



The STAR Multi Academy Trust – SEND ANNUAL REPORT

School:	Saxton C of E Primary School
SENCO:	Dale Starr
Date of report:	November 2023
SEN Governor:	Sarah Fawcett (Shadow Governor: Tracy Pickles)

<p>SEND profile for last 12 months <i>To include:</i></p> <ul style="list-style-type: none"> • number of pupils on SEN register (or equivalent), including numbers with Education Health and Care Plans • number of pupils on SEN register as a percentage of pupil population • number of pupils according to primary need (as on census)/gender/other characteristics e.g. pupil premium <p>• numbers of children joining the register and coming off the register this year</p>	<p>13 children</p> <p>21.7%</p> <p>From Census:</p> <p>Table 11: SEN need type for pupils on roll with SEN (SEN provision E or K) [A]</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Description</th> <th>Primary Need</th> </tr> </thead> <tbody> <tr> <td>SPLD</td> <td>Specific Learning Difficulty</td> <td>1 ✓</td> </tr> <tr> <td>MLD</td> <td>Moderate Learning Difficulty</td> <td>2</td> </tr> <tr> <td>SLD</td> <td>Severe Learning Difficulty</td> <td>0</td> </tr> <tr> <td>PMLD</td> <td>Profound and Multiple Learning Difficulty</td> <td>6</td> </tr> <tr> <td>SEMH</td> <td>Social, emotional and mental health</td> <td>0</td> </tr> <tr> <td>SLCN</td> <td>Speech, Language and Communication Needs</td> <td>0</td> </tr> <tr> <td>MSI</td> <td>Multi-Sensory Impairment</td> <td>0 ✓</td> </tr> <tr> <td>HI</td> <td>Hearing Impairment</td> <td>1 ✓</td> </tr> <tr> <td>VI</td> <td>Vision Impairment</td> <td>0</td> </tr> <tr> <td>PD</td> <td>Physical Disability</td> <td>1</td> </tr> <tr> <td>ASD</td> <td>Autistic Spectrum Disorder</td> <td>0</td> </tr> <tr> <td>NSA</td> <td>SEN support but no specialist assessment of type of need</td> <td>0</td> </tr> <tr> <td>OTH</td> <td>Other Difficulty / Disability</td> <td>0</td> </tr> </tbody> </table> <p>9 children off 1 child on</p>	Code	Description	Primary Need	SPLD	Specific Learning Difficulty	1 ✓	MLD	Moderate Learning Difficulty	2	SLD	Severe Learning Difficulty	0	PMLD	Profound and Multiple Learning Difficulty	6	SEMH	Social, emotional and mental health	0	SLCN	Speech, Language and Communication Needs	0	MSI	Multi-Sensory Impairment	0 ✓	HI	Hearing Impairment	1 ✓	VI	Vision Impairment	0	PD	Physical Disability	1	ASD	Autistic Spectrum Disorder	0	NSA	SEN support but no specialist assessment of type of need	0	OTH	Other Difficulty / Disability	0
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<p>Statement regarding overall quality of provision for pupils with SEND <i>Based on Ofsted descriptors; to include:</i></p> <ul style="list-style-type: none"> • outcomes for pupils with SEND (academic and wider outcomes) 	<p>All outcomes are tracked individually in the form of half termly review meetings, held between class teachers and parents/carers.</p> <p>School have investigated tracking options, and are currently using Pre-Key Stage Standards and the Engagement Model where needed.</p> <p>Saxton has rigorous procedures for the assessment of pupil's achievements and this is reviewed at Pupil Progress Meetings</p>																																										



