders have supported challenges during unstructured time.*
- *After school clubs have been provided for all pupils from year 1 to year 6 with 100% of pupils in the SEND register attending at least one club.*
- *Pupils with SEND are part of the Eco club and school council and are involved in making decision about the school.*

Achievement of pupils with SEND

statutory assessment data

End of Year 6 SEND Outcomes

- *Reading 25% National Standard with 2/4 pupils making expected or better progress*
- *Writing 50% National Standard with 3/4 pupils making expected or better progress*
- *Maths 25% National Standard with 3/4 pupils making expected or better progress*

School tracking data

Progress data from End of Term 1 Baseline 2021 - 2022

Due to low number of children in year groups, this progress data has been accumulated from the whole school group.

	Whole school	Boys	Girls	SEN	Disadvantaged	Higher Ability
Number of chn (Yrs. 1-6)	87	37	50	27	6	13
Reading	1.26	1.25	1.27	1.16	1.02	1.38
Writing	1.23	1.14	1.32	0.92	1.09	1.19

Maths	0.82	0.72	0.92	0.63	1.05	0.89
-------	------	------	------	------	------	------

Usual expected progress from Term 1 baseline – $4 \times 0.30 = 1.20$

Positives

- The Progress of the disadvantaged in each subject has been strong

Areas for further focus

- Continuation of pre-teaching and intervention groups to target those who have been identified as require further support as there is still a number of children who have not at ARE. SENCO to evaluate the effectiveness of intervention strategies and advise as appropriate.

Milestone progress for 2020 - 2022 (Progress made over 2 years)

Expected Progress over 2 years – 2.40 - 3.00 (0.30 progress per term – minus term 1 baselines)

All Children

	End of Milestone 1 Year 2 (12 children) (5 SEN)	End of Milestone 2 Year 4 (15 children) (4 SEN)	End of Milestone 3 Year 6 (19 children) (4 SEN)
Reading	3.71 (0.74 – 4.45)	3.21 (0.82 – 4.03)	3.40 (0.98– 4.38)
Writing	3.39 (0.63 – 4.02)	3.06 (0.69 – 3.75)	3.59 (0.77 – 4.36)
Maths	3.39 (0.67 – 4.06)	3.24 (0.70 – 3.94)	3.82 (0.74– 4.56)

Accelerated progress is shown in all 3 subjects over the 2 year milestone period.

Baseline assessment a Gap Analysis was taken following the pandemic period and this was used to focus learning.

SEN Children

	End of Milestone 1 Year 2 (5 SEN)	End of Milestone 2 Year 4 (4 SEN)	End of Milestone 3 Year 6 (4 SEN)
Reading	3.21 (0.42 – 3.63)	2.82 (0.68 – 3.50)	2.65 (0.66 – 3.31)
Writing	2.86 (0.34 – 3.20)	2.74 (0.62 – 3.36)	3.04 (0.44 – 3.48)
Maths	3.17 (0.42 – 3.59)	2.80 (0.56 – 3.36)	2.82 (0.50 – 3.32)

Expected or accelerated progress is shown for this group in all 3 subjects over the 2 year milestone period. Successful employment of intervention strategies for these classes – employment of additional additions to support all children.

Clear understanding of starting points have supported the filling of gaps in understanding.

Progress data, compared to other groups and pupils with SEND within the LA

KS2 SATS 2022

- KS2 Reading - average progress score for the 4 SEN children was -5.5. Local Authority average -2.8.
- KS2 Writing – average progress score for the 4 SEN children was 0. Local Authority average -3.0.
- KS2 Maths – average progress score for the 4 SEN children was -3.6. Local Authority average -2.5.

Wider outcomes (this may include attendance, exclusions, destinations, participation etc)

- Attendance of SEND was 94.81% (School was 95.66%).
- No exclusions.
- 3 children went to Uplands and 1 child was electively home schooled.
- All children attended extracurricular provision.

SEN policy

Reviewed September 2022. No changes.

SEN information report on school website

To be reviewed February 2023.

Statutory requirements have been checked by Mrs Jessica Tabbah – document will be updated by MISS Sanchez and sent to SEN Governors and the Chair of Governors.

Statutory assessments

No access arrangements were needed for last year's SATS.

Accessibility plan

Review date October 2024, although review will need to be done earlier due to the new building. An earlier review will also be done if any new children join Stonegate with a disability or an EHCP.

SEND budget and spending

How was the budget allocation spent?

- Support staff provision (supporting quality first teaching).
- Catch up groups (Maths and Writing upper KS2).
- Curriculum planning and sequencing with Liz Rea.
- CPD for all staff including SENCO, Speech and Language and Reading.
- Specialist Speech and Language Therapist provision to support SEND TA and staff.
- Andrew Wright to support Learning strategies, anxiety and wellbeing.
- Materials and books to support pupils with identified requirements such as dyslexia and ASD.
- SEN TA to support the ability to do all the interventions the children need.

Staffing for SEND

Any staff employed specifically to support pupils with SEND

- The school employs 6 TAs. In their role as TA they support SEND children through interventions.
- INA staff employed to support child with EHCP.
- New SEN TA role for a current TA.
- Speech and Language Therapist once every short term.

Interventions

Little Wandle Rapid Catch up groups and blending interventions are in place for children that need support with Phonics.

Busy Box has been put in place to support children struggling fine motor skills.

Pre-teaching for any subjects, especially Maths and English, has been identified to be an effective intervention to support the children.

Priority readers are identified these will read to an adult in school as many times a week as we can in order to support them to improve.

