



SEN ANNUAL REPORT 2024

Special Educational Needs Annual Report 2024

This report should be read in consultation with the St James Information report, SEND and Inclusion policy and Accessibility plan

This report reflects how the school has used SEND funding to meet pupils' needs.

Support for SEN pupil's wellbeing has been a priority this year, as St James experienced difficulties of relocation over 4 sites, due to RAAC (reinforced autoclaved aerated concrete).

Context

St James' caters for pupils aged 4-11 years

In 2023-2024 there were 177 pupils on roll.

21.4% (38 pupils) were on the SEND register and 1.6% of the total number of pupils (3 pupils) had Education Health and Care Plans (EHCP). 31.5% (12 pupils) of SEND pupils were PP/FSM.

Nationally, 13.6% of school age pupils are identified as having SEND (June 2024 school census), 4.8% were identified as having EHCPs.

There continues to be a trend increase since 2016.

Primary needs of pupils in school:

	Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties.	Sensory and/or physical Needs.
Early Years SEND Support		3	3	
SEND Support	7	17	4	1
EHCP	1		2	
Total	8	20	9	1
%	21%	52.6%	23.6%	2.6%

Exclusions:

No exclusions.

Impact of intervention

Every child on the SEND register is now offered a termly review with the SENDCo and, where possible, the class teacher. Interventions and strategies to support pupils are shared within these meetings and recorded on the child's Individual Support Plan.

In order to be as inclusive as possible, school strategies focus on high quality first teaching and in-lesson support. Whole school approaches have been adopted for helping children to overcome barriers arising from communication and interaction difficulties (e.g. autism) and cognition and learning (e.g. dyslexia).

Staff training and expertise

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for SEN pupils.

- The SENDCO attends regular Local Authority and BCCET SEND Network meetings and meets with the SEND Governor to share and provide information.
- This year, the SENDCO has achieved the NASENCO award (Post Graduate National Award for SEN Co-ordination) and has received training in CPOMs (Child Protection online Management System) and EBSA (Emotionally Base School Avoidance).
- All staff have received training in Type 1 Diabetes, Prevent Duty Training, Emotional Regulation and Keeping Children Safe in Education (including [Bullying](#), [Trauma](#), [FGM 2023](#), [Physical abuse](#), [Sexual abuse](#), [Neglect](#), [Emotional abuse](#) and [Fabricated or Induced Illness](#)) and Medical Conditions Awareness training (asthma, anaphylaxis and epilepsy).
- The SENDCO has been supported by the BCCET Primary SEND Co-ordinator and Director of SEND, and completed a SEND Learning Walk to identify areas for improvement.
- The SENDCO has increased knowledge and skills by participating in the Summer term SEND panel.
- A range of standardised assessments have been carried out by the SENDCO to determine pupil cognition and learning needs and the best way of meeting them.
- EYFS and Year 1 staff worked alongside colleagues from Sue Hedley Resource Base, Early Years Solution Panel and Ashleigh Child Development Centre, increasing knowledge and skills.
- Teaching Assistant working 1:1 with a child with complex needs, has received support from the Toby Henderson Trust and participated in best practice modelled by the SEND Inclusion Service.
- Staff from KS1 and KS2 have worked alongside Speech and Language therapists, Occupational Therapists, SEND Inclusion Team, Educational Psychologist and Clinical Psychologist, to develop strategies and learn new interventions.
- All staff work alongside staff from Healthy Minds, Lifecycle and CYPS where required, to understand approaches to mental health support.
- Special Educational Needs Teacher works on tailored and specific intervention programmes with SEN pupils three days a week. This is either on a one to one basis or in small groups.
- HLTA / qualified teacher and Teaching Assistants work 1:1 with pupils with additional needs requiring support in literacy, maths and regulating their emotional responses.
- Special Educational Needs Teacher is fully trained in the Sounds Write Programme for intervention delivery and an increased number of teachers and Teaching Assistants have received training this year.

Pupil views

Views of pupils are gathered regularly through discussion with their teachers and specific pupil's views forms.

Parent and carer views

Views of parents are sought during termly reviews through parental views forms.

Local offer

South Tyneside Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the provision and links to what is available in South Tyneside and the surrounding area. More information on the Local Offer can be found at:

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->