



ANNUAL REPORT TO PARENTS AND GOVERNORS ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY – JULY 2020

Schools have a duty to report to parents on the provision for SEND. Students with special educational needs have learning difficulties and disabilities that make it harder for them to learn than most students of the same age.

These students may need extra or different help from that given to other students of the same age. The SEND Code of Practice (2014) lies at the heart of the St Mary's 's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of students.

The Code describes a graduated approach which recognises that students learn in different ways and can have different kinds of SEN. At St Mary's, students are recorded on the SEND register according to their broad area of need. This is so step-by-step support can be put in place or specialist expertise can be sought to help the students overcome difficulties. Students who have more complex needs may have an Education & Healthcare Plan (EHC Plan). The Education & Healthcare Plans (EHC Plans) came into force in September 2014 and have replaced Statements.

There are four broad areas of needs.

Communication and interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and

young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Key Personnel

SENDCo S.Hurley

SEND Governor K.Arbuckle

Policies

The academy's [SEND policy](#) was amended in September 2014 in line with the new SEND Code of Practice (2014). The policy is reviewed annually and follows the format of all academy policies.

Number of students as identified on the SEND register – July 2020

(Please be aware that numbers on register change throughout the year)

	Total
SEN Support including medical needs	20
EHCP/Stat	1
No. in year	207
Total SEND	21

% in FS	% SEND at KS1	% SEND at Key Stage 2	Total
10%	7%	12%	10%

The current national average for pupils on a SEND register is 14.4%. The percentage at St Mary's is well below this at 10%.

Broad area of need	Total
Communication & Interaction	7
Cognition & Learning	8
Social Emotional Mental Health	3
Sensory/Physical/ Medical	3
Total in school	207
Total SEND	21

- We note from the analysis of primary need that the greatest numbers of pupils with SEND have cognition and learning needs. This appears to be an increasing trend. In response to this we have implemented B squared assessment, intervention groups and specific IEPs to target children's needs.
- There are also a number of children with many indicators of ASC. In response to this school have had training related to Autism from STARS.
- The majority of pupils where the Primary need is C&I have a diagnosis of ASC or are currently awaiting CAHMS or going through process for identification of ASC.
- There are currently 3 pupils on the register with SEMH but this is under review. A number of pupils with these identified needs receive additional support through nurture groups, Lego therapy, social stories, sand therapy, drawing therapy, friendship groups and anger management groups.
- All teachers and TAs have received training from SLE for behaviour and TEAM TEACH.

Identification of students who are SEND

- We have followed the guidance within the Code of Practice and emphasised by Leeds CC as to the criteria of which pupils who should be placed on the register.
- The number of pupils on the SEND register is under constant review and is amended according to the outcomes of pupil progress reviews and information from outside agencies.
- There is a rigorous programme of interventions in place which is monitored half termly. Any pupil who does not make progress despite this level of intervention will be identified for the SEND register and parents consulted as per our practice.
- There is one pupils with an EHCP and none going through assessment at this time.
- All staff are aware of the students who are SEND through the SEND database, SIMS and the CPOMS reporting system, with photo sheets and notes pages on each student available.
- Each class has a SEND folder which contains profiles outlining strategies to support SEND students within the classroom, IEPs and reports.
- All past reporting data (behaviour, attitude to learning, homework, organisation, target grades and current grades) are readily available to raise staff awareness of individuals.
- All the teaching staff are regularly required to report on the progress of students who are SEND and intervention strategies for individuals shared within and outside departments to further raise awareness.
- Quality Assurance is undertaken to measure the impact of the strategies.
- The number of pupils with SEND is relatively small so data measures about SEND as a cohort will not be statistically significant. All staff including subject teachers are fully aware of all students who are SEND. This information empowers the teacher to provide Quality First Teaching (QFT) and take greater responsibility for an individual's academic progress.
- Information on the progress and attainment of individuals with SEND is rigorously monitored by the SENCO, the class teachers and the Headteacher through pupil progress meetings and completed pro-formas.
- Measures of wider outcomes are vital for all pupils and especially those learners with SEND. These include levels of confidence, self-esteem, attendance, participation in outside activities, social confidence
- Parent and pupil voice is a key element of this measurement of wider outcomes

As part of gathering evidence of achievement for pupils with SEND:

- The SENCO carries out SEND learning walks - Through the sample and quality assurance of lesson observations the identification of SEND students was further heightened and also provided the opportunity to identify and share the good and outstanding practice that was taking place.
- TAs are observed delivering interventions
- TAs monitor and record their support work in their intervention folders; the class teachers and Head of school monitors these
- The SENCO monitors the SEND folders

- Class teachers and TAs complete and analyse progress on interventions using 'Bsquared' proformas for targeted pupils each half term
- Book scrutinies are carried out termly – a selection of books from pupils with different abilities are chosen and scrutinised looking at progress. This shows evidence of individual progress as well as moderating levels and acts as a comparator between the levels.
- Assessments are completed 3 times a year in reading, writing, maths, SPAG and common exception words. These are analysed to provide clear targets for all pupils.
- Parents are consulted in termly IEP meetings.
- Pupils have a voice through pupil questionnaires.

