



Annual SEN Report Sept 2024

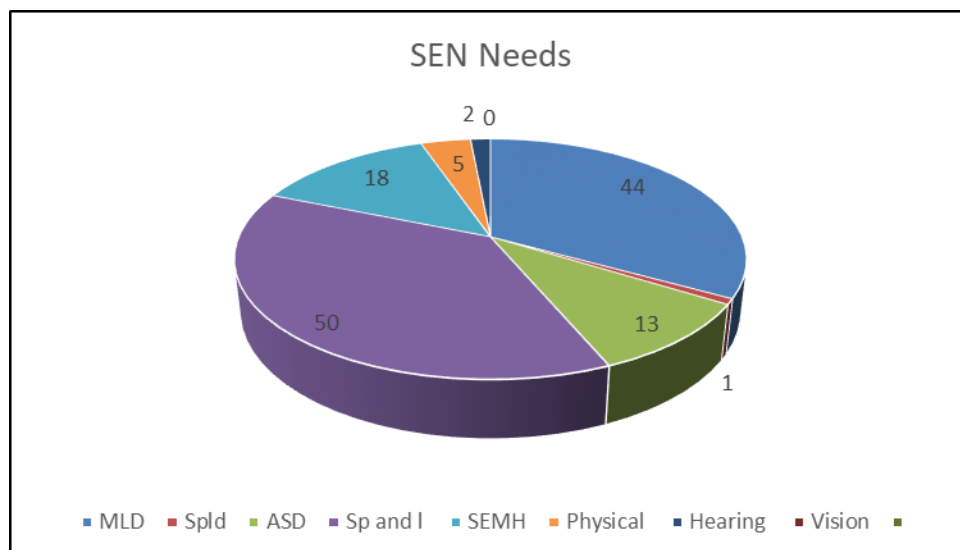
Evaluating the Effectiveness of Beech Hill Primary School's Provision for Pupils with SEND

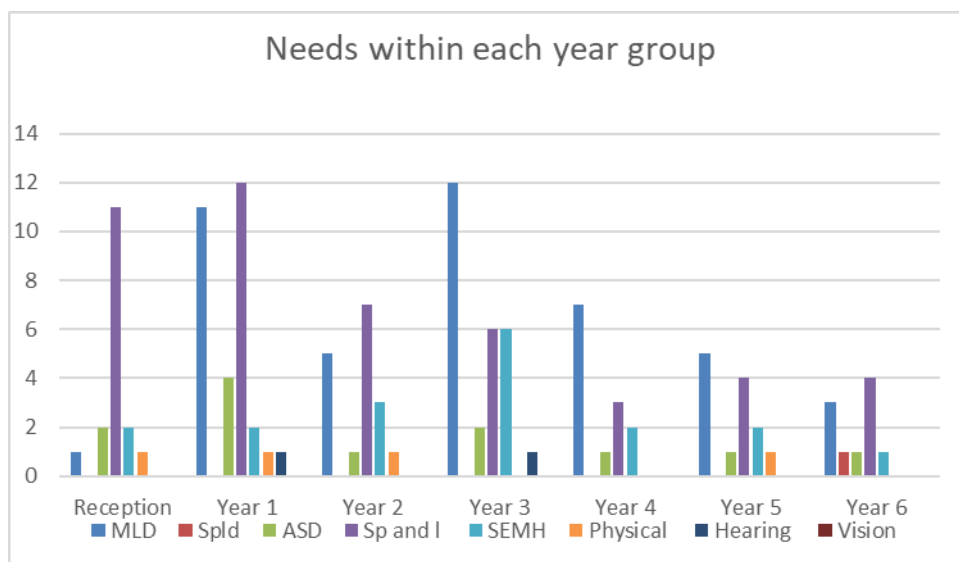
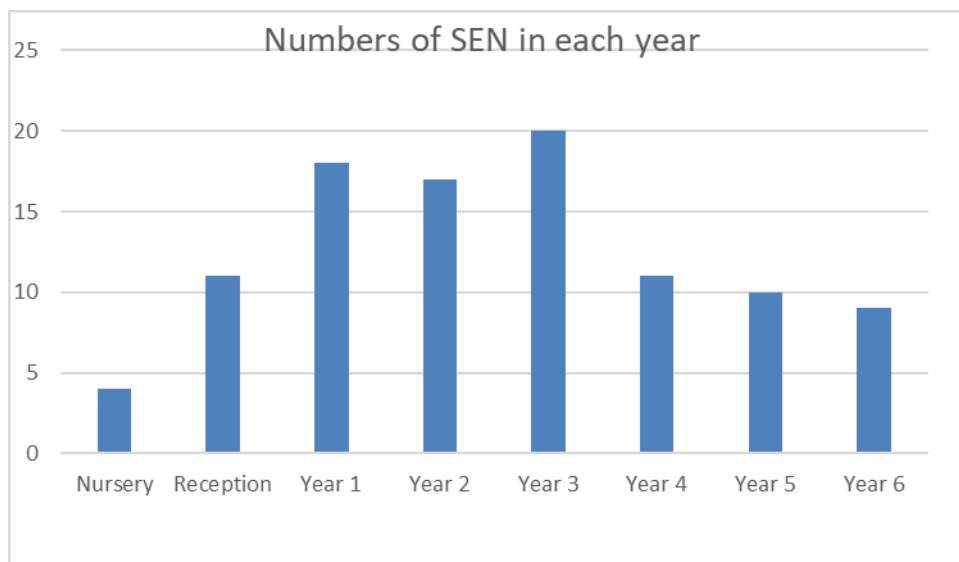
The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

