

Special educational needs and disabilities (SEND): Information report

Date: October 2021

Next review: annually, unless any changes are required prior to this

Note: this policy should be read alongside the SEND Policy; see also the Equality Policy and Accessibility Plan

All SEND provision is overseen and managed by the Inclusion Leaders (SENDCo): Karen Hague **Scholes (Elmet) Primary** and **St James' CE Primary** and Clare Weekes **Moortown Primary**.





If you have any concerns about your child's educational needs please contact Karen Hague (0113 264 9149) or Clare Weekes (0113 268 5915) or email SEND@spherefederation.org.

Sphere Federation profile

	Scholes (Elmet) Primary	St James' CE Primary	Moortown Primary
September 2021			
School support	26	21	16
EHCP	2	0	1

Profile of special educational needs and disabilities

Children's needs may be categorised into four areas:

-  Communication and interaction - speech and language difficulties or autism, for example
-  Cognition and learning – dyslexia or dyscalculia, for example
-  Social, emotional and mental health – ADHD, anxiety or attachment issues, for example
-  Sensory and / or physical – hearing impaired, visually impaired or development coordination disorder (DCD), for example

	Scholes (Elmet) Primary	St James' CE Primary	Moortown Primary
Communication and interaction	20	13	13
Cognition and learning	2	8	2
Social, emotional and mental health	3	0	1
Sensory and or physical health	1	0	1

Children with education, health and care plan (EHCP)	2	0	1
Children in receipt of funding	10	0	5

Identifying special educational needs and disabilities

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

1. Carry out home visits for Nursery (**Scholes (Elmet) Primary** and **St James' CE Primary**) and/or Reception pupils
2. Attend reviews for all pupils with SEND transferring to us
3. Assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
4. Make regular assessments of progress for all pupils - identifying pupils making less than expected progress given their age and individual circumstances.
5. Provide the appropriate intervention eg small group support provided by TA for all pupils as appropriate
6. Meet with parents/carers to discuss strengths and areas of need.
7. Regularly involve the child in discussions about their learning, progress and difficulties; children often articulate their difficulties really well and can also say what steps are appropriate to help them.

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

The engagement model will be used for children who are working below the National Curriculum standard and who are not engaged in subject-specific study. Pre-Key Stage standards will be used for children engaged in subject specific study but working below the standard of the National Curriculum.

Provision

My learning support plan 

I would like to achieve:

What I'm good at:

It's important you know that:

This is me

Year: School year

Things I find difficult:

You can help me by:


The Learning Support Plan should be reviewed half termly alongside any IEP. Any updates should be colour coded.

Targets achieved	Date evaluated	Who?	Outcomes and next steps	Parent/Jan
✓ T1.1				
✓ T1.2				
✓ T2.1				
✓ T2.2				
✓ T3.1				
✓ T3.2				

Some children on the SEND register have an Individual Learning Support Plan. This gives details about the child and how they learn; it tells any staff working with the child essential information; it sets out targets; it also allows staff to track progress term by term; and records meetings with parents.

An Individual Education Plan (IEP) may be used to set SMART targets (specific, measurable, achievable, realistic and timely).

Individual Education Plan



Name: _____ Year group: _____

Class Teacher: _____ Date: _____ Review date: _____

Long term goals

For Masie to reach her academic potential and to work broadly in line with her peers.

Target	Steps to achieve (who/what/where/when/how often?)	Review















There is a four stage process that is followed for any child with SEND:
Assess → Plan → Do → Review. This is referred to as the graduated response.

If progress is not observed, referrals to outside agencies can be made after two full cycles of the graduated response.

