

SEND Information Report

Date: October 2017

Review Date: October 2018

Green text: relates to
Scholes (Elmet) Primary only

Purple text: relates to
St James' CE Primary only





Orange text: relates to
Moortown Primary only

Sphere Federation Profile September 2017

| | Scholes (Elmet) Primary | St James' CE Primary | Moortown Primary |
|-------------------------|-------------------------|----------------------|------------------|
| September 2017 | | | |
| School support | 25 | 10 | 16 |
| EHCP / Statement | 1 | 0 | 0 |

Identifying Special Educational Needs

Children's needs may be categorised into four areas:

-  Communication and interaction
-  Cognition and learning
-  Social, emotional and mental health
-  Sensory and / or physical

| | Scholes (Elmet) Primary | St James' CE Primary | Moortown Primary |
|--|-------------------------|----------------------|------------------|
| Communication and interaction | 14 | 7 | 9 |
| Cognition and learning | 4 | 3 | 3 |
| Social, emotional and mental health | 3 | - | 3 |
| Sensory and or physical health | 5 | - | 1 |
| Children with EHCP | 1 | - | - |
| Children in receipt of funding | 6 | 1 | 6 |

Early identification

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

1. Carry out home visits for Reception pupils
2. Attend all transfer reviews for all pupils with SEND transferring to us
3. Provide the appropriate intervention eg small group support provided by TA for all pupils as appropriate

This allows us to meet parents and gives us the opportunity to discuss strengths and needs, meaning that additional resources, interventions or referrals to be made quickly.

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

Provision

| SPHERE FEDERATION | | My Individual Learning Plan | | | | | | |
|---|----------------|---|------------------------|-------|-----|-----------------------|-------|-----|
| Scholes (Elmet) | | St James' CE | | | | | | |
| St James' CE | | Moorhouse | | | | | | |
| Class: | Name: | Year: | | | | | | |
| I am really good at | This is me | Things I find difficult You can help me by | | | | | | |
| Provision (highlight as applicable) Funded EHCP | | | | | | | | |
| Provision | Start | End | Provision | Start | End | Provision | Start | End |
| SLT | | | Simone literacy | | | 1 to 1 phonic support | | |
| Speech | | | ALK | | | 1 to 1 support | | |
| Small steps | | | catch up | | | Pre-read | | |
| Top by toe | | | WASH | | | OT | | |
| APPL | | | Learning mentor | | | EG Psych | | |
| Complex Needs | | | | | | Other | | |
| Targets achieved | Date evaluated | Who? | Outcome and next steps | | | Parent sign | | |
| ✓T1.1 | | | | | | | | |
| ✓T1.2 | | | | | | | | |
| ✓T2.1 | | | | | | | | |
| ✓T2.2 | | | | | | | | |
| ✓T3.1 | | | | | | | | |
| ✓T3.2 | | | | | | | | |

Each child who is on the SEND register has an Individual Learning 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 and provision; it also allows staff to track progress term by term.

There is a four stage process that is followed for any child with SEND: Assess → Plan → Do → Review

If progress is not made then a referral to an outside agency is often the next step.

2016-17 attainment and progress of pupils with SEND

Early Years

| | Scholes (Elmet) Primary | | St James' CE Primary | | Moortown Primary | |
|-------------|-------------------------|-----|----------------------|-----|------------------|-----|
| | no of pupils | GLD | no of pupils | GLD | no of pupils | GLD |
| any SEN | 2 | 1 | 1 | 0 | 4 | 25 |
| EHCP | | | | | - | - |
| SEN support | | | | | 4 | 25 |

Phonics (Year 1)

| | Scholes (Elmet) Primary | | St James' CE Primary | | Moortown Primary | |
|-------------|-------------------------|----------|----------------------|----------|------------------|----------|
| | no of pupils | expected | no of pupils | expected | no of pupils | expected |
| any SEN | 6 | 50 | 2 | 0 | 3 | 0 |
| EHCP | - | - | | | - | - |
| SEN support | 6 | 50 | | | 3 | 0 |

