

# St Patrick's Catholic Primary School

## Special Needs funding and expenditure: Report to parents: Financial Year 2016/17

### Overview of the school

Number of pupils and Special Needs funding received	
Total number of pupils on roll – October 2015 Census (funding for 16/17 based on Oct 15 census figures)	117
Total number of pupils eligible for Special Needs 'top up' Funding (Statemented Children) – from October 2015 Census	1
Total number of other pupils with SEN on roll in Oct 2015	20
Additional Needs Funding included in our delegated funding (including Low Cost, High Incidence SEN)	£43,998
Total amount of Special Needs 'top up' Funding received	£3,253
Total Special Needs Funding received	£47,251

### Nature of support 2016/17

As a school we need to be flexible with our special needs support. Children with an 'Educational Health and Care Plan' have a number of hours agreed for which they receive one to one support. Other children on the special needs register receive support by way of interventions in either small or large group work. Their needs maybe in one particular area or across the whole of the curriculum. The measures we take are preventative and support the child as soon as the need is identified. The interventions are reviewed regularly to ensure that they are appropriate and are helping the child to make progress.

We employ a Learning Mentor to provide a range of pastoral care and interventions, both for parents and pupils. The Learning Mentor acts as a key parental link. In addition to this we liaise with and utilise the support of external professional agencies such as Occupational Therapy; Educational

# St Patrick's Catholic Primary School

Psychology and the Visual Impairment Team.

Please refer to our School Offer on our website for full details of our support services.

## SEN need type 2015/16

The following need types were evident at the last spring census date:

<b>Need Type</b>	<b>Primary Need</b>	<b>Secondary Need</b>
<b>Specific Learning Difficulty</b>	1	0
<b>Moderate Learning Difficulty</b>	5	4
<b>Severe Learning Difficulty</b>	0	0
<b>Profound and Multiple Learning Difficulty</b>	0	0
<b>Social, Emotional and Mental Health</b>	12	2
<b>Speech, Language and Communication Needs</b>	2	0
<b>Multi-Sensory Impairment</b>	0	0
<b>Hearing Impairment</b>		
<b>Visual Impairment</b>	0	2
<b>Physical Disability</b>		
<b>Autistic Spectrum Disorder</b>	3	0
<b>Other Difficulty / Disability</b>	1	1

# St Patrick's Catholic Primary School

## Measuring the impact of Special Needs spending

We monitor the impact of the interventions which we run at monthly intervals (at pupil progress meetings) and change, cease or start new interventions if required.

Evaluation focuses on academic gains.

In collaboration with pastoral colleagues, teaching staff plan interventions to enable pupils to achieve. Interventions are planned to meet the range of needs of the pupils thus helping them to make progress in personal and social areas of development as well as in academic subjects. The intention is that interventions ultimately impact upon academic gain but the early progress *may*, more appropriately, relate to other areas of growth. The wide-ranging progress of pupils is monitored on a SEN Tracker by our Learning Mentor and evaluated in collaboration with teaching staff.

School tracking data and external data both show that by the time the pupils with Special Educational Needs end KS2, they make progress at the same rate as non-SEN pupils and there is no gap in attainment for SEN pupils.