Sensory circuits is a new intervention that we are monitoring. Effective sensory integration and processing enables us to respond appropriately to different stimuli in our environment and informs our everyday functioning.

Speech and language support is given to the children with S&L needs. This is supported by the Speech and Language Therapist we have in once every short term.

Nessy Reading and spelling an effective resource that covers 5 school years of literacy development, from Year 1 to Year 6. Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists.

Bucket time is used to build children's attention, listening, eye contact and being able to sit for a short period of time

At the end of the academic year 2021-2022 an impact document was produced to monitor how effective the interventions were and to contrast this with the data. New interventions have been put in place and/or those that were effective have been kept.

At the end of Term 2 – a discussion was held with the class teacher, TA and SENCO regarding the current interventions, any new required and any coming to an end. These notes are kept in the SEN Register.

CPD for SEND

- CLASS Core hours 2021-2022 – Supporting and encouraging reading for all. Including children with literacy difficulties and dyslexia. Parent’s workshop and staff meeting (TA and teachers – February 2022).
- PLR (Personalised learning for reading) – day 1 only (CM and MSD February 2022)
- New to SENCO programme training (MSD 8 sessions across the school year)
- Bucket approach. Attention and listening. (MSD - February 2022)
- Little Wandle (All school – 2022)
- DST – J (MSD - May 2022)
- DST – J What after? (MSD - October 2022)
- Jump ahead and sensory circuits (CM – October 2022)
- Busy Box (November 2022)

Due to the difficulty for all staff to attend all these trainings sessions MSD does the training and gives feedback to the other members of the staff. This is done during staff meetings, TA meetings, sending emails and updates, and during the EYFS meeting.

In the last year there have been a lot of changes in regarding to how we support our SEN children and what interventions are in place. These interventions are meaningful to their need and the support they could benefit, as well as trying not to take children out of the classrooms. We are monitoring the impact this is having.

Pupil voice

How have pupils with SEND been involved in their provision?

- *When an intervention is in place for a child, the teacher/TA explains why this is happening and how it will support their learning/needs.*
- *A pupil voice has been carried this term. 6 children in our SEND Register across the school were part of this pupil voice.*

KS2 Questions (4 children)

Question/Answer	Smiley face	Neutral face	Sad face
<i>I enjoy coming to school.</i>	4/4		
<i>I know what to do in lessons.</i>	3/4	1/4	
<i>My lessons are interesting and I learn new things.</i>	4/4		
<i>I know what to do if I find something difficult.</i>	4/4		
<i>I know how I am doing in my learning.</i>	4/4		
<i>I know the next steps to improve my learning.</i>	4/4		
<i>I know who I can talk to about my learning.</i>	4/4		
<i>I know what to do if I have a problem at playtime.</i>	3/4		1/4
<i>I know how to help someone who is finding playtime difficult.</i>	1/4	2/4	1/4

Is there anything else you would like to add about how you feel about school?

- *More time for student council and eco committee.*
- *All clubs to be from KS1 to KS2*
- *More clubs, like Art Club.*
- *More play times*

KS1 and EYFS Questions (2 children)

Question/Answer	Smiley face	Neutral face	Sad face
I enjoy coming to school.	1/2	1/2	
My learning is fun.	1/2	1/2	
I know what to do if I find something difficult.	2/2		
I know how I am doing in my learning.	2/2		
I know who I can talk to about my learning.	2/2		
I know what to do if I have a problem at playtime.	2/2		

Parent/carer voice

How have parents or carers of pupils with SEND been involved?

- Provision maps or letters are sent home 2-3 times a year.
- Meetings are arranged to discuss the provision given for the children.
- Additional Needs Plan reviews (as often as needed).
- Email as a form of two way communication.

There will be a form Parent voice completed in 2022 – 2023.

External agencies –

What external agencies have been involved and, if applicable, what impact has this had?

- Speech and language therapist – speech and language assessments and recommendations have been helpful to give the right support to children with Speech and Language difficulties. These difficulties affect their literacy skills and many more aspects.
- ISEND CLASS offers support, advice and training. We have CORE hours and a link advisor.
- Educational Psychologist adviser attached to Stonegate Church of England Primary School. She offers two Support and Consultation meeting each academic year.
- Private OT privately funded has provided us with advice, reassurance, support, assessment and intervention to help a child to develop his skills in everyday activities.
- Teacher for the deaf has provided support for two children at Stonegate.
- Private Educational Psychologist to work with two of our children in May 2023
- Flexi school teacher.
- Paediatric Diabetic Nursing Team
- ENT (Ear, nose and throat)
- Bowel and bladder specialist
- Community paediatrics

Complaints relating to SEND

Staff didn't provide the correct provision for a child on the SEN Register. Parent raised concern to the Head teacher at the end of the term. The head teacher made the decision to talk about this in the INSET day at the beginning of the term. A further follow up was received from the parent regarding chains of communication and this was promptly followed up with a staff communication where strategies for the future quality provision and parent communication was outlined.

Any other developments regarding SEND?

This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have.

- *The headteacher working within his capacity as Alliance Lead has completed an assessment of the SEND Requirements for Stonegate and the six geographically close schools in the Alliance and has submitted a bid to the local authority (£350.000) to develop SEND Provision over the next two years.*

Are there any concerns regarding provision for pupils with SEND?

This is an opportunity to share any areas that the SENCO feels may become a concern over the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc

- Space is an issue in this school. Children quiet and secure spaces for intervention. The project of £45,000 will alleviate this concern to a small extent. However as need increases around speech, language and communication more spaces will be required. The current fabric of the school does not allow this.