End of KS1 results

| | Scholes (Elmet) Primary | | | | St James' CE Primary | | | | Moortown Primary | | | |
|-------------|-------------------------|----------|----|----|----------------------|----------|---|---|------------------|----------|----|----|
| | no of pupils | expected | | | no of pupils | expected | | | no of pupils | expected | | |
| | | R | W | M | | R | W | M | | R | W | M |
| any SEN | 3 | 33 | 33 | 33 | 2 | 0 | 0 | 0 | 2 | 50 | 50 | 50 |
| EHCP | - | | | | - | - | - | - | - | - | - | - |
| SEN support | 3 | 33 | 33 | 33 | 2 | | | | 2 | 50 | 50 | 50 |

End of KS2 results

| | Scholes (Elmet) Primary | | | | | St James' CE Primary | | | | | Moortown Primary | | | | |
|---------|-------------------------|----------|----|----|-----|----------------------|----------|---|---|-----|------------------|----------|-----|-----|-----|
| | no of pupils | expected | | | | no of pupils | expected | | | | no of pupils | expected | | | |
| | | R | W | M | RWM | | R | W | M | RWM | | R | W | M | RWM |
| any SEN | 7 | 43 | 71 | 43 | 14 | 0 | | | | | 3 | 33 | 33 | 33 | 33 |
| EHCP | 0 | - | - | - | - | | | | | | 1 | 100 | 100 | 100 | 100 |
| SEN sup | 7 | 43 | 71 | 43 | 14 | | | | | | 2 | 0 | 0 | 0 | 0 |

Progress in KS2

| | Scholes (Elmet) Primary | | | | St James' CE Primary | | | | Moortown Primary | | | |
|-------------|-------------------------|----------|------|------|----------------------|----------|---|---|------------------|----------|------|-------|
| | no of pupils | expected | | | no of pupils | expected | | | no of pupils | expected | | |
| | | R | W | M | | R | W | M | | R | W | M |
| EHCP | 0 | - | - | - | 0 | | | | 1 | +14.3 | -0.1 | +11.4 |
| SEN support | 7 | -0.7 | +0.2 | -3.5 | | | | 2 | -6.1 | -3.4 | -3.4 | |







Case Studies

| | age-related expectation | | | summary |
|----------------|-------------------------|---|---|---|
| | R | W | M | |
| Child A | ✓ | ✓ | ✓ | <p>This child has a physical disability and has always required support in school. A lot of time has been spent on necessary therapies and time in lessons was affected. A statement of SEN was in place from a very young age which later changed in to an EHCP. A scribe was in place for KS2 SATs and there was extra time given. Standardised scores were as follows:</p> <p>Reading: 120 Maths: 117 GPS: 114 Writing: Expected standard</p> |
| Child B | ✓ | ✓ | ✓ | <p>This child was diagnosed with dyspraxia in Year 4. Problems were identified early on and support was put in place for fine motor control and organisation. The child was high functioning so did not qualify for high needs funding. A scribe was in place for KS2 SATs and there were transcriptions also. Standardised scores were as follows:</p> <p>Reading: 108 Maths: 104 GPS: 109 Writing: Expected standard</p> |








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

| | Scholes (Elmet) Primary | | St James' CE Primary | | Moortown Primary | |
|-------------------------------|-----------------------------------|-----------------------------------|--------------------------------|--------------------------------|---------------------------------|-----------------------------------|
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Top up funding | 6 x pupils 47 units £29,697 | 6 x pupils 41 units £27,645 | 1 x pupil 6 units £4,104 | 1 x pupil 4 units £1,596 | 1 x pupil 10 units £6,840 | 6 x pupils 60 units £28,956 |
| Notional budget | £68,104 | £71,990 | £33,800 | £25,418 | £53,526 | £82,398 |
| No of FFI applications | 4 | 2 | 1 | 0 | 1 | 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 AIP

Staff training that has taken place

-  Lego therapy
-  PECs
-  ELSA
-  Speech and language
-  Autistic Level 2
-  Attachment
-  Intensive interaction

Priorities for 2017-18

-  new format for staff to track progress for any child with SEND
-  use of BSquared
-  shared expertise between SENCOs
-  consider how SEN management can be more effective and manageable across the federation
-  develop knowledge of governor responsible for SEND