

# Stebon Primary School SEND Funding Report – Summer 2024

## Key Question

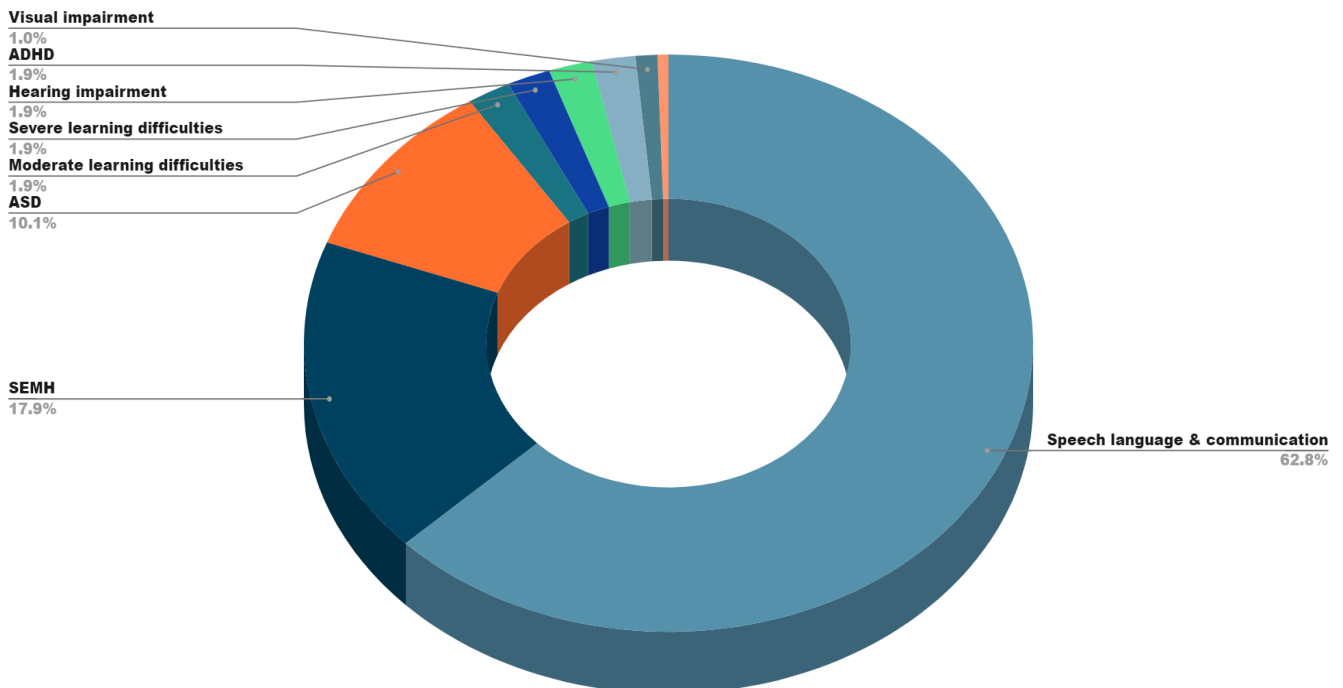
Are pupils with SEND at Stebon making good or better progress as a result of how we allocate funding for pupils with SEND?

## Stebon's SEND Profile

Number of pupils with an EHCP: **53** (50 in 2023) +1 pending  
Number of pupils receiving school support: 154 (162 in 2023)  
Total number of pupils with SEND: 207 (212 in 2023)

## Specific categories of need

Hearing impairment - 4	Moderate learning difficulties - 4
Severe learning difficulties - 4	SEMH - 37
Speech, language and communication - 130	ASD - 21
Visual impairment - 2	Dyslexia - 1
ADHD - 4	
Other (not yet diagnosed) - 0	



## Plan for the coming year's spending 2024-25

### How much funding are we getting this financial year?

Stebon will receive **£506,716** (£477,010 last year) for the **53** pupils with Education Health Care Plans (EHCP). **1 EHCP** is currently waiting at panel and we have **1** new starter joining us in Reception in September with an EHCP already in place. We also have another new starter in reception next year whose parents have reported they have already started the EHCP request process. We have another **8 children** who will have an EHCP written and submitted before the end of this academic year, and there are **4 more children** who have been identified for a potential EHCP application for next academic year.

