

ANNUAL REPORT TO PARENTS AND GOVERNORS ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY – JULY 2021

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: Sarah Hurley (Acting Headteacher) NASENCO 2020, QTS. (Full time member of staff)

Deputy SENCo: Ann Hughes (from September 2021) NASENCO 2021, QTS. (Part time member of staff. 2 days a week)

Learning Mentor: Penny Leng (from September 2021) (full time member of staff)

SEND Governor: Jessica Wilkinson (Chair of Governors)

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

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

	July 2019	July 2020	July 2021
SEN Support including medical needs	21	20	22
EHCP	1	1	2
No. in year	209	207	209
Total SEND	22	21	24

Academic year	% in FS	% SEND at KS1	% SEND at Key Stage 2	Total
2018-2019	6%	3%	9%	11%
2019-2020	10%	7%	12%	10%
2020-2021	3%	11%	14%	11%

The current national average for pupils on a SEND register is 15.5%. The percentage at St Mary's is below this at 11%.

Broad area of need	Total number of children 2018-2019	Total number of children 2019-2020	Total number of children 2020-2021
Communication & Interaction	3	7	8
Cognition & Learning	14	8	9
Social Emotional Mental Health	3	3	4
Sensory/Physical/Medical	1	3	3
Total in school	209	207	209
Total SEND	22	21	24

July 2021 – spread of SEND related needs across year groups.

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Total
Communication & Interaction	2	3	1	0	0	1	1	8
Cognition & Learning	0	0	0	2	1	2	4	10
Social Emotional Mental Health	0	0	1	0	1	1	1	4
Sensory/Physical	0	0	1	1	0	1	0	3
Total in year group	30	31	30	30	30	29	29	209
Total SEND	2	3	3	3	2	5	6	24

- 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 2019 – 2021 In response to this, we have implemented B squared assessment, intervention groups and specific IEPs to target children’s needs. A large number of these children have a diagnosis of dyslexia and we believe this is due to earlier identification of dyslexia within school. All staff have had dyslexia training from SENIT, staff trained in use of assistive technology, Alpha to Omega and Toe by Toe.
- There are also a growing number of children with communication and interaction as a primary need. The majority of pupils where the primary need is C&I, have a diagnosis of ASC or are currently awaiting CAHMS or going through the process for identification of ASC.
- In response to this school have had training related to Autism from STARS and have made referrals and worked with the STARS team for specific children.
- There are currently 4 pupils on the register with SEMH but this is under review. A number of pupils with these identified needs receive additional support through counselling, nurture groups, Lego therapy, social stories, sand therapy, drawing therapy, friendship groups and anger management groups.
- All staff 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 are two pupils with an EHCP and one 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 and this is linked to their performance management.
- TAs monitor and record their support work in their intervention folders; the class teachers, SENCO and Headteacher 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 looks 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.
- All subject leaders include children with SEND when they complete book looks, pupil interviews, data analysis and can talk confidently in interviews about how all children achieve in their subject.
- 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. Data is analysed by the SLT and subject leaders.
- Parents are consulted in termly IEP meetings and through parent questionnaires.
- Pupils have a voice through pupil questionnaires and pupil interviews.

Progress 2020-2021

**Please note progress is measured using teacher assessments. There were no standard assessments in the academic years 2019-2020 and 2020-2021 due to Covid 19 and school closures.*

SEND Progress – 2020-2021– Reading.

- 96% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

SEND Progress – 2020-2021– Writing.

- 96% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

SEND Progress – 2020-2021– 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 – 2020-2021– SPaG

- 96% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

IEP targets met July 2021

- 86% of children met all their summer term IEP targets.
- 14% of children (3) partially met all their summer term IEP targets.

Progress against EHCP outcomes

- 2 children had an EHCP 2020-2021.
- Both children made progress against their EHCP targets as evidenced in IEP review meeting minutes and early reviews.

