



STANNINGLEY PRIMARY SCHOOL

Report to governors on special educational needs and disability (SEND) 2021-2022

SENDCo: Mrs T. Stott-Moore

SEND Link Governor: Mrs Travis-Jones

At Stanningley Primary School our SEND Information Report forms part of the Leeds Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 that was published by the Department for Education (DfE). The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their school website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually.

What are special educational needs (SEN)?

At different times in their school career, a child or young person may have a special educational need.

The Code of Practice January 2015 defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child or young person of compulsory school age has a learning difficulty or disability if he or she:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

At Stanningley Primary School if a child is identified as having SEN, we will make provision which is "additional to" or "different from" that provided for non-SEN learners which is the entitlement to, 'Quality First Teaching,' the differentiated curriculum, which is intended to overcome any barriers to their learning.

What is disability?

Many children and young people who have SEN may have a disability under the **Equality Act 2010** that is;

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Working with parents/carers and our approach to teaching learners who have SEN

Stanningley Primary School is an inclusive school and we believe in and practice participation for all. We recognise that each pupil has individual and unique needs. At Stanningley we put the child and their family at the heart of all that we do. The code of practice 2015, ***“Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs.”***

“Where a setting makes special educational provision for a child with SEN they should inform the parents.”

At Stanningley Primary School, in agreement with parents/carers, any child identified to have SEN will be placed on the schools inclusion register. Once a child is on the register the class teacher will follow the schools adopted graduated approach with four stages of action which are: assess, plan, do and review.



All teachers are responsible for every child in their care, including those with special educational needs.



Assess

Children will be identified and assessed as part of our on-going assessment. The DHT/SENCo attends pupil progress meetings and maintains a tracking system for children on the inclusion register. Where relevant we will also use the assessment/advice from external support services. Children who are new to Stanningley Primary will be identified through liaison with the previous provision and through initial teacher assessment.



Plan

The class teacher will produce a support plan which outlines the support that will be in place in order to meet the identified outcomes. This will be agreed with the appropriate adult from home and wherever possible the child. All teachers and support staff who work with pupils with SEND are aware of their needs and have access to a copy of the support plan alongside a 'Pupil Passport.'

The SENCo is available to support teachers with the planning process.

My Passport		
Photo	Name: _____ Class/Form: _____	DOB: _____ Date: _____
My outcomes are / I want to achieve:		I would like you to know that:
This means that:		
What I like / am good at:	I will help myself by:	Things I find difficult:
	It would help me if you could:	
Additional support/provision:		
Adults at school who are important to me:		

SEN Support Plan				
Name: _____	Class / Form / Group: _____		The child/young person has: SEN Support <input type="checkbox"/>	
Date of this SSP: _____	Page 1/ _____	Review due: _____	EHC Plan <input type="checkbox"/>	
Overall outcome (if the child/young person has an EHC plan, this should be taken directly from Section E):				
Steps toward achieving the outcome:	Strategies:	Frequency / duration:	Success criteria:	Progress made:
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Steps toward achieving the outcome:	Strategies:	Frequency / duration:	Success criteria:	Progress made:



Do

Children will receive targeted / specialist support that work towards achieving the identified outcomes. Class teacher's work and plan closely with teaching support staff to plan and assess the impact of the provision. The role of the SENCo, and supporting inclusion team, is to support the class teacher in further the further assessment of the child's strengths and weaknesses and offer advice on the specific support needed. At Stanningley Primary we actively encourage parents/carers to contribute to working towards their child's outcomes.



Review

At least termly reviews of the support plans are organised by the class teacher and can involve the SENCo and support staff. The intentions of the review meetings are to review the effectiveness of the strategies and support in place and the impact on the pupil's progress.

Partnership working




The code of practice 2015, ***“Schools should talk to parents regularly (at least 3 times a year) to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibility of the parent, the pupil and the school.”***

At Stanningley Primary School all children with SEN have a pupil passport and a SEN Support Plan. The passport and the effectiveness of the SEN support plan are reviewed once a term in line with the agreed school dates.

