

ANNUAL REPORT TO PARENTS AND GOVERNORS ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY – JULY 2023

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 St Mary'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 SEND. 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 (EHCP). The Education & Healthcare Plans (EHCPs) 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 ASC, 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 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 (Headteacher) NASENCO 2020, QTS. (Full time member of staff)

Learning Mentor: Penny Leng (completing role as part time member of staff)

SEND Governor: Rob Webster

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	July 2022	July 2023
SEND Support including medical needs	21	20	22	25	23
EHCP	1	1	2	1	2
NOR	209	207	209	209	208
Total SEND	22	21	24	26	25

The current national average (January 2023) for pupils with an EHCP has increased to 4.3% and the current national average of pupils with SEN support has increased to 13%. St Mary's is slightly below this at 12%

Academic year	% in FS	% SEND at KS1	% SEND at Key Stage 2	Total number of children with SEND
2018-2019	6%	3%	9%	11%
2019-2020	10%	7%	12%	10%
2020-2021	3%	11%	14%	11%
2021-2022	10%	10%	14%	12%
2022-2023	6%	5%	16%	12%

Broad area of need	Total number of children 2018-2019	Total number of children 2019-2020	Total number of children 2020-2021	Total number of children 2021-2022	Total number of children 2022-2023
Communication & Interaction	3	7	8	12	10
Cognition & Learning	14	8	9	10	9
Social Emotional Mental Health	3	3	4	3	5
Sensory/Physical/Medical	1	3	3	1	1
Total in school	209	207	209	209	208
Total SEND	22	21	24	26	25

July 2023 – spread of SEND related needs across year groups.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Communication & Interaction	1	1	1	4	2	1	0	10
Cognition & Learning	0	0	0	1	3	1	4	9
Social Emotional Mental Health	1	1	0	0	1	1	1	5
Sensory/Physical	0	0	0	0	0	1	0	1
Total in year group	31	28	30	30	30	30	29	208
Total SEND	2	2	1	5	6	4	4	25

- We note from the analysis of primary need that the greatest number of pupils with SEND have communication and interaction needs. 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 for all staff and have made referrals and worked with the STARS team for specific children. The autism lead practitioner is Sarah Hurley and has completed level 1, level 2 and level 3 training. A key worker has completed autism level 2, intensive interaction, social stories training. All staff have had Zones of Regulation training.
- A high number of children also have cognition and learning needs with many of these children having a diagnosis of dyslexia. In response to this, we have implemented B squared assessment, intervention groups and specific PCEPs (pupil centred education plans) to target children's needs. All staff have had dyslexia training from SENIT, staff have been trained in the use of assistive technology and quality first teaching from SENIT (September 2022).
- There are currently 5 pupils on the register with SEMH as their primary need but this is constantly under review. A number of pupils with these identified needs receive additional support through sensory circuits, Zones of Regulation, ELSA, counselling, nurture groups, Lego therapy, social stories, sand therapy, drawing therapy, friendship groups and anger management groups. All staff have also completed ADHD training with further training planned for October 2023.
- 3 members of staff have updated their Team Teach training in 2021 - 2022. 2 further members of staff updated their Team Teach training in 2022 – 2023.

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.
- All staff are aware of the students who are SEND through the SEND database, Arbor 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, PCEPs (pupil centred education plans) 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.
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- TAs are observed delivering interventions and this is linked to their performance management.
- 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 by all subject leaders – 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 2022-2023

SEND Progress – 2022-2023– 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 – 2022-2023– Writing.

- 92% of children made progress to achieve their target for the end of year. Progress can also be measured through B squared %.

SEND Progress – 2022-2023– Maths.

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

SEND Progress – 2022-2023– SPaG

- 92% 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 2023

- 92% of children met all their summer term IEP targets.
- 8% of children partially met all their summer term IEP targets.

Progress against EHCP outcomes

- 2 child have an EHCP.
- Both children have made progress against their EHCP targets as evidenced in IEP review meeting minutes and early reviews. Annual review has not taken place.

Achievement of children with SEND – July 2023

	Reading			Writing			Maths		
	BLW	At	Above	BLW	At	Above	BLW	At	Above
SEN	45%	55%	14%	68%	32%	0%	45%	55%	9%
Non-SEN	10%	90%	37%	22%	78%	23%	10%	90%	33%

- Children with SEND are working below children with no SEND at expected standard.
- Children with SEND are achieving more highly in reading and maths.
- Children with SEND are particularly working below non SEND in writing. This is in line with the whole school priority of improving writing and using assistive technology to support children with SEND.