Achievement of children with SEND – July 2021

	Reading			Writing			Maths		
	BLW	At	Above	BLW	At	Above	BLW	At	Above
SEN	69%	31%	0%	92%	8%	0%	62%	38%	0%
Non-SEN	15%	85%	34%	24%	76%	23%	12%	88%	21%

Children with SEND are working below children with no SEND. Children with SEND are achieving better in reading and maths but not in writing. This is in line with the whole school priority of improving writing and using assistive technology to support children with SEND.

Attendance

	FS	1	2	3	4	5	6
Non-SEN	99%	98%	99%	97%	97%	98%	97%
SEND	98%	99%	93%	97%	95%	98%	95%

Fixed term and permanent exclusions

	FS	1	2	3	4	5	6
Non-SEN	0%	0%	0%	0%	0%	0%	0%
SEND	0%	0%	0%	0%	0%	0%	0%

There have been no fixed term or permanent exclusions in 2020 – 2021.

Number of children on reduced timetable/receiving education off site/held back a year.

	% of children
Number of children on reduced timetable	0%
Number of SEND children receiving their education off site	0%
Number of children held back a year or more	5%*

*One child is out of year group chronologically due to parental request to delay starting school due to late summer birth date.

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.

FFI funding

	2018-19	2019-20	2020-21
Amount	£15,048.00	£9392	£22,100
Number of children	3 children	3 children	5 children
Band and level	A and E band level 2	A and E band level 2	A and E band, level 2.

In 2020-21 high needs funding (Funding For Inclusion) was granted for 5 pupils. This amounts to £22,100.

The allocation is spent on supporting 4 pupils with communication and interaction and 1 pupil for cognition and learning.

- There are currently 2 pupils with an EHCP.
- Pupil Premium – allocation is currently £7920. There are 2 pupils on the SEND register who are in receipt of pupil premium.

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 questionnaires

From the questionnaire we identified the following areas to develop:

- Additional support for children with SEND during remote learning as 3 parents felt their child's progress had been impacted due to lockdown March 20. When school went into lockdown in January 2021, children with SEND attended school where possible and if not were given personalised work to ensure they could access the work and that it was work they were interested in. Laptops/iPad were lent to children who required devices or assistive technology to access their work. Reasonable adjustments were in place for those children who did not want to access live lessons due to their CLN. The website was updated to ensure support for SEND children.
- Allowing opportunities for parents to see their children's books as this was impacted due to Covid19 restrictions.
- Sharing information from EEF supporting SEND children in mainstream document with parents to show we are following best practice when reducing the amount of time children are out of class and ensuring quality first teaching for all children.

In our December 2020 parent questionnaire:

Question	Strongly agree	Agree	Disagree	Strongly disagree
I feel my child is making good progress at school	51%	45%	14%	
I know how my child is supported in school	37%	63%		
My child is getting enough support	32%	64%	5%	
I feel I have sufficient information and communication about my child's progress	27%	63%	9%	
I know why my child is on the SEND register	36%	63%		
I have been offered the opportunity to share my child's targets and IEP with the class teacher	41%	59%		
I understand my child's targets and am full informed of how they are progressing towards their targets	45%	50%	5%	
I feel that St Mary's staff have given me suggestions of ways to support my child at home	37%	59%	5%	
I am able to approach staff about any concerns that I have regarding my child	45%	50%	5%	
SEND provision is good at St Mary's	37%	59%	5%	

Inclusion of children with SEND

In line with the SEND policy,

The Headteacher 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 pupil voice through pupil questionnaires – **December 2020**.

Strengths:

- 93% happy coming to school.
- Favourite lessons are art 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 – 85% have support from the teacher when required and 15% support from TA.
- Children could identify a range of strategies that help them to access different subjects. The most popular at 50% was use of iPad.
- 93% felt safe in school.
- 100% could identify who they would go to if they needed help with 73% going to class teacher.
- 100% of children could identify what they would like to be when they're older.
- 100% of children could identify things the teacher does to make them feel confident – the most popular option was things to help them.
- 67% of children feel the level of work they're given is just right.
- 85% of children feel their learning passport helps them to get better at things they find hard.

