**Eccleston C.E. Aided Primary School**

***"Let your light shine" - Matthew 5:16***

SEND Impact Statement

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| Curriculum Committee |
| Date | September 2024 |
| Review Date | September 2025 |
| Signed Headteacher: | Chair of governors: |

**Evidence of Impact of SEND provision 2023 - 2024**

In the academic year 2024-25, approximately 23% of Eccleston pupils had a special educational need or disability (SEND).

The majority of SEND pupils at Eccleston consistently make good or better progress in reading, writing and maths. They are well supported by Quality First Teaching (QFT) in the classroom and by targeted and individualised intervention programmes including daily tutoring for any children struggling with reading as our philosophy is to try and help pupils to keep up rather than catch up.

There are a number of SEND pupils who have also had significant emotional difficulties related to trauma or other circumstances. We believe that children need to be supported in their emotional well-being and so continued to invest a lot of time and money in running nurture sessions for our vulnerable pupils and equipping staff with the necessary training to support them. We employed a professionally qualified counsellor who supported pupils in one-to-one sessions throughout the year, a specialist in supporting children with neuro-diverse conditions and social skills and prioritised time for our ELSA to see children for check-ins and friendship support groups as well as be seen on the ELSA programme. Our pastoral team supported other children through ELSA, regular check-ins and nurture time.

In the year 2023-24, staff attended training in different areas to support children with additional needs. We have also called on the expertise of the Autism Outreach Team, educational psychologists and other professional specialist. This has including a number of referrals for diagnosing ASD and other conditions as we believe knowledge is power and important for staff to help children appropriately and children to understand themselves. The latter being part of our ELSA work.

Interventions were often in addition to small group support within class lessons. All interventions aimed to supplement and reinforce class teaching. Targeted Phonics and reading interventions had a significantly positive impact on reading progress.

Pupils were withdrawn for intervention sessions at times when they did not miss out on core subject teaching. Those pupils with more complex needs were supported one to one in an appropriate space to enable the children to learn best. For some pupils this has meant doing core learning in a quiet space 1:1 with an adult at times.

The school SENCo spoke to the parents of all children with EHCPs at least once a term throughout the year. Pupil and parent wishes were used to support how children were supported.

Individuals on the SEND register have a SEND Profile and targets were set for each term and reviewed. For some pupils the assess, plan, do, review cycle was shorter than a term. New targets have been set for the new academic year which often include our intention to support pupil’s social and emotional well-being. Targets are shared with the children (as appropriate), parents and all staff working with them. New targets will be introduced as appropriate and every effort will be made to help children close any gaps that may have developed and ensure all children make good progress.

The SENCo has worked closely with families where it has been deemed appropriate for the children to move to specialist provision settings.

**Planned SEND provision for 2024 - 2025**

In the academic year 2023 -2024, approximately 22% of Eccleston pupils are considered to have a special educational need or disability (SEND) and are listed on our SEND register. Some of these pupils have complex needs and need a high level of support and significant adaptations to be made to learning activities. There are also some additional pupils on our register who have been identified for early intervention.

More pupils have Cognition and Learning as their prime area of need (50% of SEND pupils) although there are also a lot of pupils whose prime area of need is Communication and Interaction. Some pupils on the register have the prime area of need listed as SEMH (9%) but we acknowledge that this is an area of need for *all* our SEND pupils even if not considered as primary one. A significant proportion of our SEND pupils have ADHD or autism and investment will continue to be made in appropriate staff training in these areas. Pupils targets will be reviewed at each half term or more regularly if necessary.

Once again, all staff are committed to QFT in the classroom and are embracing a trauma-informed approach to behaviour and teaching. We are investing in whole-staff SEND and trauma informed training to ensure consistent approaches are in place. The behaviour policy will reflect changes made.

Interventions will continue to take place in and out of the classroom with the aim to support children to keep up rather than catch up. Early intervention programmes will be put in place for Reception children. Reasonable endeavours will be made to close any gaps in learning that may have developed and we will continue to aim for all of our pupils with SEND making at least ‘good’ progress in reading, writing. We aim to work with the Sensory Processing Support Team, Autism Outreach Team, educational psychologists as well as external agencies and professionals in order to gain further insight and guidance. We will screen for visual stress and dyslexia where there is concern and for ALL Year 3 pupils.

The SENCo will attend training (virtually and some face to face) to support her role in monitoring QFT is implemented effectively and the needs of pupils with autism are fully met. She will still attend cluster meetings where SENCos can seek guidance and share good practise.

The SENCo and 1:1 TAs will visit a specialist school to observe strategies and interventions in action a different setting.

Pupils with SEND will be offered nurture support from class staff and from our ELSA as appropriate. We will continue to use the new PSHE programme (Jigsaw) to deliver structured lesson in a systematic way, use circle times to deal with any issues arising each day or week, employ a professional counsellor to run one-to-one counselling sessions (integrative, art or play therapy) and draw on her expertise to help cascade information and strategies for staff to use with their children. Our ELSA will deliver a structured programme of emotional support to at least 6 pupils/ week for a minimum of 6 sessions. The waiting list will prioritise need and can be adjusted as required.

Yoga sessions will be part of our well-being curriculum and we are offering a mindfulness after-school club. We believe this will help to relieve children’s anxiety and stress levels.

Parents of pupils with SEND, will be offered the opportunity to meet termly with the SENCo and more regularly if they would like to discuss the needs of their children and the provision that school is offering in between.

Tracking the progress of pupils with SEND will be carried out termly to monitor progress across school. We intend to continue to invest in staff training and keep staffing levels as high as possible so that all SEND children can get the best opportunity possible to fully reach their potential.

**All staff at Eccleston continue to be committed to support all pupils including those with SEND so that they meet their full potential and to close any gaps in learning as quickly as possible. We aim that all our pupils will be happy learners.**

We will work with children and parents and will always seek to gain their views and share all strategies used in school.

Please refer to the SEND Policy and SEND School Offer for further information or contact Kath Rees-Wright (head teacher), Susanne Wearden (school SENCo) or Sue Willan (SEND Governor).

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