



## SEND Strategy 2023 to 2024

### Queen's Park CE / URC Primary School

<i>1. Summary information</i>					
<i>School</i>	<i>Queen's Park CE / URC Primary School</i>				
<i>Academic Year</i>	<i>2023 - 2024</i>	<i>Total National budget</i>	<i>£105,309.00</i>		
<i>Number of pupils on SEN register</i>	<i>36</i>	<i>% of SEND in school</i>	<i>9%</i>	<i>Date for next internal review of this strategy</i>	<i>September 2024</i>
<i>SENCo</i>	<i>Miss J Bailey</i>	<i>Governor Lead</i>	<i>Mrs D Dowd</i>	<i>Headteacher</i>	<i>Mrs J Kellett</i>

1. Planned expenditure of national budget						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Proposed cost
To provide the first 15 hours funding to our children with higher end SEND needs who are on EHCPs or provision agreements to ensure expected progress is made from their own individual starting points.	To employ eleven SEND learning assistants to be deployed across school to support children on EHCPs and provision agreements. To support with the provision for children on a modified curriculum as directed by the class teacher. To provide targeted interventions towards children's personal provision targets (including both academic and social and emotional targets).	<p><i>EEF's "Special Educational Needs in Mainstream Schools" (2021) recommends:</i></p> <p><i>"Effective deployment of teaching assistants is critical. School leaders should pay careful attention to the roles of TAs and ensure that have a positive impact on pupils with SEND."</i></p> <p><i>"TAs should supplement, not replace, teaching from the classroom teacher."</i></p> <p><i>"Interventions should be carefully targeted through identification and assessment of need and the intensity of intervention should increase with need."</i></p> <p><i>"High quality teaching should reduce the</i></p>	<p>All SEND TAs performance will be monitored through the performance management cycle.</p> <p>All SEND children's IPPs are monitored termly by SENCO and reviewed at least termly by class teacher.</p> <p>SENCO monitors IPP books termly to ensure progress towards individual targets.</p> <p>SENCO and class teachers complete annual reviews of provision agreements and EHCPs to monitor impact.</p>	<p>JB</p> <p>SLT</p> <p>Class teachers</p>	<p>Provision for individual children is reviewed termly through IPP reviews, teacher/SENCO meetings and pupil progress meetings.</p> <p>Deployment of SEN TAs is reviewed annually or earlier if required.</p>	£83,270.88

	<p>To provide nurture support to identified children during unstructured parts of the school day.</p> <p>To develop effective working relationships with parent/carers and to provide daily communication to parent/carers regarding progress of their child.</p>	<p><i>need for extra support but it is likely that some pupils will require high quality structured, targeted interventions to make progress."</i></p> <p><i>"Promote relationships, active engagement and wellbeing for all pupils".</i></p>				
<p>To purchase an online subscription to the assessment programme B Squared to be able to assess pupils on a modified curriculum accurately and deliver an effective, targeted curriculum based on a child's needs.</p>	<p>To purchase an online subscription for the assessment platform B Squared.</p> <p>To purchase an additional license on the B Squared programme to enable access to the "Early Steps" programme to support with</p>	<p><i>EEF's "Special Educational Needs in Mainstream Schools" (2021) recommends:</i></p> <p><i>"Assessment should be regular and purposeful rather than a one-off event"</i></p> <p><i>"Schools should aim to understand individual needs using a graduated response."</i></p>	<p>Progress of children on a modified curriculum is monitored termly through pupil progress meetings, IPP reviews and annually through external reviews (e.g. children on EHCPs).</p> <p>The monitoring of provision for children on modified curriculums is embedded through the senior management monitoring cycle.</p>	<p>JB</p> <p>SLT</p> <p>Class teachers</p>	<p>Provision for individual children is reviewed termly through IPP reviews, teacher/SENCo meetings and pupil progress meetings.</p> <p>(See monitoring cycle for monitoring dates)</p>	<p>£650</p>

	<p>the early identification of need and the assessment of children who are yet to access the Key Stage 1 curriculum.</p> <p>To provide internal annual training to all staff to ensure B Squared is being used effectively.</p>	<p><i>"Teachers need to feel empowered and trusted to use information they collect to make a decision about the next steps for teaching that child."</i></p> <p><i>"Interventions should be carefully targeted through identification and assessment of need."</i></p>	<p>SENCo completes half termly drop ins to monitor the teaching and learning for children on a modified curriculum.</p>			
<p>To purchase an online subscription for identified children who require additional phonics intervention or may be identified as part our graduated approach to identifying Dyslexia.</p>	<p>To purchase fifty online subscriptions for Nessy Reading and Spelling.</p> <p>Class teachers to identify Nessy time during the week for children to access the programme.</p> <p>Nessy to be used to assign selected phonics sounds to individual</p>	<p><i>EEF's "Special Educational Needs in Mainstream Schools" (2021) recommends:</i></p> <p><i>"Interventions should be carefully targeted through identification and assessment of need."</i></p> <p><i>"High quality teaching should reduce the need for extra support but it is likely that some pupils will require high quality structured, targeted interventions to make progress."</i></p>	<p>Classroom staff to monitor individual progress on Nessy programme whilst reviewing IPP targets and provision books.</p> <p>SENCo/AH to monitor the use of Nessy to enhance the early reading offer in school.</p> <p>Progress reports from Nessy to be used in IPP books.</p>	<p>JB</p> <p>AH</p> <p>Class teachers</p>	<p>SENCo to review impact reports from Nessy and feedback to SLT.</p> <p>AH to monitor the impact of Nessy in relation to early reading.</p>	<p>£695</p>