KS1 July 2023 SATs results

	Reading	Writing	Maths
% of children with SEND achieving EXS or above	100%	100%	100%

KS2 July 2022 SATs results

	Reading	Writing	Maths
% of children with SEND achieving EXS or above	75%	0%	25%

Attendance

Year group	Attendance	Authorised absences	Unauthorised absences	Late before	Late after
Whole school SEND (23)	96.5%	2.6%	1.0%	1.7%	0%
National SEND support	88.9%	11.1%			
EHCP (2)	95.4%	3.3%	1.2%	0.1%	0%
National EHCP	86.7%	13.3%			
No SEN support	97.2%	2.1%	0.7%	0.3%	0%

Attendance is broadly in line for children with SEND and children with no SEND.

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 2022 – 2023.

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	3%*

*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	2021-2022	2022-2023
Amount	£15,048.00	£9392	£22,100	£29,143	£30,128
Number of children	3 children	3 children	5 children	5 children	5 children
Band and level	A and E band level 2	A and E band level 2	A and E band, level 2.	A and E band, level 2.	E band level 1 and 2

In 2022-2023 high needs funding (Funding For Inclusion) was granted for 5 pupils. This amounts to £30,128.

The allocation is spent on supporting 5 pupils with communication and interaction needs. There is currently 1 pupil with an EHCP with funding.

- Pupil Premium – allocation is currently £17,375. 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.(SENDIASS)

We work with parents through:

- Early Help Plans

- Supporting parents to access support through Horsforth Children Services and other relevant agencies.
- Termly IEP review meetings (3 a year)
- Parent questionnaires

In our December 2022 parent questionnaire:

Question	Strongly agree	Agree	Disagree	Strongly disagree
I feel that my child is making good progress at school	44%	50%	6%	
I know how my child is supported in school.	61%	39%		
My child is getting enough support.	50%	33%	17%	
I feel that I have sufficient information and communication about my child's progress.	39%	56%	6%	
I know why my child is on the SEND register.	56%	44%		
I have been offered the opportunity to share my child's targets and IEP with their class teacher.	59%	41%		
I understand my child's targets and am fully informed of how they are progressing towards their targets.	39%	61%		
I feel that St Mary's staff have given me suggestions of ways to support my child at home.	44%	50%	6%	
I am able to approach staff about any concerns that I have regarding my child.	50%	50%		
SEND provision is good at St Mary's.	50%	50%		

From the questionnaire we identified the following areas to develop:

- Explicitly evidence progress to parents in review meetings through levels, B squared and specific progress in interventions.
- Explicitly share with parents support child is given in class and in intervention.

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 PCEPs (pupil centred education plans) 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 surveys – **July 2023**

Strengths:

- 100% 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 – 62% have support from the teacher when required and 38% support from TA.
- Children could identify a range of strategies that help them to access different subjects. The most popular at 43% was use of iPad.
- 100% felt safe in school.
- 100% could identify who they would go to if they needed help with 81% going to class teacher, 10% going to the TA, 10% would go to Mrs Hurley.
- 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.
- 62% 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 English and maths because they find it too hard and there is too much writing.

Prior to this, we have had a focus on the use of quality first teaching, use of assistive technology, challenge for children with SEND and ensuring teacher is working with the children and having a range of ways to access the work. This is evident in the results above.

We continue to use alternative ways of supporting our children using EEF guidance Special Educational Needs in Mainstream Schools.

Next steps in 2023-2024 are ensuring children can access English and maths work through use of concrete resources, assistive technology, pre teaching, differentiation, range of ways of recording their work.

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
- Holistic understanding of children and their needs
- CPD
- Use of EEF document – SEND in mainstream
- High quality teaching
- High quality intervention
- Scaffolding
- Assistive technology
- Work effectively with TAs
- 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)

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.

We ensure that TAs and teachers have regular opportunities to discuss intervention, progress and PCEPs that are timetabled on the termly planner.

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 timetable.</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 computing 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 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</p> <p>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>PCEP.</p> <p>Use of B Squared assessment.</p> <p>Clicker.</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 in 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</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>Time to Talk programme.</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>

	behaviour policy School newsletter. Guided reading groups. 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. 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. Use of exercise balls.
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. Multi-sensory teaching. Reflection times in RE. Teaching assistant support. School staff training. e.g. Attachment training Restorative practice as part of behaviour policy Zones of Regulation in the classroom	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 Zone of Regulations group	CAMHS support (Child and Adolescent Mental Health Services). Ongoing support from Educational Psychologist and Behaviour Support. Personalised social stories. 1:1 support. SENIT. Support from AIP/Horsforth Cluster Fiddle Toys All about me Risk assessment Counselling via HCS Autism, what does it mean for me

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 assistive technology.
- 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 spelling and maths to identify specific areas of difficulty for children.

