

Termly SEND Report to Governors of
Buckshaw Primary School



School:	Buckshaw Primary School
SENDCO:	Ikram Albustany
Date of report:	June 2024
SEND Governor:	John McAndrew

SEND profile

- There are currently 47 pupils on the SEND register.

We have 16 pupils with an Educational Health Care Plan (EHCP) This is an increase of 4 children since January.

EYFS	5 children
KS1	2 children
KS2	9 children

Furthermore, 4 children are now in the assessment process for an EHCP:

EYFS	2 children
KS1	1 child
KS2	1 child

- One pupil with an EHCP is also a Child Looked After (CLA).
- 20 pupils on the SEND register also receive pupil premium.
- 6 are female.
- 24 are male.

We have several pupils on the pathway for an ASD (Autistic Spectrum Disorder) or ADHD assessment. The waiting list for a diagnosis is 2 years plus. These children are on the SEND register and are receiving intervention.

KS1	1 pupil
-----	---------

Termly SEND Report to Governors of
Buckshaw Primary School



KS2	9 pupils
-----	----------

SEND monitoring is taking place weekly. This has included the following:

- Monitoring of Individual Education Plans (IEPs).
- Discussion with pupils.
- Book look.

Beth Foley teacher of the deaf is in each half term to carry out direct work with a pupil in KS2 who has a hearing impairment (HI).

I have discussed one child (KS1) with our link Educational Psychologist (EP). A report of recommendations has been written and shared with parents and the class teacher. We have an EP meeting each term.

All EHCP annual reviews have been held and paperwork has been sent to the local authority SEND team.

Medical training is booked and due to take place to support a child with complex medical needs in KS2. New staff will be trained in preparation for September.

We have taken some of our children to a sensory room in Leyland and to a trampolining event at Parklands High School that was run by their SENDCO and PE department.

Link EP Rebecca Halliwell ran a 6-week friendship group intervention.

EYFS link specialist teacher seeing two pupils on EHCNA pathway

Joe Wilson Oliver House

Termly SEND Report to Governors of
Buckshaw Primary School



Road Safety

We have made a link with Astley Park School. Their advice and support has been invaluable. They have hosted some of our pupils (The Hive) and we have also ran a forest school session for their Sycamore Class.

Overall quality of provision for pupils with SEND

Based on Ofsted descriptors:

Outcomes for pupils with SEND (academic and wider outcomes)

- All pupils on our SEND register have an IEP in place. Targets come from the Preparation for Adulthood document/toolkit provided by the SEND team.
- We have an internal hub for children in KS2 working significantly below age related expectations and have an EHCP or are on the EHCNA pathway. Namely, The Hive.
- ALL SEND pupils will be assessed using PIVATS unless they are working above year 4 age related expectations.

We continue to follow the three waves of support:

Wave 1:

Universal

- Quality first teaching.
- Day-to-day differentiation.

Wave 2:

Enhanced

- Class interventions.
- Small group or 1:1 intervention.
- Catch up programmes.

Wave 3:

Specialised

**Termly SEND Report to Governors of
Buckshaw Primary School**



	<ul style="list-style-type: none"> -Individualised targeted support from external agencies. -The Hive 	
<p>Quality of teaching, learning and assessment for pupils with SEND</p>	<ul style="list-style-type: none"> • Access to learning tools is prevalent across school. • Adaptive learning is beginning to take place for individuals and groups of learners. (Training from Steph Johnson). • School continues to hold an early identification ethos of pupils with SEND. As a school we primarily focus on the four broad areas of SEND and ensure provision is put into place to support. • We identify pupils' level of attainment within the school's SEND provision map and assess this against their attainment after an intervention, which has been identified within the child's IEP. 	
<p>Behaviour and attitudes of pupils with SEND</p>	<ul style="list-style-type: none"> • In line with our behaviour policy. • Social stories are written as and when required to support pupils with SEND. • Use of sensory/regulation stations is in place. This could be discrete and in the form of a 'brain break'. 	
Achievement of pupils with SEND		
<p>School Tracking Data: This data is not a reflection of progress. This data is comparable to national expected standards for all pupils. We regularly monitor progress and upload to our school's data tracker. This helps us to identify pupils who may not be making progress and put appropriate interventions into place. Data is reflective of years Rec – Y6.</p>		
<p>Reading: 12/44</p>	<p>Writing: 7/44</p>	<p>Maths: 13/44</p>

Termly SEND Report to Governors of
Buckshaw Primary School



27%	16%	30%
SEND Policy & Information Report		
<ul style="list-style-type: none">• The SEND policy was reviewed and updated in May 2024.• The SEND Information report was updated in May 2024.		
External Agencies		
<p>This term we have received support from the following external agencies:</p> <ul style="list-style-type: none">• Lancashire SEND traded team – specialist teacher Lucy Fish.• Speech and Language Services• CAMHS / Learning Disability Team• Educational Psychologist Rebecca Halliwell.• Chorley Inclusion Support Service (CISS) - Assistant Educational Psychologist Ami Yates.• Inclusion and Engagement Support Team (IEST) - Joanna Potter.• Rainbow therapy – specific provision for a child in EYFS.• Physiotherapy Services		
SEND Budget and Spending		
<ul style="list-style-type: none">• Three 1:1 TAs in EYFS• 1:2 TA in KS1• Three 1:1 TAs in KS2• Two HLTAs to manage and run The Hive – this is morning provision only.		

Termly SEND Report to Governors of
Buckshaw Primary School



- Learning tools and resources e.g. Books with coloured pages for pupils with possible or identified dyslexia. Wobble cushions, sensory items, ear defenders etc.
- SEND traded – specialist teacher packages 1x 10hr packages.

Staffing for SEND

- Ikram Albustany – SENDCO
- Ruth Crowder – HLTA (The Hive)
- Anna Mensforth – HLTA (The Hive)
- Lisa Maguire 1:1
- Kahlan Jewell 1:1
- Chelsea Durcan 1:1
- Rebecca Rothwell 1:2
- Roxanne Smith/Andrea Samoila 1:1

CPD Related to SEND

21/9/23

How to have difficult conversations course – Ikram Albustany

5/10/23

Understanding and supporting autistic pupils who mask – Ikram Albustany

12/10/23

Global Development Delay training – Ikram Albustany and Jeanette Robinson

16/11/23

Supporting pupils with ASD that are reluctant to write – Ikram Albustany

11/01/24

EBSA training – Ikram Albustany & Sarah Price

8/2/24

NHS SALT training, sentence building and storytelling – Sarah Gornall & Rebecca Rothwell

27/2/24

Termly SEND Report to Governors of
Buckshaw Primary School



DSL training – Ikram Albustany

28/2/24

Sensory circuit training – Lisa Maguire

22/5/24

CISS conference – Supporting children with autism in mainstream settings – Ikram Albustany