Areas to develop:

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

From this we used training from White Rose Maths to address using concrete materials to support children and ensure careful use of B squared to ensure key skills are addressed. 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. 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 includes additional visits particularly to the classroom, 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, talking mats.

3. Transition to secondary school is done through the Ambassador's programme at St Mary's Menston. Other high schools have similar programs. The SENCo meets with SENCo at high school to pass over files, IEP targets and pencil portraits. Additional visits are arranged as appropriate. There is close collaboration to ensure continuity for the children.

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.

How staff are deployed

"The approach to Special Educational Needs ... should be part of every teacher's toolbox. The good news is that this does not require a comprehensive understanding of every type of SEND found in classrooms. Effective teachers of pupils with SEND are focused on learning more about the individual profiles of the pupils they teach and maximising the effectiveness of their teaching. (page 12, EEF Special Educational Needs in Mainstream schools guidance report March 2021)

[EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](https://educationendowmentfoundation.org.uk)
(educationendowmentfoundation.org.uk)

The deployment of staff depends on the needs of the individual child.

"In an inclusive school, pupils with SEND are not just in the school, they are part of the school—they have the same opportunity as their peers to benefit from the highest quality

teaching the school can provide.” (page 12, EEF Special Educational Needs in Mainstream schools guidance report March 2021)

We ensure children are in the classroom learning alongside their peers for the majority of the time and teachers differentiate through flexible grouping, cognitive and metacognitive strategies, explicit instruction, using technology to support pupils with SEND and scaffolding rather than additional adult support in all lessons. This ensures children do not develop learnt helplessness.

Dependent on the needs of the child, some children will access 1:1 or small group interventions such as Alpha to Omega and Toe by Toe in addition to high quality teaching within the class. Intervention is agreed in the termly IEP meetings with parents to ensure the most appropriate teaching for the individual child and this is flexible as the child requires more or less support.

We ensure we use the below recommendations from EEF Special Educational Needs in Mainstream schools guidance report to support the individual children.

- Create a positive and supportive environment for all pupils without exception.
- Build an ongoing, holistic understanding of your pupils and their needs.
- Ensure all pupils have access to high quality teaching.
- Complement high quality teaching with carefully selected small-group and one-to-one interventions.
- Work effectively with teaching assistants.

The teaching assistants work alongside the teacher to support children within class in whole class, group and 1:1 support and deliver interventions where appropriate using high quality materials such as Black Sheep Press, Toe by Toe, Alpha to Omega, SENIT spelling sessions.

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	Differentiated curriculum in maths, English, science and the foundation subjects. Enquiry based learning. Weekly spellings, times tables and mental maths. Developmental marking, including next steps, in English and maths, science and RE. Visual timetable. Writing frames. Written and spoken instructions differentiated to suit differing learning styles. Balance of visual, kinaesthetic and auditory teaching. Flexible methods of recording work. Individual, paired and group work. Teaching Assistants in all classes. Special and adapted equipment to support pupils. E.g. coloured overlays, wobble cushions, pencil grips, triangular pencils, personalised timetables.	In class Teaching Assistant to support differentiated learning. Pre teach and post teach sessions. Daily handwriting. Daily Reading. Fine motor skills intervention. Nunicom intervention. Handwriting intervention. Additional phonics intervention. Working memory intervention. English Type. Alpha to Omega.	1:1 support in English, maths, science and other subjects. Personal computer. Personal tablet device. 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. Individual programmes from SENIT. IEP (learning passport) Use of B Squared assessment. Clicker 7.