The impact of the support is evaluated by the class teacher working alongside the child’s parents and taking into account the views of the child.

At Stanningley we acknowledge the importance of following the four stage graduated approach (Assess, Plan, Do, Review) and including adults from home and the child. These discussions can build confidence in the actions being taken by Stanningley, but they also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies being used.

Having a good relationship with the pupil can make a big difference to their progress and their sense of well-being. We constantly refer to this as building the foundations at the bottom of the Webster Stratton pyramid.

-  We encourage all adults and children to have a growth mindset and believe that adults and children should participate in learning and we celebrate all members of our school community.
-  At Stanningley we were awarded the Stephen Lawrence Education Standard (Level 3) and we actively celebrate an inclusive culture in our school and aim always to be as responsive as possible to the diverse backgrounds of our children, their interests, experience, knowledge and skills.
-  As part of our inclusive sports programme the PE team commit to completing the Inclusive Health Check. The Inclusive Health Check is a self-review tool available to School Games registered schools on an annual basis. It allows its users to improve best practice and access key resources.

Involving specialists


Where a child continues to make less than expected progress, despite support and interventions that are matched to the child’s area of need, the involvement of specialist practitioners is considered. For example, speech and language therapists, occupational therapists, school nursing, education psychologists, SENIT and the involvement of cluster support. Specialists do have their own referral criteria and referrals are generally made by the school SENDCo or Family Support Worker.

SEND profile at Stanningley Primary School 2020-21

Figures from the January 2022 school census reveal that:

- 15% of children had special educational needs (SEN), compared to 17% for Leeds primary schools and 16% for state-funded primary schools nationally.

Type of Support	Number of pupils (Rec→Y6)
Special educational needs (SEN) School Support	EYs & KS1 = 15 Children <small>includes 2x Nursery</small>
	KS2 = 17 Children
Education, health and care (EHC) plan	Rec → Y6 = 3 Children

 In 2021-22 we had **35** children with SEND, receiving additional support/provision in a wide range of ways at Stanningley Primary School. Out of the 34 children currently receiving additional provision, 3 children had Education Health and Care Plans. Two children with EHCPs transitioned to a new setting (both specialist provisions) at the end of the academic year.

The EHC Plans have replaced the Statement of Educational Needs. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Looking forward to 2022-23, it is predicted that a further two applications will be made for an Educational Needs Assessments.

Autistic Spectrum Disorder (ASD) & ADHD	Number of pupils (Rec→Y6)
Children with a diagnosis of ASD	EYs & KS1 = 3 Children
	KS2 = 5 Children
Children with a diagnosis of ADHD <small>Pupils diagnosed with attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) should be recorded in the SEMH group if additional educational arrangements are being made to support them.</small>	(Rec→Y6) = 4 Children
Children with a dual diagnosis (ASD&ADHD)	(Rec→Y6) = 3 Children

ASD Training

Name of training	Date	Who attended
AET Making sense of autism – Raising Awareness Tier 1	30/01/2019	All teaching staff – Training delivered by Tim Gleave
AET Good autism practice – Tier 2	2019 29/09/2016 24/03/2015 14/03/2014 13/10/2013 Summer 2021 Summer 2021 Summer 2021	Mr Carney Mrs Stott-Moore Miss Hughes Mrs Barnett Mrs Towler Miss Currie Mr Harington Mrs Whiteley Mrs White
AET Extending & Enhancing good autism practice Tier 3 *LEAD PRACTITIONER*		Mrs Towler 3x staff members training October 2022
AET Progression Framework	21/09/2016 21/09/2016	Mrs Stott-Moore Mrs Towler

How is additional support for Children with SEN provided?

The school's budget funds the additional support provided for SEN pupils. In Leeds, this is Element 2 funding for a school and is commonly known as the Notional Inclusion Budget. Its use should include provision for pupils with English as an additional language (EAL) and any additional educational needs. Pupils who do not meet the criteria for FFI Top Up funding should have their needs met from Element 2 funding / Notional Inclusion Budget.