Provision plans are also used to show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. Provision maps are used by the SENDCos to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Additional support for learning

Links with outside agencies include:

-  Special Educational Needs Inclusion Team (SENIT)
-  Educational Psychology Team
-  Child Health and Disability social work team (CHAD)
-  Regional Specialist Paediatric Team
-  Specialist Educational Needs Statutory Assessment and Provision Service (SENSAP)
-  North East Area Inclusion Partnership (NEAIP)
-  NHS Speech and Language Service
-  Talking House Speech and Language Service
-  Leeds STARS Team (Strategies for Teaching based on Autism Research)
-  Extended Services: EPOSS (Scholes (Elmet) Primary and St James' CE Primary); ARM (Moortown Primary)
-  Child and Adolescent Mental Health Services (CAMHS)
-  School nursing
-  Occupational therapy
-  Deaf and Hearing Impairment Team (DAHIT)

Leeds Local Offer

The Leeds Local Offer is there to signpost services and information for families, children and young people with SEN and disability aged 0 to 25 living in Leeds.

There is information about council, health and voluntary sector services. The site has been specifically designed to look for information from Facebook, YouTube, MeetUp and many other sources on the web.

The [Leeds Local Offer](#) website pulls everything together in one place.

Case studies

	age-related expectation			summary
	R	W	M	
Child A	✓	✓	✓	<p>Autism spectrum condition (ASC) diagnosis with EHCP. Provision included visual timetables; regular seating breaks; modified playtimes; 1 to 1 intervention sessions; SLT support; and input from STARS. Robust transition was put in place for the next phase of education. Input from outside agencies have checked and validated the quality of provision for this child.</p> <p>Reading: 102 Maths: 102 Grammar, Punctuation and Spelling: 102 Writing: Expected standard</p>
Child B	✓	✓	✓	<p>History of disruptive aggressive behaviour. Presented with significant behavioural and emotional issues (oppositional, violent, assault, school refusal, damage to property); refused to complete any learning and ripped up books and worksheets. Excluded three times in the first half term.</p> <p>Provision included involvement from NEAIP and educational psychologist to provide support and an individualised behaviour strategy. Training for staff around positive handling; funding for temporary behaviour support worker; F Band funding allocated; permanent behaviour support worker appointed who provided consistent, firm, concise, fair support on a 1:1 basis.</p> <p>Individual Pupil Risk Assessment (IPRA) and Positive Handling Plan (PHP) in place.</p> <p>The pandemic meant that formal end of KS2 assessment did not take place. The data below is based on teacher assessments made in February 2020.</p> <p>Reading: 110 Maths: 108 Grammar, Punctuation and Spelling: 116 Writing: was on track to reach expected standard by May</p>

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

	Scholes (Elmet) Primary		St James' CE Primary		Moortown Primary	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Top up funding	7 x pupils 62 units £36,508	10 x pupils 86 units £51,025	0 x pupils 0 units	0 x pupils 0 units	6 x pupils 52 units £30,550	5 x pupils 38 units £24,158
Notional budget	£81,932	£77,148	£37,391	£36,257	£50,723	£47,773
No of FFI applications	1	4	0	2	3	3

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 NEAIP

Expertise and training of staff

Karen Hague holds the National Award for Special Educational Needs Coordination (NASC). Both Clare Weekes and Karen Hague have time allocated each week to manage SEN provision.

Recent training includes:

- meeting the needs of children with Specific Learning Difficulty – dyslexia awareness for all teaching staff
- STARS – tier 1 training (March 2020) (January 2021) – all staff
- STARS – tier 2 training (June 2021) – Inclusion Leader (S(E))
- Speech and language screening tool – Early Years staff

Priorities for 2021-2022

- Raise awareness and understanding amongst teachers of the Pre-key stage
- Ensure Learning Support plans and IEPs/IBPs are used effectively and updated regularly
- Audit of SEND provision across Sphere Federation:
 - How well is the curriculum adapted to meet all pupils' needs, starting points and aspirations?
 - How well are outcomes improving as a result of different or additional provision?
 - How well are pupils with SEND prepared for their next steps in education?
 - How can different assessment systems give an accurate measure of progress?