SEN Data Population – Autumn 2024

School Population	No of pupils	School %	National %
SEN total	100/435	23%	18.4%
SEN support	91/435	21%	13.6%
EHCP	9/435	2%	4.8%
SEN + PP	63%		

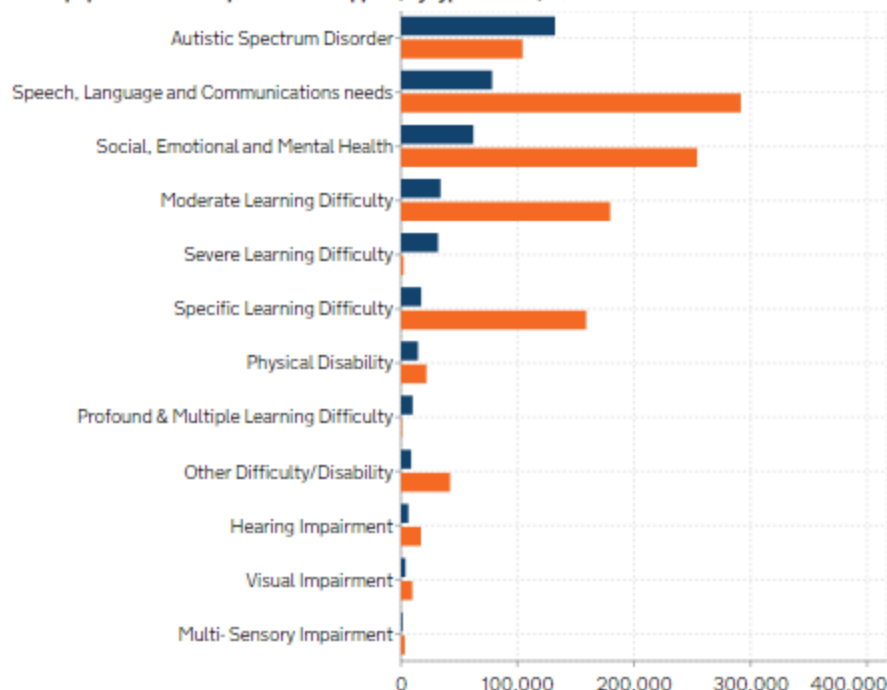
Within our SEN cohort:





National Figures

Number of pupils with an EHC plan or SEN support, by type of need, 2023/24



Summary of our SEN population:

Our SEN population is higher than the national average, this has increased this year due to a higher number of SEN children joining our school in early years. Speech and Language is still our highest need for the third year running. Our percentage of children with MLD continues to be higher than the local and national average. We will continue to review the children on our SEN register and those causing concern, especially the children identified as MLD— we are monitoring some children with a view to removing them next term if progress continues and also whether some of these children actually have a specific learning difficulty or other difficulty. Most of the SEN needs within SEN support school fall within Cognition and Learning (MLD) and Communication and Interaction (SLCN). Most of our EHCP pupils have a diagnosis of ASD. This year we also have a higher number of children diagnosed or currently being assessed for ASD within our nursery, reception and KS1 cohort. Our SEMH needs are increasing. Therefore we have employed a counsellor to work one day a week, supporting through play therapy in EY, also supporting groups of children throughout school and working with some children 1:1. We have a high number of children on the SEN register in EY and KS1. Additional staff have been used in these year groups to support high needs children

SEN Attendance:

Our FSO and attendance officer continue to work with families whose attendance is poor and where appropriate we contact outside agencies to provide additional support with this.

Your school's SEN Support & EHCP cohort of 70 enrolments have an **Overall Absence** of **6.7%**.

This is **1.5%** higher than the **national All Pupils** cohort at **5.2%**.

Your **school's gap** to **All Pupils** pupils **nationally** has **decreased by 0.2%** from **+1.7%** in 2022/23, to **+1.5%** in 2023/24.

Your SEN Support & EHCP cohort's **Overall Absence** has **decreased by 1.3%** from **8.0%** in 2022/23, to **6.7%** in 2023/24.

GAP TO:

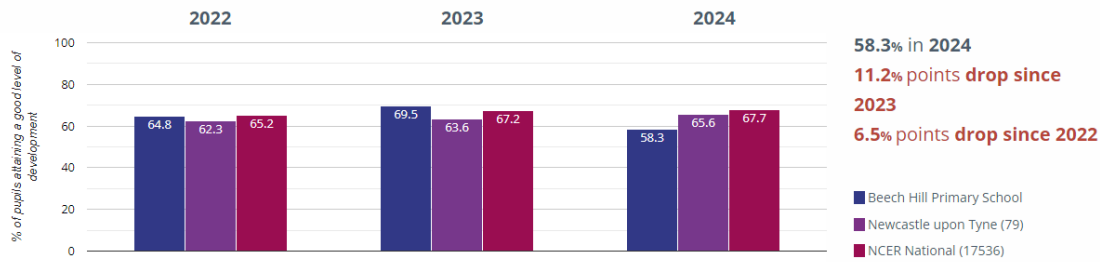
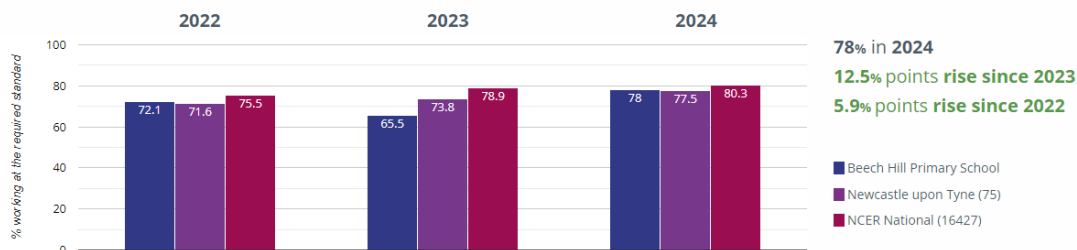
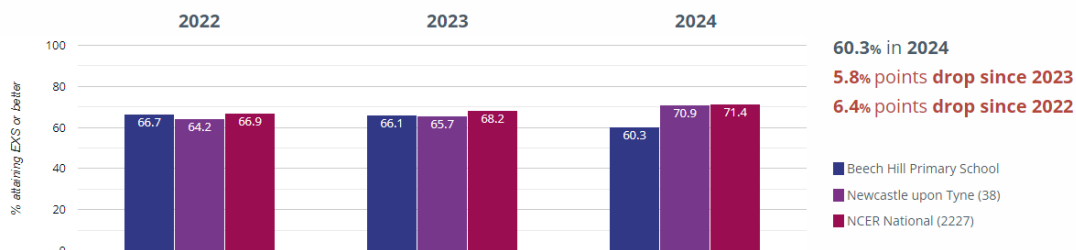
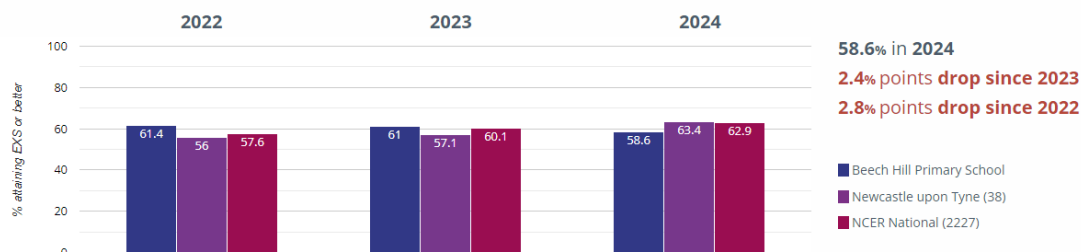
National: All Pupils **+1.5%**

