



**INFORMATION ABOUT INCOME, EXPENDITURE AND ARRANGEMENTS FOR SEND**

**SECTION 1: IDENTIFICATION OF NEED**

Pupils receiving SEN/My Support Plan Support at St Peter's and Clifton as of September 2016

SEN/MSP Support																	
Category of need	EYFS				Key Stage 1				Key Stage 2						Totals: Prime Need		
	Nursery		FS		Year 1		Year 2		Year 3		Year 4		Year 5			Year 6	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F
<b>Cognition &amp; Learning</b>																	
Specific Learning Difficulty	SEN						1								1		2
	MSP																
Mild/Moderate Learning	SEN								2	1	4		1	1			9
	MSP																
Social, Emotional and Mental Health	SEN						1			1			2	1			5
	MSP																
<b>Communication &amp; Interaction</b>																	
Speech, Language & Communication	SEN	4		4		5		4		1							18
	MSP			1													1
Autistic Spectrum Condition	SEN	1															1
	MSP			1													1
<b>Physical/Sensory Impairment</b>																	
Visual Impairment	SEN													1			1
	MSP																
Hearing Impairment	SEN																
	MSP																
Multi-Sensory Impairment	SEN																
	MSP																
Physical	SEN					1										1	2
	MSP																
Other Sensory Impairment	SEN																
	MSP																
Totals: prime need by year group and gender		5		6		6		6		3		2	4		5	3	

Pupils supported through SEN Support: **TOTAL NUMBER**

**40**

## SECTION 2: PUPILS WITH A STATUTORY EHC PLAN OR STATEMENT

Pupils identified at St Peter's and Clifton as of September 2016

P = No. of pupils with this as Prime need

A = No. of pupils with this as Additional need

EHCP/STATEMENT																		
<u>Category of need</u>	EYFS				Key Stage 1				Key Stage 2						Totals: Prime Need			
	Nursery		FS		Year 1		Year 2		Year 3		Year 4		Year 5			Year 6		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F	
<b>Cognition &amp; Learning</b>																		
Specific Learning Difficulty	P																	
	A																	
Mild/Moderate Learning	P																	
	A																	
Social, Emotional and Mental Health	P																	
	A																	
<b>Communication &amp; Interaction</b>																		
Speech, Language & Communication	P				2													2
	A			1		1												
Autistic Spectrum Condition	P			1		1							1					3
	A																	
<b>Physical/Sensory Impairment</b>																		
Visual Impairment	P																	
	A																	
Hearing Impairment	P									1								1
	A																	
Multi-Sensory Impairment	P																	
	A																	
Physical	P													1				1
	A																	
Other Sensory Difficulties	P																	
	A																	
Totals: prime need by year group and gender				1	2	1				1				1	1			
Pupils supported through EHCP/Statement: <b>TOTAL NUMBER</b>																	<b>7</b>	

### SECTION 3: IDENTIFIED GROUPS OF PUPILS

Numbers reflect pupils identified at St Peter's and Clifton as of September 2016

Need	Total number in school		SEN/MSP Support	EHCP/Statement of SEN
Pupil Premium (disadvantaged)	78		8	3
LAC (Looked After Children)	1		0	0
CP register (Child Protection register)	0		0	0
Children in Need (CIN)	3		2	1
EAL (English as an Additional Language)	15		1	0
Ethnic Minorities Traveller	0		0	0
Pupils out of Year group	0		0	0
Gifted, Able & Talented pupils	17		0	0
Poor attenders below 95%	119		15	5
Persistent Absentees below 85%	22		3	2
Number of pupils with medical needs (Health Care Plans/Toileting Plans)	5		0	1
Service Children	0		0	0

#### Exclusions:

For this Academic Year

	Non-SEN Pupils	Pupils receiving SEN/MSP Support	Pupils with EHCPs/Statements
Number of Fixed term exclusions	0	0	0
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0
Number of Managed moves	0	0	0
Number on Part-time Timetables	0	0	0

## SECTION 4: OVERVIEW OF SYSTEMS, POLICY AND PRACTICE

Standard	Yes	No	In Part	Evidence
<b>Quality of Teaching &amp; Learning</b>				
Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support	✓			Cost of support is considered during pupil progress meetings when provision maps are discussed with the Headteacher. Value for money is considered with regards to whether an intervention programme is having an impact. If not then interventions are evaluated and changed.
The quality of teaching is regularly monitored to ensure pupils' needs are met, e.g. effective differentiation	✓			Monitoring is carried out each half term including lesson observations and scrutiny of pupils' work. Differentiation is considered as a focus for lesson observations. Progress and attainment of pupils is recorded against key assessment criteria in KS1/2 and Early Learning Goals in Foundation Stage. These are updated half termly and fed back during pupil progress meetings with Headteacher and Key Stage coordinators. Interventions are then planned for pupils who are not meeting expectations.
Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers	✓			The Christian ethos of the school ensures all pupils are involved in school life equally. Opportunities to take part in extra curriculum activities, roles and responsibilities in school are equal for all children.
Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils	✓			Transition is carefully considered by year group teams each year. Extra consideration is given to the transition of SEN pupils so that they can become familiar with new areas of school and staff. This may involve extra visits and other appropriate measures when necessary. Teachers meet to discuss all pupils and ensure that SEN pupils are flagged up to new teachers. One Page Profiles will be sent to new class teachers in preparation for the new year.

