



Annual SEND Report to Governors

2023-2024

Isobel Wright

Provision:

At Drighlington Primary School, we had 424 children on roll at the end of the 2023-2024 academic year, with 99 of these children on the SEND register. We keep a 'live', up to date SEND Register which records the children identified with special educational needs and disabilities (SEND) in school. Detailed information about the school's policy and practice can be found in the SEND policy and the SEND Information Report, available on the school website: <https://www.drighlingtonprimary.co.uk/our-school-1/policies>

SEND Co-ordination:

The day to day operation of the SEN policy was overseen by the SENCo – Isobel Wright. Isobel is currently studying for the National Award for SEN Co-ordination (NASENCo) which ensures that there has been continued qualified leadership in line with statutory guidance throughout the academic year. This course will be complete in September 2024. Emily Gairn (Assistant SENCo) has supported Isobel this academic year, until leaving for maternity leave in November 2023. On Emily's return she will begin studying the NPQSEN qualification.

Profile of Pupils with SEND 2023-2024:

Level of Need	July 2024 - Number of pupils (Percentage of school population)
Total number of children on the school SEND register	99 (23.3%)
Number of children with an Education, Health & Care Plan	3 (0.7%)
Number of children accessing school support	24 (5.66%)
Number of children accessing school support + Involvement from external support agencies	61 (14.4%)
Number of children accessing Funding for Inclusion (FFI) (either with EHCP or external agency support)	15 (3.53%)

Analysis of SEND register:

In July 2022, the percentage of the school population on the SEND register was 23.3%. This is above the national average of 13% for all pupils but much higher than last year (17.68%). 66% of the children on the SEND register were boys, and of all the children on the SEN register, 21% accessed Pupil Premium.

0.7% (3 children in school) had Education, Health and Care Plans (EHCPs), which was significantly below the national average of 2.3% of pupils in state-funded primary schools. However, due to the FFI system in Leeds, the number of EHCP children is lower as the funding provides support. As the FFI system is changing and from June 2024 onwards only EHCP children can be funded, we will see a rise in the number of applications made and EHCP in place.

The prevalence of SEND was greatest in Y2 (29%) and Y4 (28%) followed by Nursery (24%), and Y3 (23%) and Y6 (22%). The severity of need was greatest in Y2 and Y3, which has seen the greatest amount of support put in place, both internally and externally.

Broad Area of Primary SEND (some children may have 2 or more areas of need)						
	Cognition & Learning		Communication & Interaction		Social, Emotional, Mental Health (SEMH)	Sensory & / or Physical / Other
No. of Pupils	19		47		28	4
Specific Area of Primary Need (some children may have 2 or more areas of need)						
	Moderate Learning Difficulties (MLD)	Specific Learning Difficulties (SLD)	Speech, language and communication needs	Autism	Social, Emotional, Mental Health (SEMH)	Sensory/physical impairment (SPI)
No. of Pupils	14	5	39	8	28	4

Analysis of areas of need:

In 2023-2024, Speech, Language and Communication was the greatest area of need; and this is consistent for our school. However, due to improved processes and upskilling of early identification, the numbers have further increased and more support has been put in place for the children.

51 (51.5%) of the children on the SEN register have more complex needs with two or more identified areas of need. This is more prevalent in KS1.

Funding for pupils with SEND:

The funding cycle for 2023-2024 secured £194,448.54 into the school budget, which consists of a notional SEN budget (£126,066.54), and FFI top up funding (£68,382.00). The FFI Funding supported 15 children.

The SEND budget has been deployed in a number of ways:

- Funding 1:1 Teaching Assistants to support 6 children across school with high level needs, and the high child to adult ratio in The Hive
- Extra adults to support medical needs throughout the day
- Bought in Speech and Language Service (0.5 days per week)
- REACH provision and taxi fares to support four children to attend this provision from September to July
- SENCo consultant support
- Staff training in relation to SEND
- NASENCo qualification for SENCo
- Specific resources to support children with SEND at both a cohort and individual level including: BSquared Progression Steps, ear defenders, Move and Sit cushions for posture correction and sensory management, pencils and grips to support correct handwriting, sensory fiddle toys.

The FFI process in Leeds is changing and from June 2024, all children must have an EHCP in place for funding to be allocated. During this transition period, it is likely that we will see a change in funding levels, until EHCP applications have been made for all children that need them and the FFI panel have considered all children with current funding (this may take up to three years).

Progress of children with SEND:

In January 2024, the SENCo launched the BSquared Progression steps assessment toolkit with staff. The Progression Steps provide a finely tuned assessment tool which helps track the attainment and progress of children with SEN whose steps in learning may be slower or small. It also provides teachers with clear areas to target in the children's learning. Staff have been given an electronic version of the files and are allocated time each half term in staff meetings to complete the BSquared assessments.