	<p>Use of I.C.T across the curriculum; including laptops, tablet devices & interactive whiteboards. Relevant classroom displays. Labelled resources. Marking shared with children. Reading scheme books and reading records. Sports equipment. Rewards – Dojo points, Head Teacher awards, Virtue awards Assessment – tracking progress via O track. Phonics – Floppy’s phonics program. Times Table Rock Stars Guided reading Booster classes – Y6.</p>		
Communication and Interaction	<p>Instructions kept clear and simple. Teacher/pupil modelling in maths. Learning objectives shared with children. Gestures used to support spoken word. Differentiated language as required. Visual prompts, aids and resources. Visual timetables. Talk partners. Children seated a way that encourages learning. Key vocabulary displays. Reading records. Show & tell (Foundation and KS1). Differentiated instructions. Structured routines. School council to promote pupil voice. Teaching assistants. Meditation and reflection times as part of R.E. Restorative practice as part of behaviour policy School newsletter. Guided reading groups. Class assemblies Residential trips (KS2). Educational visits.</p>	<p>In class Teaching Assistant support. Personalised learning teachers. Visual prompts. Support from Speech and Language Therapist (SaLT), Learning and Language Support (LLS), Educational Psychologist. Social skills/communication groups. Lego therapy</p>	<p>Speech therapy programme led by Speech therapist. 1:1 personalised support. On-going support from Educational Psychologist, SENIT and Occupational Therapy (OT). Outreach support from advisory teachers. (ASC). STARS team</p>
Sensory and Physical	<p>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.</p>	<p>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.</p>	<p>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</p>
Social, Mental and Emotional Health	<p>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.</p>	<p>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</p>	<p>CAMHS and TAHMS support (Child and Adolescent Mental Health Services). Ongoing support from Educational Psychologist and Behaviour Support. Personalised social stories. 1:1 support.</p>

	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	Sand therapy Drawing and talking therapy Friendship groups	SENIT. Gateway support. Support from AIP/Horsforth Cluster Fiddle Toys Home/school liaison books. IBP All about me Risk assessment Counselling via HCS
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Overview of findings from the school's quality assurance cycle including learning walks, book looks, pupil interviews.

***See also pupil survey above.**

Strengths

- All children engaged and on task.
- Appropriate differentiation to allow all children to access task.
- Good use of scaffolding through word banks/sentence starters.
- Opportunities for children to access work independently and with support. This was much improved across the school, reduction of use of teaching assistants to support.
- Use of ICT particularly in Y5 and Y6.
- Children were all able to explain what they were learning.
- All about me evident in classrooms.
- All staff had a good understanding of children's needs and adapted task/questioning/strategies.
- Use of metacognition to recap learning.
- Individual child based resources evident throughout school.
- High expectations.
- Use of take up time.
- Use of writing slopes, wobble cushions, pencil grips evident.
- Learning passports all up to date and children knew their targets and how they would help them.

Areas to develop

- More use of assistive technology throughout school especially when writing.
- Use of SENIT assessment for maths to identify specific areas for children.

Expertise and training of staff

Training	Staff trained	Intent	Implementation	Impact
EEF Special Educational Needs in Mainstream schools guidance	All school staff	To improve independence of children with SEND following lockdown and too much adult support as differentiation.	Teachers and Tas trained separately looking at 5 recommendations and how we could apply in our school setting.	Learning walk/book looks summer 2021 showed greater independence of children with SEND. In December 2020, children identified they had support mainly from the teacher or through use of iPad and other supports. Reduction from previous survey where support was from TAs. 100% of children had help when needed.
STARs training on masking and anxiety for children with ASC.	SENCO and Year 6 teacher	To support a specific child with anxiety and masking following STARs recommendation.	Strategies put in place.	Reduced anxiety for specific child, strategies put in place for range of children within school. Resources shared with learning mentor and deputy senco.
STARs training on masking and anxiety for children with ASC.	All staff	To support all children with anxiety which has been a growing issue with Covid 19 but particularly girls with ASC.	Teachers and TAs trained and strategies shared.	Use of Talking mats used well to ascertain pupil voice prior to transition and IEP meetings. 93% of children feel happy in school.
Sand therapy from HCS	Learning mentor	To have a range of strategies to support children with semh.	Training attended by learning mentor through Horsforth Cluster.	To implement in September with specific children.
Intensive interaction - STARs	Teaching assistants	To support a specific child with interaction following SENIT recommendation.	TAs trained and strategies shared.	Improvement in interaction in class. Specific child met IEP targets. Next steps, to improve interaction in