In addition to this amount, we are directed to use a proportion of the delegated budget to meet the needs of pupils with SEND who do not attract additional funding and to provide extra provision for those with an EHCP. This funding is called 'notional' funding and will total **£1,235,023** in 2024-25. (£1,178,576 last year).

**Total SEND funding 2024-25 = £1,741,739** (EHCP + notional funding) (£1,655,586 last year)

### What are we planning to spend it on?

TA support incl apprentices	£938,452
HLTA x 4	£162,609
SENCO 2.0	£139,017
Club Tutors incl Magic B'fast	£110,130
Family Engagement team incl admin	£75,136
AHT Inclusion 0.6	£56,487
Speech & Language Therapist	£45,225
Saturday School	£34,000
Learning mentor x 1	£33,059
Social Worker	£30,884
Residentials	£22,500
Cover supervisor 0.6	£22,281
Inclusion resources	£18,000
Ed Psych SLA	£14,640
Swimming SEND groups	£10,993
Sensory room	£10,000

Outdoor learning experiences/playground	£5,000
Speech bubbles	£3,991
Now Press Play	£1,835
Magic breakfast resources	£1,500
SEN transport	£1,500
Thematic curriculum resources for P-level programmes	£1,500
Nurture room resources	£1,000
Lexia	£1,000
Parental involvement activities	£500
Attendance strategies	£500

**Total SEND funding 2024-25 = £1,741,739**

## Evaluation of last year's spending - 2023-24

### 1. How much funding did we get last financial year?

Stebon received **£477,010** for the **50** pupils with Education Health Care Plans (EHCP). In addition to this, we were directed to use a proportion of the delegated budget to meet the needs of SEN pupils who did not attract additional funding and to provide extra provision for those with a Statement or EHCP. This funding was called 'notional' funding and totaled **£1,178,576** in 2023-24. It was comprised of:

- 2.5% of AWPU funding
- 50% of deprivation funding
- 100% of prior attainment funding

**Total SEND funding 2023-24 = £1,655,586** (EHCP funding + notional funding)

### What was it spent on?

TA support x 29	£968,600
HLTA x 4	£158,840
Learning mentor x 2	£76,562
SENCO	£66,480
DHT Inclusion 0.6	£62,130
Speech & language Therapist	£45,225
Saturday School	£34,000
Temp support staff incl apprentices	£31,007
Social Worker	£30,884
Family Engagement officer 0.5	£26,204
Residentials	£25,000
Cover supervisor 0.6	£20,794
Inclusion resources	£18,000
Ed Psych SLA	£14,640
Magic breakfast staffing	£13,263
Swimming SEND groups	£11,701
Sensory room	£10,000
Mental health initiatives/support post Covid for students and families	£7,000
MMT overtime	£6,500

Attendance and welfare SLA	£6,430
Outdoor learning experiences	£5,000
Speech bubbles	£3,991
TA overtime	£2,000
Now Press Play	£1,835
Magic breakfast resources	£1,500
SEN transport	£1,500
Thematic curriculum resources for P-level programmes	£1,500
Parental involvement activities	£1,000
Attendance strategies	£1,000
Structured playtimes resources	£1,000
Nurture room resources	£1,000
Lexia	£1,000

**Total SEN Spending £1,655,586**

## **2. How did our SEND spending in 2023-24 have an impact on the progress of SEND pupils?**

Our prime goal with funding for SEND is to maximise the proportion of pupils with SEND achieving at age related expectations by the end of KS2.

