



Annual SEND Report for Templenewsam Halton Primary School

(To be accompanied by the “SEND in a nutshell document”)

Report by	L. Lightfoot	Period	2022-23
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“A child has SEND if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents them from making use of educational facilities.”

1. School characteristics (minimum 3 year trend)

The tables below show children who are reported as SEN Support (K) or EHC (E) on Arbor. These children have interventions to support their learning and, in some cases, follow a differentiated curriculum. This data forms part of the school census.

	20/21	21/22	22/23
Total number of children on school roll	464	467	454
Number of children on SEND register for this period	62	74	76
% of children on school roll with SEND	13%	16%	16.7%
Number of children with statements of SEND/ EHCPs	1	2	2

National Average is 12.6%

National EHCP is 4%

74 SEND children on roll = 16% (National = 12.6%)

2 EHCP = 0.004% (National = 4%)

Academic year 2022-23

There are currently 76 children on the SEND register, of which 2 children have an EHCP and 74 children receive school support. There are 13 children in receipt of FFI funding. Speech, language and communication (SLCN) remains the most significant area of need across school with 32 children identified. There are 7 children with moderate learning difficulties, 1 child with a specific learning difficulty, 19 children with social, emotional and mental health difficulties, 13 children diagnosed with Autistic Spectrum Condition (ASC), 1 child diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), 2 children have a hearing impairment, 1 child has a visual impairment, and 5 children have a medical need.

2. Funding arrangements (April 2020- April 2021 budget)

Total funding received by school (elements 1 and 2 – Notional)	£140,900.63
Number of pupils for whom top up (element 3) funding is being claimed	9
Total funding received by school (top up funding, element 3)	£67,870.83
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£208,771.46

April 2021-22

Total funding received by school (elements 1 and 2 – Notional)	£137,202.56
Number of pupils for whom top up (element 3) funding is being claimed	13
Total funding received by school (top up funding, element 3)	£77,633.87
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£214,836.43

- How the school's SEND funding is allocated and spent?

Pupil	Year	Need	Funding Dates	Funding Amount (£)	How is this spent?
Child A	N	Communication	April 22- March 23	£3,248.00	Attention Autism x3 weekly SLT support x 3 weekly Pastoral support
Child B	R	SEMH	April 22- March 23	£6,720.00	Personalised behavior plan Team Teach training x12 staff members SENIT Team Inclusion and behavior support team PEC support Attention Autism 1:1 support
Child C	Year 2	Communication	April 22- March 23	£6,720.00	Attention Autism x3 weekly Lego Therapy SLT support PEC support Intensive Interaction
Child D	Year 6	Cognitive	April 22- March 23	£6,720.00	Personalised curriculum 1:1 support LW Phonics programme

					1:1 Reading programme SLT support
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- **Who is responsible for the SEND budget?**

Laura Lightfoot applies for FFI funding for school and receives regular updates from the team regarding SEND budget. Red Kite Learning Trust is responsible for our SEND budget and Whole School SLT discusses where LSA support is needed and jointly decides how SEND budget is spent.

Staff development

Training opportunities provided in this period:

Staff role	Training accessed	Desired impact
Team Teach- EYFS and LL	Team Teach	<ul style="list-style-type: none"> • To provide staff with de-escalation techniques and appropriate strategies to manage physical behaviour in pupils
All staff Spring Term 2022	Autism Education Trust Autism training Level 1	<ul style="list-style-type: none"> • To raise awareness of ASD • To provide staff key resources in order to help them plan and teach children with ASD
KS1 and KS2 Staff	Medical- Epilepsy, EPI-Pen, Diabetes	<ul style="list-style-type: none"> • To support individual health care and medical needs
All Staff- October 2022 (LL delivered training)	SEND Code of Practice	<ul style="list-style-type: none"> ▪ 4 broad areas of need ▪ SEND Code of Practice ▪ Revisit and review of current SEND practice
All Staff- November 2022 (LL delivered training)	Graduated Approach	<ul style="list-style-type: none"> ▪ For all staff to understand the graduated approach and how to implement it within their classroom
GL Dyslexia Training	LSA Training and support	<ul style="list-style-type: none"> ▪ GL Assessment training and webinar
All Staff- March 2023 (LL delivered training)	Provision Mapping	<ul style="list-style-type: none"> ▪ For all staff to understand provision mapping and how to implement it within their classroom

3. Annual Parent survey results and impact on practice.

	Strongly agree	Agree	Disagree	Strongly disagree	N / A	% SA/ A
85 responses						
My child is happy at this school	71	13	1	0		98
My child feels safe at this school	64	20	1	0		98
The school makes sure its pupils are well behaved	53	32	0	0		100
My child has been bullied and the school dealt with the bullying quickly and effectively	24	16	7	4	3 / 4	87

The school makes me aware of what my child will learn during the year	57	27	1			98
When I have raised concerns with the school have been dealt with properly	42	32	4	0	7	87
The school has high expectations for my child	48	35			2	97
My child does well at this school	50	33			2	97
There is a good range of subjects available to my child at this school	60	24			1	98
My child can take part in clubs and activities in this school	43	35	5		2	91
The school supports my child's wider personal development	42	38	2		3	94
I would recommend this school to another parent	58	22	3		2	94

Annual Student survey results and impact on practice.

This survey will be reported on later on in the year when it has been completed.

4. Evidence that students with SEND access and broad and balanced curriculum, including enrichment opportunities, visits and residential.

- All SEND children are included within the classroom setting.
- Provision Maps are tailored to meet the needs of each child in the classroom.
- Children received interventions such as Speech and Language, Lego Therapy, Key Word Readers, Phonics, Individual Reading and Intensive Interaction.
- This takes place in the classroom on a daily basis or it is timetabled into the school day.
- Work is differentiated to meet the needs of each child.
- Teaching and learning is adapted and differentiated to meet individual learning needs
- All SEND children are able to attend school trips to Temple Newsam, Skeleton Grange, Eureka etc.
- All SEND children have attended Robin Wood/Cober Hill and received structured timetables and support throughout the residential
- Some children attend trips on a 1:1 basis for safety and to ensure the access the full trip.

5. SEND gov feedback (to be completed prior to submission to the Full Governing Body, and directly linked to outcomes for pupils with SEND, and the areas for development required).