				playground through use of strategies and adult support.
Drawing and talking therapy from HCS	Teachers/TAs learning mentor	To reduce growing anxiety issues following lockdowns.	TAs trained and strategies implemented with specific children identified through CPOMs and pupil progress meetings.	Reduction in overall anxiety for specific children.
New SENCo training - SENIT	Deputy SENCO.	To improve own subject knowledge of role.	In September, begin to take over role of SENCo.	Improvement to systems, processes and support for children with SEND.
SENIT maths assessment - SENIT	Deputy SENCO.	To improve own subject knowledge and support children in progress in maths particularly as in December 2020, a number of children identified maths as too hard.	Use to assess specific child prior to SENIT visit in October.	Target support for children.
Primary alphabet arc - SENIT	Deputy SENCO.	To improve own subject knowledge and support children in progress in English.	Use to assess specific child prior to SENIT visit in October.	Target support for children.

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. This is evidenced in IEP meeting minutes and through B squared document.
- IEPs have SMART targets that are monitored termly on a formative and summative basis. From summer IEPs 90% of children have achieved all of their targets with 100% meeting at least half of their targets.

Activities

All activities, trips and extra-curricular activities are made available to all children. For children who require risk assessments or reasonable adjustments to ensure their safety on trips and in school, these are completed by SENCo, parents and professionals. Pre warning, pre visits and social stories are used to support children with SEND.

Compliance

Every school is required to identify and address the SEN of the pupils that they support.

Mainstream schools must:	Evidence
<ul style="list-style-type: none"> use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN 	<ul style="list-style-type: none"> learning walks pupil interviews parent surveys book looks IEP review meeting minutes Completed IEPs Referrals to outside agencies Reports from outside agencies EHCPs
<ul style="list-style-type: none"> ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN 	<ul style="list-style-type: none"> risk assessments care plans reasonable adjustments social stories pre visits pre warnings
<ul style="list-style-type: none"> designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (this does not apply to 16 to 19 academies) 	<ul style="list-style-type: none"> SEND policy Staffing list School website SEND information report
<ul style="list-style-type: none"> inform parents when they are making special educational provision for a child 	<ul style="list-style-type: none"> Minutes of initial meetings IEP meeting minutes
<ul style="list-style-type: none"> prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time 	<ul style="list-style-type: none"> school website complete report policies accessibility plan support from accessibility team at LCC

Support for improving emotional and social development

See provision map for SEMH and evaluating provision. We work in close partnership with Horsforth Children Services to access drawing and talking therapy, counselling and parent support. Referrals are made on a monthly basis. The newly appointed learning mentor will start in September 21 and will prioritise semh support. Children are identified through pupil progress meetings and CPOMs.

Where children require more support, parents or Horsforth cluster make referrals to CAMHs.

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

This year we have worked with Horsforth Cluster, One Adoption, STARs, SENIT, Speech and Language, 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, led by Horsforth Cluster.

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](#).

Priorities for 2021-2022

- Improve the use of assistive technology throughout school.
- Train staff in use of assistive technology.
- Continue to improve how we support children within school through EEF document.
- Ensure all children with SEND make progress particularly in writing.
- Ensure interventions have clear progress measure to measure impact.
- Improve children with SEND attitude to maths and support to be able to access through WRMH.
- Embed the use of learning mentor to support children with SEMH needs with clear progress measures to measure impact.
- Train the deputy SENCO to become the SENCo for the school.

To do this we will need to;

- purchase additional iPads.
- train the learning mentor in SEMH interventions.
- purchase resources for the new learning mentor room.
- train the deputy SENCo and work alongside the current SENCO for 2021-2022.

Link to Leeds local offer

[Directory \(leedslocaloffer.org.uk\)](https://leedslocaloffer.org.uk)