Expertise and training of staff

Training	Staff trained	Intent	Implementation	Impact
Quality first teaching - SENIT	All staff	To have a range of strategies to support children with learning and cognition needs and increase independence	Training completed with SENIT.	Increase in opportunities for children to work independently. 100% children have help when they need it. 100% children can identify things that help them in lessons rather than just adult support. Increased knowledge and understanding. Evident in learning walks.
ADHD	All staff	To have an understanding of ADHD. To have a range of strategies to support children with ADHD.	Training completed online via National College.	Increased knowledge and understanding. Evident in learning walks.
Social stories	Key worker	To meet needs of a child with EHCP to prepare them for new activities/changes in routine.	Training completed by STARS.	Increased knowledge and understanding. Evident in EHCP review.
Zones of Regulation	All staff	To support children's understanding of social and emotional needs. To improve behaviour within the classroom and playground.	All staff trained by learning mentor.	Increased knowledge and understanding. Evident in learning walks. Decrease in behaviour issues on Cpoms.
Sensory Circuits	All staff	To improve understanding of sensory needs and impact on the classroom.	All staff trained by learning mentor.	Increased knowledge and understanding. Decrease in behaviour issues on Cpoms. Increase in children's ability to focus in

				lessons. 100% of children identified it helped them to focus and something they thought helped them in IEP reviews.
ELSA	Learning mentor	To have a deeper understanding of supporting children's emotional needs.	Training completed by Leeds EP team.	Increased understanding of the role of learning mentor. Increased understanding of measuring the impact of intervention.
Team Teach	Learning mentor SENCo	To be able to safely support a child with significant SEND.	Training completed with LCC.	Teachers and TAs felt confident to support child and deescalate situations.
AT champions	SENCo	To have a range of ways of incorporating AT into the curriculum.	Training completed with NASEN and Microlink.	Increased knowledge and understanding. Evident in learning walks. Evident in pupil survey.
AET level 1	All staff	To improve understanding of autism.	Training completed online by all staff.	Better understanding of children's needs and de-escalation.
AET level 2	Key worker	To improve understanding of autism. To meet the needs of child with EHCP.	Training completed by STARS.	Increased knowledge and understanding. Evident in EHCP review.
AET level 3	SENCo	To improve understanding of autism.	Training completed by STARS.	Increased knowledge and understanding.
Intensive interaction	Key worker	To improve understanding of autism. To meet the needs of child with EHCP.	Training completed by STARS.	Increased knowledge and understanding. Evident in EHCP review.
Assistive technology	All teachers	To improve independence of children with SEND. Ensure children have a range of ways of recording work.	Teachers trained by deputy SENCo.	In July 2023, 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. A high number of children identified iPad as something that was working well in IEP reviews July 2023

Evaluating the effectiveness of provision

- SEMH intervention is evaluated through feedback from the teachers and pupils scoring how they felt before and after the intervention. 100% have shown improvement on SDQs.
- 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.
- PCEPs (pupil centred education plans) have SMART targets that are monitored termly on a formative and summative basis. From summer PCEPs (pupil centred education plans) 93% 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 SEND 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 PCEPs (pupil centred education plans) • 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 • Club registers
<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 • SEND register

<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
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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 learning mentor continues to prioritise semh support for children with and without SEND. Children are identified through pupil progress meetings and CPOMs. Where children require more support, school, parents or Horsforth cluster make referrals to CAMHs or via right to choose.

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

This year we have worked with Horsforth Cluster, SENDIASS, Educational Psychologists, OTs, 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 2 early help plans, led by Horsforth Cluster. These have now closed and there are no current 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](#).

Priorities for 2023-2024

- Continue to integrate assistive technology across the curriculum.
- Improve understanding of ADHD for all staff and have a range of ways to support children with ADHD and with indicators of ADHD.
- Identify support for children in English and maths so decrease the number of children who find it too hard.
- To ensure pupils consistently achieve highly, particularly the most disadvantaged and SEND across the curriculum.
- Opportunities for high quality writing across the curriculum using EEF guidance.
- Continue to embed the use of learning mentor to support children with SEMH needs with clear progress measures to measure impact.
- Ensure children with SEND access clubs by ensuring clubs are of interest to them.

To do this we will;

- All subject leaders to monitor and promote use of AT in their subject area.
- October training day 2023 focused on use of AT and ADHD.
- English and maths lead to ensure focus on support for children with SEND.
- English lead monitor writing for children with SEND to ensure they can access curriculum using appropriate support.
- All subject leaders monitor children with SEND in their subject area through data, book looks and pupil voice.
- Training for assistive technology including designated AT champion
- Have committed time for Senco and learning mentor to meet to monitor progress of children and identify priorities.
- Monitor use of SDQs to ensure clear impact.
- Prioritise children with SEND for clubs and monitor attendance.

Link to Leeds local offer

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

Policies

All policies can be found on the [school website](#).

- [SEND policy](#)
- [Accessibility Policy](#)
- [Admissions Policy](#)