Element 3 is Top Up funding. The Leeds Top Up funding model is called Funding for Inclusion (FFI) and has been in place since 2002. Element 3 is used to fund additional provision for a child or young person where the cost of that provision has been identified as being over £10,000. In the Spring term 2021 (budget year April → March) we had **14 children across school (Nursery to Y6) with SEND that received additional Top Up funding for a range of needs. Please note that**

Band – Area of Need	
A Cognition and learning needs	£2,166.67
C Hearing needs	£3,900.00

E Communication and interaction needs	£20,041.67
F Social, emotional and mental health needs	£8,666.67
G Health care needs	£7,800.00
O Other	£866.67
Total	£43,441.67

The projected top funding for reporting Year: 2022/2023 is £77,354.76. This figure shows an increase in need.

The majority of this budget is spent on funding additional staff to support pupils but it also pays for staff training and for resources such as computer programmes, books and other specialist equipment. The teacher who has responsibility for overseeing the teaching for pupils with SEND is the Special Educational Needs Co-ordinator (SENDCO).

The SENCO at Stanningley Primary is Mrs T. Stott-Moore. The role includes supporting the teachers, supporting and managing teaching assistants and liaising with other professionals (e.g. speech therapist, educational psychologist) and with parents, in order to meet the needs of SEND pupils. Also working as part of the inclusion team are two senior teaching support assistants, Miss J. Hudson and Mrs L. Lofthouse (Inclusion Officers), Mrs D. Tillotson (Behaviour Support), Mrs D. Greenwood (Family Support Worker) and Mrs V. Towler (Autism Lead.)

Stanningley Primary School Inclusion Team					
					
Mrs Stott-Moore Deputy Headteacher SENDCo	Mrs Greenwood Family Support Worker	Mrs Lofthouse Inclusion Officer	Miss Hudson Inclusion Officer	Mrs Tillotson Behaviour Support	Mrs Towler Autism Lead

2021-22 = 14 teaching assistants (TAs) providing support by working in a variety of ways, including English as an additional language (EAL), one to one work, small group teaching and support within the classroom. In some cases, additional support is offered Specific intervention programmes help children who have difficulties with particular skills or subjects.

The aim of interventions is to support pupils in moving forward with their learning and to enable them to access the curriculum whatever their ability. There are two levels of support:

- School Support: support in small groups and occasionally 1:1, plus support from outside agencies e.g. the educational psychologist or other specialist professionals
- Education Health and Care Plan (EHCP): A very small proportion of pupils with more complex specific needs will require more specialist 1:1 support.

Each child on the SEN register at School Support or EHCP has an ISAR form. This documents a child's journey through school whilst on the register.

SEN Assessment Data

End of Early Years Foundation Stage Data (Reception Class)

Good Level of Development	No. Children	School	Leeds	National
SEN	3	67%	16%	19%
Non-SEN	27	59%	68%	71%
Total in Year Group	30			

Source: Perspective Lite, August 2022

There were only 3 children identified as having SEN, so again, although it is positive that 2 of them achieved GLD, it would be inappropriate to draw infer anything about such a small group.

Key Stage 1 Phonics Screening

Y1 PSC pupil group attainment

Working At the expected standard (Yr1)	No. Children	School	Leeds	National
SEN	4	75%	42%	38%
Non-SEN	26	81%	82%	82%
Total in Year Group	30			

Source: Perspective Lite, August 2022

The children with SEN in this cohort achieved well, with 3 out of 4 of them working at the expected standard.

End of Key Stage 1 Attainment

% achieving the expected standard: SEN	Reading	Writing	Maths	RWM	Pupils
Stanningley Primary School SEN	29%	29%	29%	29%	7
Stanningley Primary School non-SEN	74%	48%	44%	35%	23
Leeds SEN	28%	20%	32%	17%	
Leeds non-SEN	72%	62%	72%	58%	
Early National SEN	26%	17%	29%	15%	
Early National non-SEN	75%	66%	76%	61%	

% achieving greater depth: SEN	Reading	Writing	Maths	RWM	Pupils
Stanningley Primary School SEN	29%	14%	14%	14%	7
Stanningley Primary School non-SEN	17%	4%	4%	0%	23
Leeds SEN	4%	1%	5%	1%	
Leeds non-SEN	19%	8%	16%	6%	
Early National SEN	4%	1%	4%	1%	
Early National non-SEN	21%	9%	17%	7%	

2 of the 7 children with SEN achieved the expected standards in all subjects, and one of them even achieved greater depth in all subjects, which provides a good reminder that not all special educational needs necessarily impact a child's learning. The figures for the non-SEN group, who make up 77% of the cohort show that this year's low attainment in Writing and Maths was not due to the influence of low-attaining SEN children.

