

SEND Annual Report for Weetwood Primary School 2024-25

1: School Profile

During the academic year 2024-25 there were 257 children on roll, of which 38 were on the SEND register. This is 14.7% of the school population. There were 5 children with Education, Health and Care Plans (EHCPs) (2.3% of the school population).

Below is the breakdown of pupils' needs, as identified in the SEN Code of Practice:

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and / or physical needs	
No. of pupils with this need	No. of pupils with an EHCP	No. of pupils with this need	No. of pupils with an EHCP	No. of pupils with this need	No. of pupils with an EHCP	No. of pupils with this need	No. of pupils with an EHCP
24.25	18	1	15	3	1	0	4
23.24	16	1	14	2	0	0	3
22-23	8	1	29	2	1	0	1
21-22	11	3	21	3	1	0	2

Spread of needs across year groups (number of children / % of cohort):

	24.25	23.24
Nursery on SEND register	5	12.5%
Reception on SEND register	3	10%
Year 1 on SEND register	4	13%
Year 2 on SEND register	6	20%
Year 3 on SEND register	5	16%
Year 4 on SEND register	6	20%
Year 5 on SEND register	4	13%
Year 6 on SEND register	5	16%

2: Identifying pupils with SEN

A child is placed on the SEN (Special Educational Needs) register when their learning difficulty or disability requires support from the school that is additional to and different from what is normally provided to other children. Schools make this decision when a child shows significantly greater difficulty learning than their peers or a disability that hinders them from using typical school facilities. If you think your child has needs that fit this description, you should contact the SENCO (Special Educational Needs Co-ordinator) at their school or nursery to discuss the need for support.

When a Child May Need to Be on the SEN Register:

A child may need to be on the register if they have difficulties in areas such as:

- Cognition and Learning:

For example, difficulties with reading, writing, or concentration, such as dyslexia or ADHD.

- Social, Emotional, and Mental Health:

For example, challenges in socialising, making friends, or managing emotions.

- [**Speech, Language, and Communication:**](#)

For example, difficulties with interacting or understanding.

- [**Sensory and Physical Needs:**](#)

For example, a hearing or visual impairment, or difficulties with mobility.

What Happens Next:

1. [**1. Discussion with Parents:**](#)

If a school identifies potential SEN, they will meet with parents or carers to discuss the child's needs and the type of support required.

2. [**Individual Education Plan \(IEP\):**](#)

Support is planned and documented on an Individual Education Plan (IEP) or similar document, outlining targets and strategies to help the child progress.

3. [**Four-Stage Cycle:**](#)

Schools should follow a cycle of 'Assess, Plan, Do, Review' to ensure the child receives appropriate and effective support.

Identifying SEND at the earliest opportunity is crucial to ensuring that appropriate support is put in place around the child so that they can maximise the progress they are capable of. We use a number of strategies to ensure that this is done as proficiently as possible.

- Home visits for pre-school children
- TA support to allow for small group or 1:1 interventions
- Planning and delivery of high quality interventions
- Regular analysis of assessment data (termly)
- Regular learning walks and book scrutinisation to monitor progress
- Open-door policy so any member of staff can discuss concerns about a child whenever they arise.
- Regular contact with parents and carers

All of the above allows us to ensure that any referrals into outside agencies can be done in a timely manner to ensure that time is not lost in seeking any support.

3: Progress made by children with SEND

Phonics Screening

Whole cohort meeting pass mark of 32/40	Non-SEND Children meeting pass mark of 32/40	SEND children meeting pass mark of 32/40
97%	100%	3 out of 4 75%

Key Stage 1

Children meeting the expected standard at the End of Key Stage 1 – teacher assessments

	Reading	Writing	Maths
SEND Supp. (7 chi)	14%	14%	14%
Non-SEND (23 chi)	75%	60%	78%

Key Stage 2

2023-24	2023.24
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	Reading	Writing	Maths	Reading	Writing	Maths
*SEND EHCP	50%	50%	0%	N/A	N/A	N/A
SEND Supp.	25%	0%	0%	0%	0%	0%
Non-SEND	88%	92%	96%	86%	90%	93%

4: Implementation of the SEND System

The school has a clear system using the graduated approach to ensure the children with additional needs are well supported within school. The cycle of assess – plan – do – review is well established and staff are familiar with the process. Each term, assessment data is carefully tracked and analysed at the Pupil Progress meetings with class teachers and discussions are had around the progress of the children. At these points we can focus on the children who are SEND or potentially SEND, look at what their barriers to learning are and plan their next steps. This could be through quality first teaching or as additional targeted support in a small group or 1:1.

