

SEND Annual Report for Weetwood Primary School 2022-23

1: School Profile

During the academic year 2022-23 there were 263 children on roll, of which 39 were on the SEND register. This is 14.8% of the school population. There were 3 children with Education, Health and Care Plans (EHCPs) (1.4% of the school population), and 36 children on School Support (11.2% 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
22-23	8	1	29	2	1	0	1	0
21-22	11	3	21	3	1	0	2	0
20-21	10	3	22	3	1	0	1	0

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

	22.23		21.22	
Nursery on SEND register	5	13%	6	15%
Reception on SEND register	7	17.9%	4	9%
Year 1 on SEND register	4	10.2%	0	0%
Year 2 on SEND register	3	8%	6	19%
Year 3 on SEND register	6	15.3%	4	13%
Year 4 on SEND register	7	18%	4	13%
Year 5 on SEND register	2	5.12%	4	13%
Year 6 on SEND register	5	12.8%	8	27%

2: Identifying pupils with SEN

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 scrutinies 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
87%	96.1%	25%

Key Stage 1

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

	Reading	Writing	Maths
SEND Supp. (3 chi)	66%	33%	66%
Non-SEND (27chi)	85%	74%	100%

Key Stage 2

	2022-23			2021-22		
	Reading	Writing	Maths	Reading	Writing	Maths
*SEND EHCP (2 chi)	0%	0%	0%	0%	0%	0%
SEND Supp. (3 chi)	33%	33%	0%	33%	33%	33%
Non-SEND (25 chi)	88%	88%	76%	90%	100%	90%

*Neither children took part in standardised assessment.

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, sports therapy or Applied Behaviour Analysis (ABA).

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 Dynamo Maths Handwriting support (Letter Join) Nessy Reading and Spelling 	<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. 	<ul style="list-style-type: none"> • Thrive • Social Skills and Friendship skills group – Circle of Friends • Structure Play/Groups – (lunchtimes) • Time Out areas. 	<ul style="list-style-type: none"> • Individual sessions with CAMHS • Draw Therapy/Dance Write • Art Therapy • ABA Therapy • Intensive Interaction sessions.
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 	<ul style="list-style-type: none"> • Speech and Language Programmes / support plan
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 	<ul style="list-style-type: none"> • Radio Aids/Hearing Aids with Sound-field system. • Sensory Leeds visits • Intensive Interaction • Sensory circuit • Sports therapy

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.

Over the year, 15 children accessed Thrive interventions, either individually or as part of a small group.

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 2022-April 2023:

Year Group (as at April)	Band	Tier	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
Reception	A	1	8	8	8	8	8	8	8	8	8	8	8	8	£5,376.00
NC Year 2	A	1	8	8	8	8	8	8	8	8	8	8	8	8	£5,376.00
Reception	A	1	8	8	8	8	8	8	8	8	8	8	8	8	£5,376.00
NC Year 2	A	1	8	8	8	8	8	8	8	8	8	8	8	8	£5,376.00
NC Year 6	A	1	8	8	8	8	8	0	0	0	0	0	0	0	£2,240.00
Nursery 2	E	Tier 1	12	12	12	12	12	4	4	4	4	4	4	4	£4,928.00
Nursery 2	E	Tier 2	20	20	20	20	20	10	10	10	10	10	10	10	£9,520.00
Nursery 2	E	Tier 2	0	0	0	0	0	0	0	0	0	20	20	20	£3,360.00
NC Year 5	E	Tier 3	16	16	16	16	16	16	16	16	16	16	16	16	£10,752.00
Nursery 1	S	SENDIF	0	0	0	0	0	0	0	0	0	1	1	1	£450.00
Nursery 2	S	SENDIF	0	0	0	0	0	0	0	0	0	2	2	2	£900.00

NC Year 3	C	2	12	12	12	12	12	12	12	12	12	12	12	12	12	£8,064.00
		Total	100	100	100	100	100	74	74	74	74	97	97	97	£61,718.00	

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. For 1 pupil, Element 3 funding has been accessed as a Personal Budget. It is used to provide ABA (Applied Behaviour Analysis) support in school, to run alongside the ABA support they receive at home and additional Speech and Language Therapy and sports therapy, provided by a private provider at parent's request.

6: Staff development

-Early Help training for staff in educational settings.

-Attachment training

-TA SEND training

-Pastoral professionals training

-AET Making sense of Autism

-Good Autism practice – tier 2

-Social stories, talking mats and cartooning

-FFI A band training

-Autism Training – Tier 1

-Graduated approach toolkit briefing.

7: Work with external agencies

Overview of external agencies in school:

Outside Agency	Times Visited
DAHITS	10
OT	1
SENIT	8
Skybound Therapies	12
Healing Touch Rehab	4
CPPS	2
CSWS	2
LCC Ed Psych	3
EPT	1
IntoSpeech Ltd	10
One Adoption	2
Stars	2
Speech Therapy	1
ECMS	3
BUSS Consultant	1
SALT	2
NWAIP	6
PT Kids	8
CCMS	1
NHS	1

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.

9. Exclusions:

There were no fixed term or permanent exclusions for any children at Weetwood Primary School this year.

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.
- 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.

SENCO 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.
- Improved tracking of assessment data related to SEND (Bsquared)
- Develop the role of the HLTA in the Rocket Room and how we can develop their skills to deliver high quality provision.
- Implement and monitor the intervention sheets to demonstrate how interventions are being delivered and who they are being delivered to.

Anna Ellison
SENCO