

Head Teacher Miss P. Blythe

admin@astbury.cheshire.sch.uk

Special Educational Needs Annual Report – updated March 2023



As part of their statutory duties, Governing Boards must publish information about and report on, the schools Special Educational Needs (SEN) policy.

The Special Educational Needs Co-ordinator is Miss Abigail Welch and the named governor for SEN is Mrs. Margaret Sanders.

Number of Children with SEN

- 78 children on roll
- 25 children on receiving additional support for Special Educational Needs
- 10 children are on SEN Support (12.8%)
- 7 children are on first concerns (9%)
- 8 children have an EHCP (10.3%)

	National average	Cheshire East	Astbury
EHCP	4%	2.3%	10.1%
SEN Support	12.6%	8.4%	17.7%
First concerns	-	-	16.4%

June 2022 national SEN Data - <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

SEND % Year Groups			
Year group	No with SEN	Number in cohort	%
R	1	15	6.7
1	3	11	27.4
2	3	10	30
3	2	9	22
4	4	11	36
5	3	8	37.5
6	6	15	40

SEN Policy

The school's SEN policy was amended in September 2022 in line with the Code of Practice (2014).

External Agencies

The following external agencies have supported SEN pupils throughout the year:

- Educational Psychology (EP)
- Speech and Language Therapists
- Occupational Therapists
- Physio Therapists
- Cheshire East Autism Team (CEAT)
- ASD pathway
- Counsellors
- Play therapy
- Incontinence nurse
- Cheshire Downs Syndrome
- Sensory inclusion service

We have also accessed support through SENCo cluster meetings, CEAT meetings and EP meetings. As of this year, school is also receiving support through CEFEL SEND cluster.

Progress of Pupils with SEN

All of the children who are on our SEN register have a SEN support plan in place. They currently receive support that is different from and additional to their cohort, in order to meet their individual targets.

Parents are notified each term, by letter, inviting them to attend a SEN parents' meeting for their child who is on the SEN Register. At this meeting, progress is reviewed and parents and children are invited to contribute to the review and setting of targets.

Provision and interventions are documented and are regularly monitored by the SENCo. Initial assessments have taken place for those children new to the SEN register so that current interventions can be successfully monitored and evaluated throughout the year.

Budget Allocation

We have eight pupils with additional funded support

Deployment of Staff and Resources

Teachers and teaching assistants work with individual pupils or small groups of pupils, following a variety of support interventions. Not all of the pupils receiving interventions are on the SEN register but they have been identified as needing additional support in specific areas. Where possible, we aim to support children within the classroom, however this is not always possible.

Working with Parents

Astbury CE Primary School operates an open door policy and any initial concerns can be discussed with class teachers. Parents are also actively encouraged to engage with school through parent consultation meetings.

Attendance

Attendance of all children is paramount but for those with SEN is even more important. This is monitored by admin and the Head teacher each half term. Our attendance policy sets out a process for addressing any concerns and offering support to families to improve attendance.

Links to other Schools

The SENCo has established strong links with a number of professionals at our cluster primary schools. She attends regular meetings to discuss current provision and moderates SEN practice frequently.

Staff Development

The SENCo, Teachers and Teaching Assistants meet regularly to discuss pupils, intervention programmes and resources. Staff complete record sheets about the interventions taking place and the progress of pupils is monitored regularly.

Training undertaken by all staff

On line training on SEN and autism

On line Down Syndrome training

CEAT training linked to COVID

Staff inset day delivered by SENCo. Focus on using Cheshire East toolkit, Quality First Teaching and Provision Maps.

Training undertaken by individuals:

Occupational Training level 2 and 3

Attention and listening in pre-school – SALT training

SPOTTs – Sensory Processing Training

Elklins Level 3

Developmental Language Disorder SALT training

Understanding and managing challenging behaviour – Springfield Outreach

Schemas Training

Autism Awareness

Understanding the sensory side to Autism

Precision Teaching

SENCO personal training:

Mental Health First Aid Course

NASENCo qualification

NPQ leading teaching

Autism Training

Autism in Girls training led by CEAT

Graduated approach to SEND training

Statutory Process Training

Dyslexia – Open University Course

Introduction to Autism – Chester university online course

Becoming Trauma Informed – CEFEL course

Pathological Demand Avoidance Training

Developmental Language Disorder SALT training

Policies that link with this report

Equal Opportunities
Accessibility policy and plan
Admissions
SEND
Behaviour Policy