Progress 2019-2020

**Please note progress is measured using predicted levels from March as school closed to all children in March due to Covid19. School reopened in June 2020 to Years R, 1 and 6.*

SEND Progress – 2018 -2019 – Reading.

- 100% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

SEND Progress – 2019-2020– Writing.

- 100% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

SEND Progress – 2019-2020– Maths.

- 100% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

SEND Progress – 2019-2020– SPaG

- 100% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

Attendance

**Attendance from March 2020 due to Covid19*

	FS	1	2	3	4	5	6
Non-SEND	97%	98%	97%	96%	96%	97%	N/A
SEND	98%	91%	98%	98%	97%	96%	96%

Budget

'In addition to the Age Weighted Pupil Unit fund our school/academy receives an additional amount of funding to enable us to contribute to the costs of the whole school's additional SEN support arrangements. This is currently the mandatory cost threshold of £6,000 per pupil. This is a notional amount of funding and is not regarded as a substitute for our own budget planning and decisions about how much we need to spend on SEN support. Most children with SEN need special educational provision comes to less than £6,000.'

- The budget available to support SEND is at the discretion of the Head and SENCO

In 2019-20 high needs funding (Funding For Inclusion) was granted for 3 pupils. This amounts to £19392. The allocation is spent on supporting 3 pupils with SLCN.

- There is currently 1 pupil with an EHCP.
- Pupil Premium – allocation is currently £5280. The number of pupils on the SEND register who are in receipt of Pupil premium are 2.
- LAC funding – there is currently 1 pupil in school. School receives funding of £1,900 per pupils.

Parental involvement

As per our SEND policy, we welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavour to foster effective partnerships valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice, such as The Leeds Special Educational Needs and Disability Information Advice Support Service.

We work with parents through:

- Early help plans
- Termly IEP meetings
- Parent comments on IEPs
- Parent forums
- Parent questionnaires

From the questionnaire we identified the following areas to develop:

- It would be a good idea to invite additional people to IEP reviews who complete interventions to give specific feedback e.g. SALT and Learning mentor.
- Parent feedback on homework as part of IEP review process.
- From Summer IEP meetings in July 100% of parents felt their children were happy and safe in school and 96% had a clear view of how their child was doing in class and in interventions.

In our December 2019 parent questionnaire:

Question	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I feel my child is making good progress at school	55%	55%			
I know how my child is supported in school	57%	43%			
My child is getting enough support	50%	50%			
I feel I have sufficient information and communication about my child's progress	52%	48%			
I know why my child is on the SEND register	76%	24%			
I have been offered the opportunity to share my child's targets and IEP with the class teacher	75%	25%			
I understand my child's targets and am full informed of how they are progressing towards their targets	65%	35%			
I feel that St Mary's staff have given me suggestions of ways to support my child at home	55%	45%			
I am able to approach staff about any concerns that I have regarding my child	62%	38%			
SEND provision is good at St Mary's	57%	43%			

Inclusion of children with SEND

In line with the SEND policy,

The Head Teacher and Head of School oversees the SEND policy and is responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimise opportunities for participation across all areas of school activity.

We promote an inclusive ethos throughout our school and encourage social responsibility and understanding amongst all our pupils. In line with the Equality Act 2010, we aim to:

- Not treat current and prospective disabled pupils less favourably.
- Make reasonable adjustments as appropriate.

As part of this children play an active part in their IEPs by regularly updating the pupil part of how they feel they are progressing and then at the end of the term identifying what they have enjoyed and what they've found challenging.

We also include pupils through pupil questionnaires – **December 2019**.

Strengths:

- Majority of pupils achieving 100% of their IEP targets.
- 100% happy coming to school.
- Favourite lessons are English, ICT and PE.
- All children could identify something they're good at.
- 100% of children said they had help when they needed it.
- Support for children – 90% have support from the teacher when required.
- Children could identify a range of strategies that help them to access different subjects.
- 100% felt safe in school.
- 100% could identify who they would go to if they needed help.
- 100% of children could identify things the teacher does to make them feel confident – praise, support, things to help them and class dojos.
- 71% of children feel the level of work they're given is just right.
- 90% of children feel their learning passport helps them to get better at things they find hard.

Areas to develop:

- Least favourite lessons are maths and RE because they find it too hard.