National: SEN Support & EHCP **-0.8%**

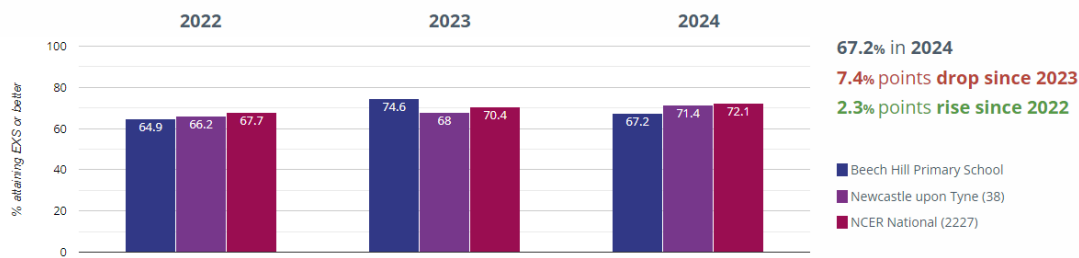
School: All Pupils **+0.9%**

—  —
-1.3%
 TREND

—  —
44th
 PERCENTILE RANK

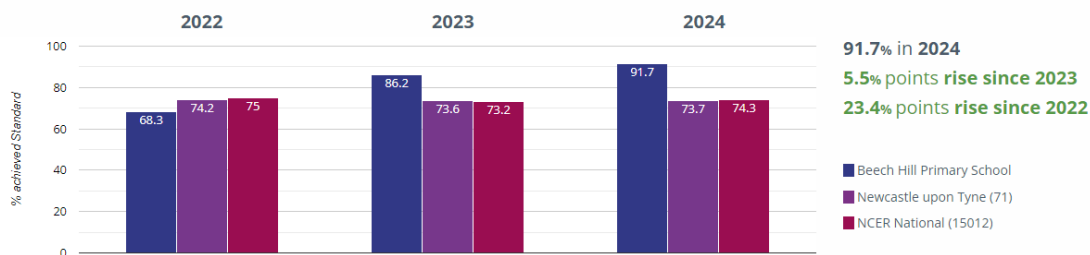
Data**EYFS:****★ Good Level Of Development**Phonics**Year 1: Working At**KS1**Reading - attaining EXS or better****Writing - attaining EXS or better**

+ Maths - attaining EXS or better

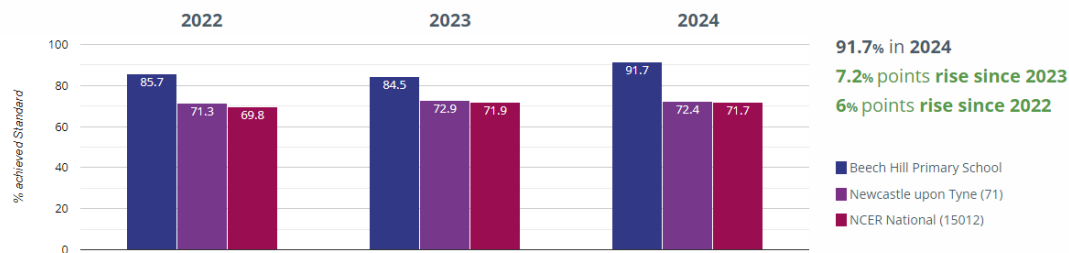


KS2:

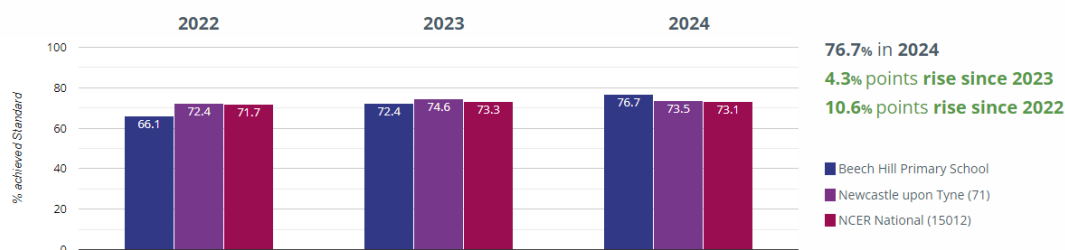
Reading - achieved standard



Writing - achieved standard



+ Maths - achieved standard



SEN pupil participation:

33 or 33% of our SEN children participate in extra-curricular activities. We also have SEN pupils on our eco committee, school council and year 6 “dream team”.

Staff Training and Expertise:

- Whole school training on Universally Available Provision – October 2023

- Whole school training on Autism and anxiety – February 2024
- Whole school training of dyscalculia – February 2024
- Assistant SENCO worked alongside dyslexia assessors to look through pupil's books and identify children who would benefit from further assessment.
- SENCOs met with our SIP to discuss our SEN procedures and practise.
- SENCOS had two visits with SEN Local Advisors to look at triangulation between provision maps, targets and books. Also met with pupils from KS1 and KS2 to discuss their experiences of SEN at Beech Hill.
- Staff are updated with SEN information on a regular basis (at least termly) in staff meeting times.
- New staff attended autism training from the AET.

Working with Outside Agencies

We have a high number of special educational needs within our school and need to draw upon the support and advice from outside professionals and agencies. During 2023-24 we accessed support from the following services:

- Specific Learning Difficulties (Dyslexia) support: This team of highly qualified, experienced specialist teachers offer professional expertise and knowledge and provide assessments, support and advice to SENCos, teaching/support staff and parents in relation to individual children with specific learning difficulties (dyslexia) and speech and language difficulties.
- SEN Consultancy: Our school bought into the Silver level service which includes 1 consultancy days offering support and advice to SENCOS.

Pupils Views:

We collect pupil's views termly on their individual provision maps. These are collected by the Assistant Sencos and are read by the teachers and shared during pupil reviews. Examples of pupil comments from the previous academic year include:

"I feel a little nervous about moving onto blue books but that's fine because it's a little challenge for me, which is fine. Do you know I read books at home and my favourite book is, 'My Dad.'? I would like my new teachers to know, that I want to get better at Numbots!"

"I like Yr.3 because I do Maths with Mr Burns. Maths is hard sometimes but Mr Burns is kind and calm and helps me to understand my different jobs. Literacy is good because it's easy and Miss Witty tells us interesting things about the Stone age. In the summer, I'm looking forward to getting my pen license and play games outside."

"I like morning phonics with Mrs Baird; this helps me with my reading and to learn all my sounds. I am a lot happier because my all play with me on the yard."

"I am so happy to have improved my reading; I've moved onto lime books and I'm able to talk about the books I've read. I would like my new teachers to know, that I need extra time to find answers."

"I feel my handwriting has improved because it is neater and I can read my own work. I would like my new teachers to know, that I am training with West Denton Football Club. My position is in defence, which I enjoy, and I am great at motivating my team mates from the back of the pitch!"

"It's very nice in Year.5 because I get lots of help with my emotions. I don't struggle as much with the work because the teachers talk to me, which calms me down. By the end of the year, I would like to be braver and confident enough to put my hand up to ask for help; I struggle to do that at the moment."

"I enjoy everything in Yr. 6. I especially like playing tennis at the end of the day; I get to choose a friend to come out to play. I would like my new teachers to know, that I don't always need support."

Parents/Carers' Views:

- Parent's views are collected during parent's evenings and reviews and are recorded on children's individual provision maps.
- It is pleasing to hear during reviews that many parents are very appreciative of the work our SEN team do.

Next steps:

- Introduce staff to the newly updated mainstream guidance and implement this into school support plans.
- New staff to attend Autism training from the AET.
- Develop roles for SEN ambassadors for the Dream Team.
- Evaluate the role of school counsellor within our setting.

Date: September 2024