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<ul style="list-style-type: none"> • <i>effectiveness of leadership and management for SEND</i> • <i>quality of teaching, learning and assessment for pupils with SEND</i> • <i>personal development, behaviour and welfare of pupils with SEND</i> 	<p>every term. Data is shared and outcomes are discussed between members of staff and SENCo. Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and intervention records.</p> <p>The SENCO and SLT set consistently high expectations for the learning and progress of pupils. Regular meetings are held between the SENCo and SEND governor, and at times involving the Chair of Governors. The SENCo is part of the Federation SLT and is involved in key decision making for all pupils. The SENCo works closely with the Deputy Head in developing a curriculum that meets the needs of all learners.</p> <p>Quality of teaching is a focus for the school, as we aim to maintain outstanding, quality first teaching for all pupils. At Saxton we firmly believe that the wellbeing and academic progress of all pupils is primarily the responsibility of the relevant class teacher, with a broader overview being maintained by both the SENDCo and Senior Leadership Team. With this in mind we maintain a highly skilled and experienced body of staff with a good understanding of the additional needs within their own classroom and a good understanding of how best to meet these.</p> <p>At Saxton Primary School we are committed to giving every child access to a high quality educational experience and the nurture they require in order to reach their maximum potential. We make this commitment regardless of a pupil’s age, gender, ethnicity, background or personal circumstance. We recognise that there is a diversity of special needs including learning, health, social, emotional and physical and work to ensure all such needs are met. We have a highly trained Pastoral Team who are available to offer support to pupils, staff and families, ensuring their needs are met and guidance is given where it is needed.</p>
<p>Achievement of pupils with SEND</p> <p><i>To include:</i></p> <ul style="list-style-type: none"> • <i>statutory assessment data</i> • <i>school tracking data</i> • <i>progress data, compared to other groups and pupils with SEND nationally</i> 	<p>No Pupils sitting the KS2 tests were on the SEND register in 2023. Of those with assessments in KS1, 50% attained the expected standard in reading, 0% in writing and 0% in maths.</p>



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<p>• <i>wider outcomes (this should include attendance, exclusions, destinations, participation etc)</i></p>	<p>8 sessions of fixed period (same child) and 0 permanent exclusions recorded.</p>
<p>SEN policy <i>When was this reviewed and have any changes been made?</i></p>	<p>The policy is a Trust wide policy that was reviewed in July 23 with no changes made.</p>
<p>SEN information report on school website <i>When was this reviewed and does it meet statutory requirements?</i></p>	<p>Due to be updated.</p>
<p>Statutory assessments <i>Use and effectiveness of access arrangements</i></p>	<p>Access arrangements used where needed.</p>
<p>Accessibility plan <i>Any updates? Review date</i></p>	<p>Reviewed on 04.01.23 https://saxton.n-yorks.sch.uk/wp-content/uploads/2023/01/Accessibility-Plan-SP.pdf</p>
<p>SEND budget and spending <i>What was the budget allocation and how was it spent? Value for money?</i></p>	<p>The majority of our SEND budget goes towards our staffing costs, to pay for support staff who work closely with our SEND pupils and help them to meet the targets on their MSPs or the outcomes on their EHCPs. This can sometimes involve interventions, 1:1 support, group work, helping refocus on tasks, or other more individualised support.</p> <p>This year we are anticipating seeking EHCPs for 2 additional pupils.</p> <p>We applied for additional funding to support one pupil struggling with her behaviour and high needs, and were allocated £3,000 – all of which was spent on staffing costs and resources to support her.</p>
<p>Staffing for SEND <i>Any staff employed specifically to support pupils with SEND</i></p>	<p>★ Judith Plant – Y5</p>
<p>Interventions <i>What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?</i></p>	<p>★ Precision Teaching - used across school, EP trained all staff and provided 'refresher' training for new staff and old. Very effective - each child sees their progress plotted onto a graph in the session. Great value for money as no ongoing costs involved.</p> <p>★ Emotion Coaching – all staff were trained in the use of this for 2021-2022, but due to a high turnover of staff, we had additional training for all staff including support staff on the first day back of the new academic year for 2022-2023</p>



