



# Annual SEND report to Governors

2023/2024

SEND Governors Report July 2024  
Kylie Barry (SENDCO) and Janet Stocks (Assistant SENDCO)

This report reflects academic report ending July 2024

Name of School	Broadwalk Green
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SENDCO	Kylie Barry
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Assistant SENDCO	Janet Stocks
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SEND GOVERNOR	Sue Woodgate
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HEAD TEACHER	Olwyn Naylor
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## School SEND Profile

Numbers of pupils with SEND (September 2023 – July 2024)

Year	Total	SEND (K)	%SEND	EHCP (or yes to plan)	%EHCP
7	6	3	50%	3	50%
8	15	12	80%	3	20%
9	36	29	80.5%	7	19.5%
All	57	44	77.2%	13	22.8%

The national average percentage of pupils with special educational needs and disabilities (SEND) and without an Education and Health Care Plan (EHCP) is 13% and with an EHCP 4.3%. (June 2023). These figures have increased significantly from last year.

- At Broadwalk Green, the overall percentage of pupils with SEND and without an EHCP is 77.2% which is currently well above the national average. Our percentage of pupils with an EHCP is 22.8% which is also well above the national average.
- So far this year we have 6 plans ongoing. 1 is at yes to assess. There are 0 with EHCPs at draft and 5 with EHCPs at final. (Of these 2 have moved on to new provisions and 1 is at appeal)

## Current categories of need

SEND Profile Sept 2023 – July 2024

Area of Need	Communication and Interaction			Cognition and Learning			SEMH			Sensory and/or physical		
	Year group	K	EHCP or EHCP yes to assess	Total	K	EHCP or EHCP yes to assess	Total	K	EHCP or EHCP yes to assess	Total	K	EHCP or EHCP yes to assess
7	3	0	3	6	0	6	3	3	6	0	0	0
8	3	1	5	9	0	9	13	2	15	3	0	3
9	13	0	13	24	0	24	29	6	35	7	0	7
<b>Total school %</b>	<b>34%</b>	<b>1.8%</b>	<b>35.8%</b>	<b>70%</b>	<b>0%</b>	<b>70%</b>	<b>78.6%</b>	<b>19.6%</b>	<b>98.2%</b>	<b>17.8%</b>	<b>0%</b>	<b>17.8%</b>

- Nationally the most common type of need for pupils with an EHCP is autism and without is speech, language and communication needs.
- At Broadwalk Green, SEMH is the primary need of pupils with SEND support, closely followed by cognition and learning and SEMH is the primary need of pupils with EHCPs.
- We have an increasing number of permanently excluded pupils with an EHCP or yes to assess. In past years the LA did not permanently exclude pupils with an EHCP last year (2023/2024) there were 2 pupils, this year already in the first half term there are 2 pupils.
- We are currently using TES Provision Map to track our pupils SEND, interventions and provisions

## Intersectionality Data

<b>Data type</b>	<b>Learners SEND (K)</b>	<b>Learners with SEND (EHCP)</b>
<b>Attendance</b>	74.5%	76.5%
<b>Persistent Absence (below 80%)</b>	46%	40%
<b>Severe absence (below 50%)</b>	8.8%	0%
<b>Fixed Term Exclusions</b>	19 pupils; 35 instances; 30 days	4 pupils; 4 instances; 5.5 days
<b>Permanent Exclusions</b>	0 pupils	0 pupils
<b>FSM</b>	85.7%	93.3%

## Implementation of the SEND System

### Communication

- A member of the SEND team attends all Key Stage 3 parent review days. This is effective as it enables us to speak to parents of pupils already identified with SEND needs but also gives parents of all pupils the opportunity to raise any concerns that they may have about their children.
- Communication with all stakeholders is prioritised and all emails and phone calls are returned and responded to within a reasonable time.
- We have a good relationship and regular communication with a variety of external agencies.
- Educational Psychologist time is bought in each year on a Bronze package, this includes 2 EPS training sessions and 2 SEN 'deep dives' as well as access to drop in sessions and solution circles.
- All of the above services are free to access.
- EFS - we work towards the model of Emotionally Friendly Schools
- We work with SEND leaders in Salford and our SIP. SENDCOs also attend the LA's SEND Forum
- We have two staff members attending ELKLAN Training.