From this we looked at alternative ways of recording so the focus in RE wasn't on writing and used training from White Rose Maths to address using concrete materials to support children. We continue to use alternative ways of supporting our children using EEF guidance Special Educational Needs in Mainstream Schools.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

Transition

We recognise that there are many points of transition for all pupils which need to be managed carefully. Pupils with SEND will often need additional and different support to manage these.

1. Children new to school – parents meet with the teacher and SENCO if appropriate. Information is sought from any previous school and nursery. Reception teacher and SENCO (as appropriate) visit settings. CPOMs is used to record as appropriate and transfer between settings. The children have settling in days and their starting date is decided on birth month and additional needs. Buddy system used.
2. Transition between classes in school is planned for and personalised according to need. Enhanced transition planning and programmes of transition are put in place for

those pupils who need it. This may include additional visits particularly at phase transfer, additional meetings with parents, particular notice taken of pupil voice. Transition activities are planned throughout summer 2 with visits to classes, all about me from new teachers completed, STARS transition booklet completed, learning mentor work about worries/concerns.

3. Transition to SMM is done through the Ambassador's programme. SENCo meets with SENCo at high school to pass over files, IEP targets and pencil portraits. Additional visits are arranged as appropriate.

Approach to teaching

- All teachers are teachers of pupils with SEND
- High quality first teaching
- Graduated approach to identification and provision
- All staff have appropriate training
- Policy is reflective of Code of Practice
- Inclusive curriculum
- High aspirations
- Committed to improving outcomes for all pupils
- Promoting independence
- Use of data
- Involvement of parents
- Pupil voice

Adaptations to curriculum and learning environment

- We are committed to improving the outcomes for all pupils including those with SEND.
- Quality First teaching with inclusive approaches is at the heart of this.
- We hold high aspirations for all our pupils.
- Pupil voice & parental involvement is central to our practice.
- Staff have attended training on pedagogy to improve our understanding of which teaching and learning approaches are most effective for individuals and groups of pupils who have SEND.
- We provide a curriculum that offers a combination of entitlement and choice.
- We can develop flexible learning pathways for pupils.

Provision map

	Wave 1 – Quality First Inclusive Teaching for all	Wave 2 – Short term interventions (Qualified teacher directs appropriate provision with support of SENCo)	Wave 3 – Long term support, personalised provision (Specific to individual children)
Cognition and Learning	<p>Differentiated curriculum in maths, English, science and the foundation subjects.</p> <p>Enquiry based learning.</p> <p>Weekly spellings, times tables and mental maths.</p> <p>Developmental marking, including next steps, in English and maths, science and RE.</p> <p>Visual timetables.</p> <p>Writing frames.</p> <p>Written and spoken instructions differentiated to suit differing learning styles.</p> <p>Balance of visual, kinaesthetic and auditory teaching.</p> <p>Flexible methods of recording work.</p> <p>Individual, paired and group work.</p> <p>Teaching Assistants in all classes.</p> <p>Special and adapted equipment to support pupils. E.g. coloured overlays, wobble cushions, pencil grips, triangular pencils, personalised timetables.</p> <p>Use of I.C.T across the curriculum; including laptops, tablet devices & interactive whiteboards.</p> <p>Relevant classroom displays.</p> <p>Labelled resources.</p> <p>Marking shared with children.</p> <p>Reading scheme books and reading records.</p> <p>Sports equipment.</p> <p>Rewards – Dojo points, Head Teacher awards, Virtue awards</p> <p>Assessment – tracking progress via O track.</p> <p>Phonics – Floppy’s phonics program.</p> <p>Times Table Rock Stars</p> <p>Guided reading</p> <p>Booster classes – Y6.</p>	<p>In class Teaching Assistant to support differentiated learning.</p> <p>Pre teach and post teach sessions.</p> <p>Daily handwriting.</p> <p>Daily Reading.</p> <p>Fine motor skills intervention.</p> <p>Numicom intervention.</p> <p>Handwriting intervention.</p> <p>Additional phonics intervention.</p> <p>Working memory intervention.</p> <p>English Type.</p> <p>Alpha to Omega.</p>	<p>1:1 support in English, maths, science and other subjects.</p> <p>Personal computer.</p> <p>Personal tablet device.</p> <p>Support from Outreach Advisory Support from Speech and Language Therapy (SaLT), Occupational Therapy (OT), Learning and Language Support (LLS), Behaviour Support (BS) and Educational Psychologist.</p> <p>Individual programmes from SENIT.</p> <p>IEP (learning passport)</p> <p>Use of B Squared assessment.</p> <p>Clicker 7.</p>
Communication and Interaction	<p>Instructions kept clear and simple.</p> <p>Teacher/pupil modelling in maths.</p> <p>Learning objectives shared with children.</p> <p>Gestures used to support spoken word.</p> <p>Differentiated language as required.</p> <p>Visual prompts, aids and resources.</p> <p>Visual timetables.</p> <p>Talk partners.</p> <p>Children seated a way that encourages learning.</p> <p>Key vocabulary displays.</p> <p>Reading records.</p> <p>Show & tell (Foundation and KS1).</p> <p>Differentiated instructions.</p> <p>Structured routines.</p> <p>School council to promote pupil voice.</p> <p>Teaching assistants.</p> <p>Meditation and reflection times as part of R.E.</p> <p>Restorative practice as part of behaviour policy</p> <p>School newsletter.</p> <p>Guided reading groups.</p>	<p>In class Teaching Assistant support.</p> <p>Personalised learning teachers.</p> <p>Visual prompts.</p> <p>Support from Speech and Language Therapist (SaLT), Learning and Language Support (LLS), Educational Psychologist.</p> <p>Social skills/communication groups.</p> <p>Lego therapy</p>	<p>Speech therapy programme led by Speech therapist.</p> <p>1:1 personalised support.</p> <p>On-going support from Educational Psychologist, SENIT and Occupational Therapy (OT).</p> <p>Outreach support from advisory teachers. (ASC).</p> <p>STARS team</p>