Standard	Yes	No	In Part	Evidence
<b>Quality of Teaching &amp; Learning</b>				
The quality of provision in place to meet pupils' needs is effective in promoting good or better progress for all pupils with SEND	✓			Provision maps are produced termly with teachers using data to plan intervention support. These are reviewed with exit data at the end of a term and value for money is considered with the amount of progress made. Advice from outside agencies is sought, e.g. Education Psychology and Learning Support Service, to ensure interventions are relevant and to offer new suggestions for pupils.
Pupils with SEND have access to a broad and balanced curriculum	✓			Planning is undertaken in year group teams to ensure a balanced and broad curriculum that all children can access.
There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND	✓			Staff members are updated when necessary on new interventions and changes to SEND in school. Drop in sessions with LA are used by teachers to seek advice and develop ideas. Training for SENCo's has been provided and specific training given to individual support assistants. General training for all staff members is also provided where necessary. This has included understanding and working with children with autism

Standard	Yes	No	In Part	Evidence
<b>Monitoring and Assessment of Pupil Progress</b>				
The school's data demonstrates that pupils with SEND make at least good progress	✓			Data is considered half termly and steps put in place to ensure children continue to make progress which is at least in line with expectations appropriate to their abilities
Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development)	✓			Interventions are overseen by the SENCo. Provision maps are sent to SENCo and are monitored by individual members of staff. Staff members are aware that if something is not working they need to adapt and seek advice to try something else.

Standard	Yes	No	In Part	Evidence
<b>Policies/Statutory Compliance</b>				
SENCO has appropriate experience and/or qualifications	✓			SENCo completed training for SENCo accreditation in 2014-15. SENCo has also attended extended Nuts and Bolts of being a SENCo course run by local authority.
SEN policy is in place and reflects current practice and provision	✓			SEN policy is up to date and reviewed annually to check for any changes. This is displayed on school website.
SEND responsibilities under the Equality Act 2010 are in place	✓			SENCo oversees these responsibilities through the school. Individual teachers share these responsibilities for the children in their class as part of their job description.
SEN Governor is in place and has an overview of SEND provision	✓			In place. All Governors attended training last year on the new procedures for SEND. Some Governors have been in school to watch interventions and also discussed SEND provision in school.
SEN Information Report is published on the school website and is updated at least annually	✓			Policy is on school website. Looked at annually to check it is up to date. Local offer also on website. A SEND Audit is now reviewed annually and outcomes recorded in a report published on the school website
School website has a link to Wakefield's Local Offer website	✓			Yes
Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND	✓			These are put in place as required.
School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning	✓			Staff members are responsible for meeting the needs of children in their class. Job descriptions highlight this. Pupil progress meetings take place termly to discuss year groups and what is being done to support children to enable them to make progress. Teachers' Performance Management objectives always reference and are linked to pupil progress and attainment

Standard	Yes	No	In Part	Evidence
<b>Involvement of Parents, Carers and Pupils</b>				
Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year	✓			Staff members update One Page Profiles and inform parents of these at least every term and in some cases every half term. This will be checked by SENCo. SENCo keeps a record of One Page Profiles once completed.
Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff	✓			Teaching staff are responsible for working with parents and carers of children in their class. SENCo is available to support this. One Page Profiles detail actions and outcomes for individual children.
Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities	✓			Pupils with SEN are able to voice own opinions and are frequently involved in target setting and reviewing.
The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being	✓			Pupils with SEN are able to voice own opinions and are frequently involved in target setting and reviewing.
Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being	✓			Parents are invited in to discuss One Page Profiles, My Support Plans and Education Health and Care Plans. Parents are involved in the review process.

Standard	Yes	No	In Part	Evidence
<b>Leadership &amp; Management</b>				
SENCO is part of the SLT and works strategically with senior colleagues and governors		✓		Although not part of the Senior Leadership Team the SENCo plays a leading role in liaising with outside agencies and working strategically with all staff and the SEND Governor
SENCO clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement	✓			SENCo delivered training to staff on the new SEND procedures last year. SENCo has an overview of provision maps, OPPs and EHCPs in school and is involved in this process throughout the year.