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	<p>In the last school year, we have moved away from interventions out of class and children being removed from their pastoral groups, and instead focussed on quality first teaching and nimbly meeting needs in a classroom setting. This was noticed and praised in our most recent Ofsted inspection.</p>
<p>CPD for SEND <i>What CPD has taken place and what has been the impact of it for pupils with SEND?</i></p>	<p>(This is CPD provided in the last year, although not all staff are still at the school)</p> <ul style="list-style-type: none"> ★ All staff are trained in Mental Health at Level 1 by Compass Buzz (Prevention & Promotion), most at Level 2 as well (Early Identification of Need), the Pastoral Team are trained in Level 1, 2 and 3 (Early Help & Intervention), and the SENCO is trained up to Level 4 (A Sustainable Whole School Approach) ★ School SENCO helped trial Student Wellbeing Champion Training by Compass Buzz, and contributed to the adaptations necessary to make this appropriate for primary pupils ★ Additional CPD has been put in place to ensure the Pastoral Team are equipped for the variety of challenges they come across, including training on Anxiety, Mindfulness and wellbeing. ★ EP has trained all staff in ‘emotion coaching’ to help children regulate themselves ★ All staff have had training from EP on Precision Teaching ★ ‘Any other’ training provided - EP gave time to answer either specific or general queries from any member of the teaching staff ★ de-escalation training provided by NY/Selby SEMH Hub ★ staff meetings run by the EP and SENCo to offer bespoke support around high-needs pupils and psychology behind their behaviour
<p>Pupil voice <i>How have pupils with SEND been involved in their provision?</i></p>	<ul style="list-style-type: none"> ★ All pupils are consulted when MSP is drawn up ★ Consideration of pupils as individuals when end of year reports are written “Things I am good at, enjoy, that people like about me, that are going well...” and “Things I find most challenging, don’t enjoy as much, that are not going quite as well...” ★ Class teachers or support staff check in with pupils regularly and update MSP throughout the academic year ★ Ofsted noticed and praised the focus on children’s views ★ Children with additional needs are included in the child-led teams that are integral to our school (Junior Road Safety Officers, Worship Team, Play Leaders, etc)
<p>Parent/carer voice <i>How have parents or carers of pupils with SEND been involved?</i></p>	<ul style="list-style-type: none"> ★ ‘Open Door’ approach - open lines of communication including giving class teacher emails to parents/carers of pupils with SEND



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	<p>★ Parent views are considered often, and are captured during MSP reviews. Staff meet extremely regularly (every half term as a minimum) with parents to review MSPs and contribute to the document</p>
<p>External agencies <i>What external agencies have been involved and what impact has this had?</i></p>	<p>★ Compass Buzz continue to offer support to our Pastoral Team, to enable us to meet a range of more complex needs. Impact: staff able to meet needs of pupils without need for lots of external support or staff in school, MF/SP staff skilled up in the process</p> <p>★ We have referred several pupils to the NY Hubs service - involvement from C&L, SEMH and awaiting S&I support. Impact: advice and recommendations personalised to our learners</p> <p>★ we have visits pending from the C&I department of the Hub, with observations and meetings with staff planned in</p> <p>★ SENCo for school has utilised the 'drop in' service to access expert advice about anonymous cases. Impact: quick, accessible expert advice. Will enable staff to try all strategies known before seeking Hub support</p>
<p>Complaints relating to SEND <i>Have there been any? If so, provide details</i></p>	<p>★ None known</p>
<p>Any other developments regarding SEND? <i>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</i></p>	<p>The school champions positive mental health and wellbeing - both of pupils and staff. All staff have been trained by Compass Buzz so have an understanding of how to prevent problems arising, and the promotion of positive mental health. This is something everyone in the school is committed to. This is done in a variety of ways, including but not limited to, additional support from Compass Buzz, training of all staff in mental health issues to a high level, use of the Resilience Framework to troubleshoot issues for individuals, refinement of a referral process for the Pastoral Team, and the rolling out of class-based interventions, improving resources for SEMH issues (worry monsters, My Hidden Chimp books, use of emotional scales during registration and breathing techniques taught from Reception upwards.</p> <p>We are proud of how well we support any pupils with SEMH needs, and hope to develop the support on offer for all primary needs in the same way.</p>
<p>Are there any concerns regarding provision for pupils with SEND? <i>This is an opportunity to share any areas that the SENCO feels may become a concern over the next year unless action is taken;</i></p>	<p>We have a particularly high needs child in Year 6. We are putting in an EHCAR to support her. She is on a part-time timetable and this requires a high level of staffing and the use of a separate space to be in – which can be challenging.</p> <p>We have some staffing issues, as due to budget requirements we are unable to recruit the specialist support staff needed to work</p>



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this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc

dynamically with our most demanding children. Also, when we have tried to recruit for other posts, the candidates are not suitable or experienced enough.