The staff baseline assesses the children, on the new electronic systems and have been recording future progress. This information is collated by the SENCO onto a whole school grid. Children are also discussed termly with the SENCO during SEN reviews and with SLT at Pupil Progress meetings. The SENCo has created groups for interventions using data collected on the BSquared trackers.

The tables below show the number and percentage of SEN children's attainment in reading, writing and maths.

Reading			Number of children (%)		
Class	Number of Children	Number and (%)	Working towards age related expectations	Working at age related expectations	Working above age related expectations

		of SEN Children			
Year 1	47	10 (21%)	6 (60%)	4 (40%)	0 (0%)
Year 2	54	16 (30%)	12 (75%)	4 (25%)	0 (0%)
Year 3	57	14 (25%)	10 (71%)	4 (29%)	0 (0%)
Year 4	60	17 (28%)	11 (65%)	6 (35%)	0 (0%)
Year 5	48	10(21%)	4 (40%)	6 (60%)	0 (0%)
Year 6	57	13 (23%)	6 (46%)	7 (54%)	0 (0%)
Overall	323	80 (25%)	49 (61%)	31 (39%)	0 (0%)

Writing			Number of children (%)		
Class	Number of Children	Number and (%) of SEN Children	Working towards age related expectations	Working at age related expectations	Working above age related expectations
Year 1	47	10 (21%)	7 (70%)	3 (30%)	0 (%)
Year 2	54	16 (30%)	12 (75%)	4 (25%)	0 (0%)
Year 3	57	14 (25%)	8 (57%)	6 (43%)	0 (0%)
Year 4	60	17 (28%)	13 (76%)	4 (24%)	0 (0%)
Year 5	48	10 (21%)	5 (50%)	5 (50%)	0 (0%)
Year 6	57	13 (23%)	9 (69%)	4 (31%)	0 (0%)
Overall	323	80 (25%)	54 (68%)	26 (32%)	0 (0%)

Maths			Number of children (%)		
Class	Number of Children	Number and (%) of SEN Children	Working towards age related expectations	Working at age related expectations	Working above age related expectations
Year 1	47	10 (21%)	7 (70%)	3 (30%)	0 (0%)
Year 2	54	16 (30%)	8 (50%)	8 (50%)	0 (0%)
Year 3	57	14 (25%)	7 (50%)	7 (50%)	0 (0%)
Year 4	60	17 (28%)	10 (59%)	7 (41%)	0 (0%)
Year 5	48	10(21%)	4 (40%)	6 (60%)	0 (0%)
Year 6	57	13 (23%)	7 (54%)	6 (46%)	0 (0%)
Overall	323	80 (25%)	43 (54%)	37 (46%)	0 (0%)

- The percentage of children working towards age-related expectations is more for writing (68%) and reading (61%) than maths (54%).
- No children are working above age-related expectations in any area.
- Of these children working towards, 54 of them have BSquared files and assessments taking place and are the children with the most complex needs in school.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No B2 files	8	10	9	14	4	8

- Even though these children still appear in the 'Below' column they are still making progress, they are just smaller steps.
- At Drighlington, we have a higher than national average on SEND children and children with an EHCP in place. Nationally there is an average of 13% SEND, Drighlington has 23%.

Attendance Data

	Attendance = Under 90%	Attendance = 90-96.9%	Attendance = 97% +
Nursery	3	9	1
Reception	0	4	2
Year 1	2	6	2
Year 2	2	7	5
Year 3	3	5	5
Year 4	5	8	3
Year 5	3	4	3
Year 6	2	9	2
Total	20	52	23

Twenty children on the SEN register are persistent absentees with attendance below 90%. It should however be noted that three of these children are in Early Years (and are not be statutory school age). One child had a significant period of absence due to spinal surgery and recovery. Three children have been at the REACH provision and three children have been on a partial timetable. Seven children's attendance is related to child protection issues. All attendance is monitored by an assistant Head teacher (Miss Ainley) with support and challenge for families accessed from the Morley Cluster team.

As the school attendance goal is 97%+, this means that only 31% of children on the SEN register are attending school the majority of the time. This obviously has an impact on learning, retention and progress that the children make. There is clearly a need to improve the attendance of children with SEN and next year, the SENCo will work the attendance lead to identify the barriers to attendance and support children and families in improving attendance so that children fully access their learning. This will also remain as an action on the SEND Action Plan for the next academic year.

Exclusions:

During 2023-2024, there were twelve fixed term suspensions in school, with three children having two each. The reasons for suspensions included; persistent or general disruptive behaviour, physical assault against an adult, damage, physical assault against a pupil and verbal abuse/threatening behaviour against a pupil. Of these twelve children one is going to REACH and one will be attending specialist provision from September.