Standard	Yes	No	In Part	Evidence
<b>Leadership &amp; Management</b>				
SENCO promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities	✓			Systems which include the targeting and regular monitoring of all pupils, including those with SEND, which are led by the SLT and by the SENCo promote a culture of high expectations.
SENCO clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND	✓			The Headteacher has an overview of funding for SEND, the majority of expenditure being linked to additional adult support. Resources are organised by the SENCo in discussions with class teachers.
SENCO deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities	✓			Year group teams plan out provision for own groups of children and organise interventions, support and resources.
Strategic financial planning, budget management and use of resources are in line with best value principles	✓			Value for money is considered at pupil progress meetings with Key Stage Coordinators and the headteacher.
SENCO is closely involved with professional development of staff so that <b>all</b> staff improve their practice and take responsibility for removing barriers to participation and learning	✓			During 2015/16 the SENCo delivered training on new SEND arrangements to all staff and Governors. More detailed support is given to individual staff members as required – e.g. in suitable construction of one page profiles and with meeting targets identified on MSP and EHCPs
School, led by the SENCO, works effectively with external agencies across education, health and social care. SENCO ensures that, where appropriate, advice is implemented	✓			SENCo is involved with outside agencies. Attends planning meetings twice yearly for EPS/LSS/CIAT and reports on this to the headteacher. Drop in sessions are set up for teachers to seek advice from other professionals. SENCo has organised a speech and language therapist this year and ensures that this runs accordingly.



**SECTION 5: SUMMARY OF SEN RESOURCES**

Income	£	Comments
<b>Itemised SEN Funding</b>	<b>The sums below reflect the level of SEN funding received by the school over the previous year</b>	<b>The intended purpose of income received by the school</b>
Funding within Schools Block through AWPU (Element 1)	£21, 268	This money is provided to support children who require occasional additional support including targeted interventions
Delegated SEN Funding (Element 2)	£63, 803	This money is designed to support children who have more complex needs including those with EHCPs. This may include group and individual interventions
Top up funding for individual children (Element 3)	£24, 507	This sum of money is provided in monthly instalments over the course of the year and is used to give specific support to individual children with EHCPs
<b>Total income</b>	<b>£109, 578</b>	

## SECTION 6: INTERVENTIONS FUNDING

This table outlines the provision that is **additional to** and **different from** what would be ordinarily available in the school.

<b>Expenditure</b>		
Additional Teacher in Y6	Employed for 5 mornings each week. This reduces class sizes enables better differentiation and targeted support. SEN Money is allocated to provide a proportion of the funding for this	£3,000
Learning Mentor	Full-time. Works with targeted groups and individuals across the school. Timetable may vary depending on need. SEN Money is allocated to provide a proportion of the funding for this	£3,500
Individual SEN Support	The majority of children with EHCPs require full-time support, some including lunchtimes. SEN funding is used to pay a large proportion of the costs associated with this support	£70,000
Various interventions	A number of school assistants are employed through the school to provide support to groups and individuals within class, with groups and for more specific work with individuals. A proportion of SEN funding is targeted towards this type of provision.	£30,000
Laptops/equipment/software dedicated to SEN	A budget is allocated annually to the SENCo to purchase resources (see other resources below). Additional finance's may then be allocated as required. For example last year a 3 year subscription costing £3,000 was paid for LEXIA, a phonics program which is used in part as an intervention with some children.	
Release time for the SENCo	The School SENCo regularly receives half a day of non-contact time each week in order to carry out responsibilities around SEN	£2,600
Other resources	The SENCo has an allocated budget for resources and materials. Last year this was set at £500	£500
Training	Last year resources were set aside for training. This included the cost of training for SENCo in relation to the new requirements for EHCPs. There were also training sessions for some support staff linked to their responsibilities. Time was also given for 'in-house' training linked to new SEND arrangements.	
Bought in advice and/or support	In 2016/17 the school has agreed a service level agreement with Speech and Language Therapy costing £5,000 This provides a Speech and Language Therapist at the school for a day once every fortnight. The Educational Psychology Service has now become a traded service and from September 2016 will be charged. Annual costs are £2,800	
<b>Total</b>		<b>£109,600</b>

<p><b>School:</b>  Horbury St Peter's &amp; Clifton CE (VC) Primary School  Shepstye Road, Horbury, Wakefield WF4 5BE  Tel/Fax: 01924 302965  Headteacher: Mr John Berry  E-mail: <a href="mailto:headteacher@st-peters.wakefield.sch.uk">headteacher@st-peters.wakefield.sch.uk</a></p> <p><b>SEN Governors:</b>  Mrs Claire Beaumont  Mrs Ann Webster</p>	<p><b>SENCo:</b>  Miss Lisa Staszewsky</p> <p><b>LA Support from:</b>  Cherrill Alderson- CIAT  Kate Tudge –LSS  Rachel Jamieson- EPS  Samantha Kitchingman – SENART</p> <p><b><u>Additional support is provided by</u></b>  Hearing Impaired Service  Occupational Therapy / Physiotherapy  Speech and Language Therapy</p>
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