The teaching staff plan differentiated lessons to meet the needs of all of the learners in the class and plan how best the teaching assistants should be deployed to work with different groups of learners in the class. Specific interventions to support the children with additional needs are also carefully planned and these may be planned by the class teacher, they may follow a specific scheme or have been provided by a specialist who has worked with the child, such as speech and language therapy and sports therapy.

Examples of adaptations, interventions and support for SEND children at Weetwood:

	Wave 1 – Quality First Teaching	Wave 2 – Small group/Catch up support	Wave 3 – Individual support and programme
Cognition and Learning	<ul style="list-style-type: none"> Coloured overlays for reading and coloured paper for writing Pre and Post teaching Chunked activities 	<ul style="list-style-type: none"> Early Literacy Support Small groups for phonics Working Memory programme Maths groups Handwriting support (Letter Join) Nessy Reading and Spelling Rocket Room Reading Fluency. 	<ul style="list-style-type: none"> Early Developmental check (assessment) Additional 1:1 reading Start/finish boxes Visual timetables B Squared to monitor progress. SENIT support plan
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Class Behaviour Books individual record books. Individual reward systems. Individual task sheets. 	<ul style="list-style-type: none"> Group learning mentor support. Social Skills and Friendship skills group – Circle of Friends Structure Play/Groups – (lunchtimes) Time Out areas. Rocket Room 	<ul style="list-style-type: none"> Individual sessions with learning mentor. Draw Therapy/Dance Write Art Therapy Intensive Interaction sessions. Cluster referral for support. AIP therapeutic support Referral to the AIP.
Communication and Interaction	<ul style="list-style-type: none"> Makaton/BSL used throughout day by staff and children. Visual Timetables 	<ul style="list-style-type: none"> Social Skills Groups Structured / supported play Rocket Room 	<ul style="list-style-type: none"> Speech and Language Programmes / support plan. 1:1 Speech and language sessions. Individual word webs.

Sensory and Physical Needs	<ul style="list-style-type: none"> • Pencil grips and writing slopes • Coloured overlays • Makaton/BSL used 	<ul style="list-style-type: none"> • Multisensory activities • Brain gym / brain breaks • Rocket Room 	<ul style="list-style-type: none"> • Radio Aids/Hearing Aids with Sound-field system. • Sensory Leeds visits • Intensive Interaction • Sensory circuit • Sports therapy

Rocket Room is a new SEND provision. This provision is run by a HLTA and provides an early years provision to help pupils with SEND develop. Pupils from Year 1 to Year 5 have accessed the provision this year.

Individual Education Plans (IEP) are written by class teachers for the children on the SEND register to reflect the next steps that the child will be focussing on. These are reviewed each term and discussed with families. Where it is felt that a child is not making the expected progress despite the support and interventions, a referral for support from an outside agency can be considered. An overview of the agencies involved in school this year is outlined in section 7 below.

Pupils on the SEND register also have an Individual Provision Map (IPM). This document outlines the pupil's strengths, areas of concerns and provision the child needs to have in place. This document provides a one-page guide to the pupil. These are updated yearly or more frequently if needed and used to transition pupils to new year groups.

5: SEND Funding

As well as Element 1 (Core Educational Funding), money that every pupil in school receives, additional funding is given to school to support those with SEND. The amount of Element 2 funding (Notional Inclusion Budget) received is worked out on a formula basis, based on socio-economic factors and historical levels of needs in school. Element 3 (Top Up Funding) is applied for where the cost of provision has been identified as being over £10,000.

Top Up Funding April 2024-April 2025:

Year Group (as at April)	Band	Need	Tier	Apr-Aug Total	Sep-Dec Total	Jan-Mar Total	Total
NC Year 2	A	Cognitive	1	£5,220.00	£4,176.00	£3,132.00	£12,528.00
NC Year 1	E	Communication	SSD		£2,320.00	£1,740.00	£4,060.00
NC Year 1	A	Cognitive	1	£2,320.00	£3,248.00	£2,436.00	£8,004.00
Reception	A	Cognitive	1	£8,120.00	£6,496.00	£4,872.00	£19,488.00
Nursery 2	E	Communication	Pragmatic Tier 1		£1,392.00	£1,044.00	£2,436.00
Nursery 1	G	Medical	1	£2,320.00	£1,856.00	£696.00	£4,872.00
Reception	A	Cognitive	2		£2,436.00	£2,436.00	£4,872.00
NC Year 1	E	Communication	Pragmatic Tier 3	£4,060.00	£3,248.00	£2,436.00	£9,744.00
Reception	E	Communication	Pragmatic Tier 2	£2,900.00	£2,320.00	£1,740.00	£6,960.00
Nursery 2	G	Medical	3	£3,480.00	£2,784.00	£2,088.00	£8,352.00
NC Year 4	F	SEMH	2	£10,150.00			£10,150.00
NC Year 5	C	Hearing	2	£3,480.00	£2,784.00	£2,088.00	£8,352.00
			Total	£42,050.00	£33,060.00	£24,708.00	£99,818.00