	<p>children as part of the planned approach to early reading intervention.</p>	<p><i>EEF's "Improving Literacy in KSI" (updated 2021) recommends:</i></p> <p><i>"Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs"</i></p> <p><i>"Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy."</i></p> <p><i>"Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning."</i></p>				
<p>To commission Educational Psychologist and Learning Support</p>	<p>To purchase professional time to complete individual</p>	<p><i>EEF's "Special Educational Needs in Mainstream Schools" (2021) recommends:</i></p>	<p>Implementation will be monitored through multi-agency meetings during assessment and through the graduated</p>	<p>JB</p>	<p>Implementation will be monitored through multi-agency meetings during assessment and through the graduated response</p>	<p>Educational Psychologist: £4000</p>

<p>Services to complete individual assessments on identified children as part of the SEND graduated response in school.</p>	<p>assessments of children's needs based on the graduated response to identifying need.</p> <p>To provide CPD to staff in school to ensure the most effective support for SEND children in school.</p> <p>To attend multi-agency meetings, including meetings with parents to ensure a child-centred, multi agency approach to meeting the needs of children with SEND.</p>	<p>"Ensure all pupils can access the best possible teaching."</p> <p>"Assessment should be regular and purposeful rather than a one off event and should not seek input from parents and carers as well as the pupil themselves and specialist professionals."</p> <p>"The intensity of intervention should increase with need (from universal to targeted to specialist)."</p> <p>"Schools should aim to understand individual needs using a graduated response."</p>	<p>response cycle assess-plan - do - review.</p>		<p>cycle assess-plan - do - review.</p> <p>JB to complete annual impact report as part of SEN governors report in the summer term.</p>	<p>Learning Support Service: £2000</p>
<p>To purchase resources to</p>	<p>To purchase supplies such</p>	<p>EEF's "Special Educational Needs in</p>	<p>JB to complete audit of SEND resources on a</p>	<p>JB</p>	<p>Through monitoring of workbooks, IPP books and</p>	<p>£1000</p>

<p>support the provision of SEND children in school.</p>	<p>as sensory equipment, wobble cushions, overlays, pencil grips etc. to ensure appropriate resources are available throughout school to meet the needs of SEN children.</p>	<p><i>Mainstream Schools" (2021) recommends:</i></p> <p><i>"High quality teaching should reduce the need for extra support but it is likely that some pupils will require high quality structured, targeted interventions to make progress."</i></p> <p><i>"Ensure all pupils can access the best possible teaching."</i></p>	<p>termly basis and order required resources within allocated budget.</p>		<p>classroom observation, SENCO/SLT will ensure resources are appropriate to meet needs of children.</p>	
<p>To embed a child centred approach to pupil voice of SEND children throughout school to ensure that pupils with SEND have the opportunity to share their views, provision be implemented accordingly and any required</p>	<p>To deploy our Level 3 pastoral assistant to work with SEND children to gather pupil voice in order to offer nurture support, plan future provision and provide child voice in multiagency meetings.</p>	<p><i>EEF's "Special Educational Needs in Mainstream Schools" (2021) recommends:</i></p> <p><i>"An inclusive school remove barriers to learning and participation provides an education that is appropriate to pupils needs and promotes high standards and the fulfilment of potential for all pupils."</i></p>	<p>MH to monitor the pupil voice collected and feedback to SENCO and pastoral lead with any concerns or areas for development.</p> <p>MH to target children for nurture groups who we benefit from targeted support.</p> <p>SENCO to monitor impact of allocated pupil voice collection and further actions.</p>	<p>MH JB ML</p>	<p>Monitoring of pupil voice and impact on provision for SEN children in school and future planning on the graduated response.</p>	<p>£15597.75</p>

<p>nurture support offered.</p>		<p><i>"Promote positive relationships, active engagement and wellbeing for all pupils."</i></p> <p><i>"Schools should aim to understand individual needs using a graduated response."</i></p> <p><i>"Interventions should be carefully targeted through identification and assessment of need and the intensity of intervention should increase with need."</i></p>				
<p><i>Proposed Cost</i></p>					<p>£107,213.63</p>	