### Staffing

- SEND leadership team – K Barry (SENDCo) and J Stocks (Assistant SENDCo). O Naylor Head Teacher

## Interventions including working with external agencies

- We are currently running reading interventions with a number of pupils.
- Teaching Assistants have been assigned to support pupils each lesson.
- Lego therapy
- Mentors have been assigned to conduct personalised programmes with pupils based on what has been identified as a target for that pupil, e.g. anger management, building self-esteem etc.
- CAMHS
- 42<sup>nd</sup> Street counselling service
- Early break
- Early help
- Reducing Barriers to Education (EBSA) support
- YOS- Girl's group
- Assessment unit
- Targeted Outreach programme- Offsite
- STEER
- Route 29
- Taxi service
- Youth services

## Exam Access Arrangements

KS4 only

### Post 16

KS4 only



## SEND Improvement Priorities 2024/25

Key Objective (INTENT)	Actions (IMPLEMENTATION)	Timescale / Monitoring	Lead and support staff	Success Criteria (IMPACT)	Monitoring	Key Focus
<b>3. To continue to further develop and embed staff's subject, pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment so that staff recognise additional needs and adapt their teaching accordingly.</b>	Subject knowledge of SEND and inclusive provision further embedded for all staff working with pupils on all sites including outreach support.	CPD and checks at least half termly.	Support: LA senior SENCO / SEN teams /school SENCOs / DR	Up to date training log for all staff  Regularly updated and knowledge checks carried out, including learning walks focussed on SEND.  Resources and strategies in the classroom show all staff are proficient in supporting pupils with SEND.	Half termly	SENCo/SLT time
	SEN resource folders to be set up and updated regularly by staff, including consistent learning resources and interventions to use with pupils.  Drop in sessions for staff with gaps in knowledge for more intensive training over and above the whole	Monitored half termly	SEN team SLT	Learning walks show learning environments are SEND, ASC and complex needs friendly. Outcomes for pupils with SEND improve over time.		
	Set up and implement Provision Map as part of Class Charts Training for staff to upskill using Provision Maps	Weekly to start off with, regular demonstrations in briefings July – September 2024	SLT/SEN team / all staff	SEN profiles within provision maps show SEND information is used astutely to ensure greater precision in the support of under achieving pupils in all subject areas.	Ongoing	Training for SLT / SEN team
	Baselines: (see assessments section 5) • GL Assessments – purchased dyslexia screeners to begin with March 2024 • A more accurate and comprehensive set of assessments carried out on entry at the assessment site to ensure gaps in learning are identified quickly to allow for targets to be accurately set.		School wide	Pupils who need an EHCP are prioritised for assessment in a timely manner  Interventions applied quickly and accurately for all pupils with SEND  Pupils are on their appropriate pathway in a timely manner and support is appropriate.	Ongoing	New assessment tools and timetabled sessions to complete them

## SEND Improvement Priorities 2024/25 Continued

- Interventions – training TAs and creating time to enable more interventions to take place across Key Stage 3 to support numeracy and literacy needs. SEMH interventions to also be reviewed and look at how TAs can support with emotional regulation, mentoring and communication.
- Analysis of parent/carer feedback to inform improvement for next year
- Ensuring teachers are reading and implementing SEND strategies for pupils in the classrooms through Provision Map and training throughout the year.
- Ensuring that all parents understand the SEND system and how to access further support or information – leaflet with sign posting to be sent out on the EHC process.
- Linked with better mental health support it would be useful to increase our knowledge and understanding of trauma informed practice – training to be delivered via EPS
- Improve attainment outcomes for young people with SEND (in line with the Salford SEND Strategy).
- Improved communication/support/ information for parents. Coffee mornings/sign posting parents to workshops through SIASS / LA for parents/carers.
- Continued training for TAs – the TA Feedback from this year has shown that TAs would like more training on how to support pupils with SEN needs.