Element 1 and 2 funding is used to support pupils in class through the support of Teaching Assistants either in class or in small intervention groups. It is also used to pay for CPD and other training opportunities as well as buying resources to support individual pupils. Element 3 funding is used to provide 1:1 support for those pupils who receive it.

6: Staff development

SENCO Network

Headteacher/SENCO Network

eLearning: SENIT Phonics Assessment Training

eLearning: SENIT Maths Assessment

SEND/Headteachers Network

STARS Training

Dyslexia Capacity Building

Looked After Children

Quality Interaction in the Early Years

Forest School Training for the Early Years.

Downs Syndrome and Diabetes training

DHITS Training and Quality Interactions

Word Aware Training.

7: Work with external agencies

Overview of external agencies in school:

Outside Agency	Times Visited
Banya	2
Barca	13
CCMS	2
Chattertwo	2
Children Sport Therapy Clinic	2
Cluster	9
CSWS	3
DAHITS	29
ECMS	6
Great Gait	4
Interactions SLT	1
IntoSpeech Ltd	22
LCC Ed Psych	3
NHS	13
NHS Diabetes	2
NHS SLT	9
Nutrition	3
NWAIP	6
One Adoption	2
OT United	7
Priya	52
PT Kids	37

SENIT	5
Stars	4
Sunshine & Smiles	1
Suzi	15
VIT	2

8: Current SEND staffing infrastructure:

All pupils on the SEN register are primarily supported by their class teacher who knows their needs and abilities. For those who have Education, Health Care Plan, named Teaching Assistants work with them full time, on a 1:1 basis and in their class. Some children with high needs, who don't have EHCPs require 1:1 support. All Teaching Assistants are based in class and work with those children that require some extra support and run small group work and interventions. The Rocket Room provision runs Monday to Thursday in the morning. Some pupils with SEND needs are timetabled to attend the provision and key skills such as English, maths and social development are taught during the sessions. The HLTA running the provision uses the pupils IEP's to work on their personal targets.

Every Tuesday, Galaxy club, a SEND provision, runs across school. Pupils attend the sessions focusing on social development such as working as a team, communication development and turn taking.

9. Exclusions:

There were no fixed term or permanent exclusions for any children at Weetwood Primary School this year. One pupil has been attending TRUST as a level 2 AIP placement.

10. Quality assurance:

IEPs have been monitored by the SENCO, ensuring that they are well focussed on the child's needs, are moving the child on with appropriate next steps and that they are SMART. For those children who have an EHCP, Annual Review meetings also give a good opportunity to review the current provision for the child and ensure that we are meeting their needs and supporting them to progress well.

The termly progress meetings took place allowing us to consider how the children with additional needs were progressing and to have the professional dialogue around barriers to learning and further support. We also used these opportunities to look in some of the children's books to see what their progress looked like.

11. SENCO Summary:

What has worked well this year –

- High quality provision continued for the EHCP children.
- IEPS were written, with appropriate and challenging targets to help our SEND children to make progress.
- Use of Insight to support the writing and review of IEPS
- Smooth transitions for our SEND children onto their new schools, particularly those with EHCPs going on to specialist provisions.
- Staff including support staff have had a variety of training to support them.
- Rocket Room provision continues to be a strength of the school.
- Galaxy Club for SEND pupils.

SENCOS priorities for the coming year –

- Continued staff training to ensure that we have the skills and knowledge to best support our children with SEND.
- Ensuring that QFT is at least good or better.
- Continue to develop tracking of assessment data related to SEND, introduction of Stage not Ages from Year 1 onwards.
- Continue to develop the role of the HLTA in the Rocket Room and how we can develop their skills to deliver high quality provision.

- Re-evaluate the SENCO role and how this can be complimented with other staff members.

Anna Ellison

SENCO