Education Health and Care Plans (EHCP) and Funding for Inclusion (FFI):

There were three children with EHCPs in place, and six more EHC1 applications submitted to the authority. All six of these applications have been successful and the Local Authority have agreed 'yes to assess'. Annual reviews for all of the children were completed in a timely manner and paperwork filed with the authority.

Eight of the nine children with EHCP/'yes to assess' also accessed the high needs FFI, which primarily (partially) funds full or part time 1:1 support. One child is currently accessing the Hive (with a maximum capacity of 12: 2 staff – HLTA and TA). A further 6 children also accessed funding which was deployed on staffing, training, resources and buying in a speech and language therapist 0.5 days per week.

Interventions:

During 2023-2024, children accessed interventions for:

- 1) Speech, language and communication needs - The intervention are identified by the speech and language therapist and predominantly delivered by a number of TAs with speech and language training and experience.
- 2) Social, emotional and mental health needs – Requests for support are taken from teachers, parents and children. Interventions are led by the pastoral team and include individual and small group work.
- 3) Cognition and learning – Class teachers plans the implementation of these interventions which are led either by the teacher or teaching assistant. They include phonics, spelling, sentence construction/composition skills, reading comprehension, handwriting/ fine motor control and basic number skills. In addition, children have access to online programs such as Lexia, Clicker6, TT Rockstars and Numbots which are set at differentiated levels.
- 4) SNIP literacy has also been introduced to support children with dyslexic tendencies, Toe-by-Toe, Horner and Word Wasp are also used for those children.
- 5) Sensory circuits have been introduced this year for children who require regulation strategies at planned and ad-hoc times during the day.

External Agency Support:

61 of the 99 children on the SEND register access support from external agencies, with many of these children and their families working with more than one service.

During 2023-2024, we worked in partnership with

- Chatterbugs Speech and Language Therapy (bought in service - 0.5 days per week)
- Educational Psychology – LCC and Orange Psychology
- Special Educational Needs Inclusion Team (SENIT)
- Area Inclusion Partnership
- REACH
- School nurses
- Counsellors from Cluster
- Families First

- Child and Adolescent Mental Health Service (CAMHS)
- Clinical Partners
- NHS Occupational Therapy
- NHS Physiotherapy
- MENCAP advisor

A great deal of time is spent liaising with external agencies but we have fostered good working relationships with all providers, with teachers following / carrying out the advice provided.

Staff Professional Development:

Teachers and Teaching Assistants have accessed a range of professional development activities throughout the year.

Whole staff training:

- Launch BSquared – finely tuned assessment for children with SEND (January 2024)
- Trauma and attachment training (October 2023)
- Safeguarding training (FGM, online safety, Prevent, Safer working practice)

School facilitated individual training:

- Medical needs training for some staff – allergies (Epipens), epilepsy and asthma
- Team Teach training for 4 staff
- Health and Safety training
- First Aid at Work training 4 staff

SENCO training:

- NASENCo course
- SENIT new SENCo training
- Support from SENCo consultant
- SENCo network meetings
- SENCo conference
- FFI briefings and updates
- Safer Recruitment training

Compliance with statutory duties:

All statutory duties below have been carried out

	✓ / X
All provision is in place for students with statements of SEN / EHCPs	✓
Annual reviews have been conducted on time	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓
Students with disabilities have accessed all relevant school activities including trips	✓

Overall Strengths, Areas for Development/Improvement and Priorities:

Current strengths in SEND provision and practice:

- OFSTED (June 2024) highlighted SEND as a strength of the school.
- The Hive has begun to support some of our highest needs children. The Local Authority have requested it is used as a pilot and the findings shared as good practice that other schools can implement.
- The school has strong and positive working relationships with a range of external support agencies.
- SENCo is nearing completion of the national accreditation in line with statutory requirements and from September 2024, Miss Gairn will enrol on this so there will be two members of staff with the qualification.
- Assistant Learning Mentor has been appointed, to work alongside the Learning Mentor, to expand the capacity of the Inclusion Team to meet the needs of the children.
- Successfully a before-school nurture provision to support with the transition from home to school (Early Birds) and also run a lunchtime nurture provision (Rainbow).

Areas for development/improvement:

- Reduce the number of children with SEND who are persistent absentees and improve attendance rates overall
- Support the new Hive team to ensure high quality and effective provision for the children with the most complex needs in school
- To use finely graded assessments to track the attainment and progress of children with SEND, leading to increased progress and attainment and a well-planned curriculum.
- To improve provision and outcomes for children with additional learning and medical needs.

Priorities for 2024-2025:

- Raise attainment and progress for all children with SEND
- Improve the attendance of children with SEND.
- Develop teacher and teaching assistants knowledge of SEND through training sessions and staff meetings
- Continue to support and develop the provision, teaching and learning in The Hive.
- EHCP applications for 5 children in school
- Ensure the parents of Y5 children with complex needs are fully informed about the process of secondary school applications and supported in their decision making.