End of Key Stage 2 Attainment

Average Scaled Scores: SEN	Reading	GPS	Maths
Stanningley SEN	98	99	100
Stanningley Non-SEN	107	108	105
Leeds SEN	98	98	98
Leeds Non-SEN	106	106	105
National SEN	98	98	97
National Non-SEN	106	107	105

% achieving the expected standard: SEN	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Stanningley SEN	50%	50%	50%	25%	25%	4
Stanningley Non-SEN	92%	81%	81%	54%	54%	26
Leeds SEN	39%	33%	37%	25%	19%	
Leeds Non-SEN	81%	80%	79%	76%	66%	
National SEN	37%	31%	34%	26%	18%	
National Non-SEN	84%	83%	81%	80%	69%	

% achieving the higher standard: SEN	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Stanningley SEN	0%	0%	0%	0%	0%	4
Stanningley Non-SEN	31%	42%	27%	19%	15%	26
Leeds SEN	8%	8%	7%	3%	2%	
Leeds Non-SEN	31%	31%	26%	15%	9%	
National SEN	8%	7%	6%	2%	1%	
National Non-SEN	33%	34%	27%	15%	9%	

There were only 4 children identified as having SEN, so we shouldn't over-interpret the figures for this group: their attainment was low, but it compares well to that of SEN children nationally. The figures for the non-SEN group reinforce the striking contrasts between the subjects, with all but 2 of the 26 children in this group achieving the expected standard in Reading, compared to only just over half of them in Writing.


How do we know if the support we offer and provide is effective?


Monitoring the progress of learners is an integral part of teaching and leadership at Stanningley Primary School. Parents/carers, pupils and staff are involved in reviewing the impact and outcomes of SEND provision on a regular basis. We follow the "assess, plan, do, review" model of SEN Support from the January 2015 Code of Practice to ensure that parents/carers and their children are involved at each step.

The staff at Stanningley Primary School will use standardised tests to help monitor the progress of pupils in Key Stage 2

The first port of call for parents/carers who require additional advice/support is the Family Support Worker (Mrs Di Greenwood.) Mrs Greenwood liaises closely with the school SENDCo and often they meet adults from home together. Parents can also look at useful websites to help them understand all the issues around their child's special educational needs and work with us to support their child. Two very good examples of such sites are Special Needs Jungle, available on: <http://www.specialneedsjungle.com/> and the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS), available on: <http://www.leedssendiass.co.uk/contact/>

Priorities for improvement of the school's SEN provision for the next 12 months

 We will continue to develop our communication with the parents/carers of children with SEND. Class teachers will be advised to stay in regular contact. Both Mrs Stott-Moore (Deputy Head teacher / SENDCo) and Mrs Di Greenwood (Family Support) will be prioritising time for face to face contact once this is safe to do so.

 Monitoring of progress and achievement for SEND pupils will continue to be a priority as assessment systems become embedded in the school. Teachers have previously received B'Squared training from SENIT to measure small steps, followed by elearning on Finely Graded Assessment. SEND progress will be discussed in Pupil Progress Meetings at which both the Headteacher and DHT/SENDCo will be present.

The pre-key stage standards must be used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

CONNECTING STEPS & LEEDS GAT



The transference of skills from interventions to the classroom will be a priority and is the subject of the shared target for Learning Assistants. This will also result in a re-appraisal of how adults work together in the classroom to promote independent learning for our SEND pupils.

The SENCo and inclusion officers will continue to support staff in school in maintaining efficient systems.

Useful links:

The Leeds Local Offer for SEND

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>