	Class assemblies Residential trips (KS2). Educational visits.		
Sensory and Physical	Teachers aware of implications of physical and sensory impairment, e.g. keeping background noise to a minimum, facing children when speaking, seating children in a way that minimises the impact of any impairment. Appropriate lighting. Suitable chairs, desks and carpet areas. Easy access to resources. Morning, lunch and afternoon breaks for all classes. Visual prompts in classroom. Length of activities appropriate to age of children.	Occupational Therapy. Support from Physical and Sensory Support Advisory service (PSS). Resources photocopied onto coloured paper. Additional handwriting support – Fit for handwriting. Specialised pens pencil grips. Writing slopes. Handwriting programme. English Type.	Provision of specialist equipment, e.g. weighted jackets, seating and intimate care plans. Additional planning arrangements for transitions from Key Stage or to another school. On-going support from Physio and Occupational Therapy. Risk assessment. Care plan. Fiddle Toys
Social, Mental and Emotional Health	Behaviour policy. Praise and rewards systems including Head teacher awards, achievement certificates, Head Teacher table and reward points. Visual timetables. Catholic values embedded in curriculum. Playtime resources and equipment including trim trail. Multi-sensory teaching. Reflection times in RE. Teaching assistant support. School staff training, e.g. Attachment training Restorative practice as part of behaviour policy	Social communication groups. Exploring feelings programmes, e.g. There's a volcano in my tummy. Transition planning. CPOMs. Early Help Plan Nurture group Lego therapy Sand therapy Drawing and talking therapy Friendship groups	CAMHS and TAHMS support (Child and Adolescent Mental Health Services). Ongoing support from Educational Psychologist and Behaviour Support. Personalised social stories. 1:1 support. SENIT. Gateway support. Support from AIP/Horsforth Cluster Fiddle Toys Home/school liaison books. IBP All about me Risk assessment Counselling via HCS

Expertise and training of staff

Staff have accessed:

- Dyslexia level 1 – whole school.
- Autism Tier 1 – whole school.
- Sand Therapy –TAs.
- Intensive interaction - TAs.
- Lego Therapy - TAs.
- Anger management - TAs.
- Early help plan training – SENCo.

This training has ensured that staff have effective ways to support children within the classroom and in specialist interventions. In all nurture sessions, children score an improvement in their feelings.

Evaluating the effectiveness of provision

- Nurture/sand therapy/anger management/ drawing and talking is evaluated through feedback from the pupils scoring how they felt before and after the intervention. 100% have shown improvement.
- For curriculum effectiveness, this is monitored through B squared. 100% of children have made progress within B squared.
- IEPs have SMART targets that are monitored termly on a formative and summative basis. From spring IEPs 90% of children have achieved all of their targets with 100% meeting at least half of their targets.

Activities

All activities are made available to all children. For children who require risk assessments to ensure their safety on trips and in school, these are completed by SENCo, parents and professionals.

Support for improving emotional and social development

See provision map for SEMH and evaluating provision.

Involvement of other bodies in meeting children and young people's SEN and supporting their families

This year we have worked with Horsforth Cluster, SCOPE, One Adoption, STARs, parental involvement worker, CAMHs to ensure support for children and families. All impact has been recorded through questionnaires and early help plans and has been 100% positive. This year there have been 3 early help plans.

Arrangements for handling complaints from parents of children with SEND.

Our policy states, if a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Head teacher or SENCo, who will be able to advise on formal procedures for complaint. This is available on the website – [Complaints Policy](#).

Link to Leeds local offer

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>