

## SEND Information Report

**Date:** October 2018

**Review Date:** October 2019

**Author:** Karen Hague, Sphere Federation SEND Leader, working alongside Clare Weekes, SEND Coordinator at Moortown Primary

**Green text: relates to**  
**Scholes (Elmet) Primary**

**Purple text: relates to**  
**St James' CE Primary**





**Orange text: relates to**  
**Moortown Primary**

### Sphere Federation Profile September 2018

	Scholes (Elmet) Primary	St James' CE Primary	Moortown Primary
<b>September 2017</b>			
<b>School support</b>	<b>34</b>	<b>12</b>	<b>16</b>
<b>EHCP / Statement</b>	<b>1</b>	<b>1</b>	<b>0</b>

### Identifying Special Educational Needs

Children's needs may be categorised into four areas:

-  Communication and interaction
-  Cognition and learning
-  Social, emotional and mental health
-  Sensory and / or physical

	Scholes (Elmet) Primary	St James' CE Primary	Moortown Primary
<b>Communication and interaction</b>	24	7	10
<b>Cognition and learning</b>	5	4	1
<b>Social, emotional and mental health</b>	4	1	2
<b>Sensory and or physical health</b>	2	0	1
<b>Children with EHCP</b>	1	1	-
<b>Children in receipt of funding</b>	4	0	4

### Early identification

We believe that early identification of special educational needs is crucial to the wellbeing of all of our children. To support us in our early intervention, we:

1. Carry out home visits for Reception pupils
2. Attend all transfer reviews for all pupils with SEND transferring to us
3. Provide the appropriate intervention eg small group support provided by TA for all pupils as appropriate

This allows us to meet parents and gives us the opportunity to discuss strengths and needs, meaning that additional resources, interventions or referrals to be made quickly.

### Assessing and reviewing pupils' progress towards outcomes

Assessment of pupils continues throughout their time at school. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age-related expectations
2. Class teachers continually monitoring the children in their learning through observations, discussions, marking and written feedback
3. Providing all adults with the opportunity to discuss concerns at any time
4. Liaising with parents

## Provision

SPHERE FEDERATION		My Individual Learning Plan																																																																									
Scholes (Elmet)																																																																											
St James' CE																																																																											
Mainstream																																																																											
Class:	Name:	Year:																																																																									
I am really good at	This is me	Things I find difficult You can help me by																																																																									
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Many children on the SEND register have an Individual Learning Plan.

An Individual Learning Plan:

- gives details about the child and how they learn
- tells any staff working with the child essential information
- sets out targets and provision
- allows staff to track progress term by term

There is a four stage process that is followed for any child with SEND:

Assess → Plan → Do → Review

If progress is not made then a referral to an outside agency is often the next step.

## Additional support for learning

Links with outside agencies include:

- SENIT/Complex Needs
- Area Inclusion partners
- NHS Speech and Language Service
- Talking House SLT
- STARS
- Extended Services
- CAMHS
- School nursing
- Occupational Therapy

## 2017-18 attainment and progress of pupils with SEND

### Early Years

	Scholes (Elmet) Primary		St James' CE Primary		Moortown Primary	
	no of pupils	GLD%	no of pupils	GLD%	no of pupils	GLD%
any SEN	6	17%	2	0%	7	14%
EHCP	0	0	0	0	0	0
SEN support	6	17%	2	0%	7	14%

### Phonics (Year 1)

	Scholes (Elmet) Primary		St James' CE Primary		Moortown Primary	
	no of pupils	expected	no of pupils	expected	no of pupils	expected
any SEN	3	66	2	0%	2	100
EHCP	0	0	0	0	0	0
SEN support	3	66	2	0%	2	100

### End of KS1 results

	Scholes (Elmet) Primary				St James' CE Primary				Moortown Primary			
	no of pupils	expected			no of pupils	expected			no of pupils	expected		
		R	W	M		R	W	M		R	W	M
any SEN	6	50	17	50	2	0	0	0	2	0	0	0
EHCP	0	0	0	0	0	0	0	0	0	0	0	0
SEN support	6	50	17	50	2	0	0	0	2	0	0	0

### End of KS2 results

	Scholes (Elmet) Primary					St James' CE Primary					Moortown Primary				
	no of pupils	expected				no of pupils	expected				no of pupils	expected			
		R	W	M	RWM		R	W	M	RWM		R	W	M	RWM
any SEN	3	0	33	0	0	1	0	0	0	0	1	0	0	0	0
EHCP	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
SEN sup	2	0	33	0	0	0	0	0	0	0	0	0	0	0	0

### Progress in KS2

	Scholes (Elmet) Primary				St James' CE Primary				Moortown Primary			
	no of pupils	expected			no of pupils	expected			no of pupils	expected		
		R	W	M		R	W	M		R	W	M
EHCP	1	N/A	N/A	N/A	0	0	0	0	1	-14.93	-10.17	-13.03
SEN support	2	-4.03	-1.09	-6.48	1	-5.15	-3.36	6.81	0	0	0	0

## Case Studies







	age-related expectation			summary
	R	W	M	
<b>Child A</b>	✓	✓		<p>This child has an ASC diagnosis (Aspergers). An application was made for an EHCP (Education, Health and Care Plan) during upper KS2 and this was successful. Anxiety is a huge issue for this child and so routine and consistency is vital. Regular seating breaks, modified playtimes and 1 to 1 interventions form some EHCP outcomes.</p> <p>Input from outside agencies have checked and validated the quality provision for this child.</p> <p><b>Reading: 109</b>  <b>Maths: 99</b>  <b>GPS: 107</b>  <b>Writing: Expected standard</b></p>
<b>Child B</b>	✓	✓	✓	<p>This child was diagnosed with dyspraxia in Year 4. Problems were identified early on and support was put in place for fine motor control and organisation. The child was high functioning so did not qualify for high needs funding. A scribe was in place for KS2 SATs and there were transcriptions also. Standardised scores were as follows:</p> <p><b>Reading: 108</b>  <b>Maths: 104</b>  <b>GPS: 109</b>  <b>Writing: Expected standard</b></p>

*A standardised score of 100 or more can be regarded as reaching age-related expectations.*

## SEND budget (top up funding where support exceeds £6000)

	Scholes (Elmet) Primary		St James' CE Primary		Moortown Primary	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
<b>Top up funding</b>	6 x pupils 41 units £27,645	4 x pupils 36 units £24,624	1 x pupil 4 units £1,596	0 x pupil 0 units	6 x pupils 60 units £28,956	4 x pupils 36 units £21,600
<b>Notional budget</b>	<b>£71,990</b>	<b>£78,372</b>	<b>£25,418</b>	<b>£30,355</b>	<b>£82,398</b>	<b>£54,870</b>
<b>No of FFI applications</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>

## How is funding spent?







-  1:1 provision
-  speech and language therapy
-  individualised timetables
-  interventions
-  resources eg fidget toys, wobble cushions, foot rests
-  different agencies eg AIP

## Expertise and training of staff

Karen Hague (Sphere Federation SEND Leader) holds the National award for Special Educational Needs Coordination.

Both Clare Weekes and Karen Hague have time allocated each week to manage SEN provision

Recent training includes:

-  4 x ELSA trained members of staff
-  Speech and language training for EY staff
-  Attachment
-  Intensive interaction
-  use of BSquared
-  tracking progress for any child with SEND

## Priorities for 2018-19

-  Evaluate provision for SEN children across the Federation