### **The big picture**

- *Pupils with SEND do very well and make good progress because needs are identified early & appropriate interventions put in place*
  - The % of pupils with SEND is increasing annually
  - We have had a significant increase in the number of children diagnosed with ADHD
  - We have seen an increase in parental concerns around their children having dyslexia
  - The % of pupils with SEND working at the expected standard in EYFS is well below that of others
  - The % of children working at expected levels increases significantly by the end of KS2
  - This is as a direct result of targeted support & interventions.

## **End of KS2**

There are 24 children in the year 6 cohort who are identified as having SEND needs. We predict 61% of this SEND group will meet age related expectations in reading, writing and maths at the end of the key stage

## **End of KS1**

There are 33 children in the year 2 cohort who are identified as having SEND needs. We predict 40 % of this SEND group will meet age related expectations in reading, writing and maths at the end of the key stage.

## **Speech, language and communication needs**

We continue to focus on the early identification speech, language and communication needs of pupils and their families. 50% of the children on the SEND register are identified solely as having speech and language needs. 72% of the children on the SEND register are identified as having SALT needs as well as an additional need such as ASD, ADHD, SEMH etc.

Our speech and language therapist, Ed, trained teachers, teaching assistants, HLTAs and nursery nurses across the school and monitored delivery and progress. He also worked closely with 4 SALT students who focused on assessment and interventions in the EYFS, so that the children start the new academic year ready to begin their SALT interventions.

The school has embedded the Talk for Writing approach to English lessons, which has enabled a focus on oracy for SEND children.

Whilst early identification is key, this has created its own problems, as the caseload has risen beyond a manageable number (currently 188 children on the speech and language therapy caseload), for both the speech and language therapist Ed, as well as the school. Due to a change in how teaching assistants are now being deployed, due to the high level of need of our most vulnerable children, and therefore a new model for implementing SALT groups is being designed for next year.

Next steps for 2024-2025:

- to design, implement and embed the new model for SALT across the school
- to trial VERBO (an online SALT platform) to embed whole school SALT support

## **Social and emotional wellbeing needs**

The social and emotional wellbeing of pupils and their families has continued to be a focus for inclusion this year. The cost of living crisis and aftermath of the pandemic continue to significantly impact our families and therefore their children. We continue to use the behaviour log for children who need support to manage their emotions. We have used Educational Psychologist time to train support staff to learn about emotional coaching and how their responses can impact a child's ability to regulate and in the future, manage their feelings independently. We have also worked closely with THEWS, the Tower Hamlets Education Wellbeing Service, to provide early intervention for families identified to be struggling at home, before they reach crisis point.

CPOMS, our safeguarding database, continues to ensure robust safeguarding procedures across the school for our families. Cases of domestic violence, parents' poor mental health and children experiencing physical

chastisement have resulted in:

- 9 children on CP plans
- 2 children on CIN plans and
- 16 children with TAC/TAF plans at an early help level; these plans are led by our school based social worker or Inclusion lead

Next steps for 2024-2025:

- to continue to train staff in trauma informed approaches so they understand the science behind the children's behaviour

### **Inclusion team**

The Inclusion team continues to work hard to ensure children across the school are supported and do not fall through the net. Support for the SENCO from a SEND consultant to write EHCPs and complete Annual Review paperwork has shown that the role is now too big for one person, and so the team will grow next year with a part time SENCO role being introduced to ensure the children and families at Stebon remain fully supported. Relationships with parents continue to flourish and the procedures for identification and review are becoming more embedded with new staff.

There are many more children with high level needs who need an alternative curriculum so the focus this year has been on provision across the school, to make sure that these children are being well planned for and have their needs met both within and outside of the classroom. The SENCO has been to visit other schools with classroom provisions to see good practice which can then be shared with staff at Stebon.

Next steps for 2024-2025:

- to ensure a successful transition for the new Inclusion team to develop strong relationships
- to continue to learn from others and develop our specialist provision
- to ensure a successful EDP year