

Special educational needs and disabilities (SEND): Information report

Date: November 2024

Next review: annually, unless any changes are required prior to this

Note: this policy should be read alongside the SEND Policy; see also the Equality Policy and Accessibility Plan

All SEND provision is overseen and managed by the Inclusion Leaders (SENDCo): Karen Hague Scholes (Elmet) Primary and St James' CE Primary and Clare Weekes Moortown Primary. Assistant SENDCos support in each school: Natalie Lake, Lottie Flynn Scholes (Elmet) Primary, Jackie Freeman St James' CE Primary and Dani Birch Moortown Primary

If you have any concerns about your child's educational needs please contact Karen Hague (0113 264 9149) or Clare Weekes (0113 268 5915) or email SEND@spherefederation.org.

Sphere Federation profile

	Scholes (Elmet) Primary	St James' CE Primary	Moortown Primary
September 2024			
School support	31	23	22
EHCP	1	1	1

Profile of special educational needs and disabilities

Children's needs may be categorised into four areas:

- Communication and interaction – DLD (developmental language disorder), speech and language difficulties or autism, for example
- Cognition and learning – dyslexia or dyscalculia, for example
- Social, emotional and mental health – ADHD (attention deficit hyperactivity disorder), anxiety or attachment issues, for example
- Sensory and / or physical – hearing impaired, visually impaired or development coordination disorder (DCD), for example

	Scholes (Elmet) Primary	St James' CE Primary	Moortown Primary
Communication and interaction	15	13	12
Cognition and learning	12	7	6
Social, emotional and mental health	4	1	5
Sensory and or physical health	0	2	0

Children with education, health and care plan (EHCP)	1	1	1
Children in receipt of funding	11	6	5

Identifying special educational needs and disabilities

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

1. Carry out home visits for Nursery (Scholes (Elmet) Primary and St James' CE Primary) and/or Reception pupils
2. Attend reviews for all pupils with SEND transferring to us
3. Assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.
4. Make regular assessments of progress for all pupils - identifying pupils making less than expected progress given their age and individual circumstances.
5. Provide the appropriate intervention eg small group support provided by a teaching assistant (TA) for all pupils as appropriate
6. Meet with parents/carers to discuss strengths and areas of need.
7. Regularly involve the child in discussions about their learning, progress and difficulties; children often articulate their difficulties really well and can also say what steps are appropriate to help them.


Assessing and reviewing pupils' progress towards outcomes

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

The engagement model will be used for children who are working below the National Curriculum standard and who are not engaged in subject-specific study. Pre-Key Stage standards will be used for children engaged in subject specific study but working below the standard of the National Curriculum.

Provision

My learning support plan 

I would like to achieve:

What I'm good at:

It's important you know that:

This is me
Year: School year

Things I find difficult:

You can help me by:


The Learning Support Plan should be reviewed half termly alongside any IEP. Any updates should be colour coded.

Targets achieved	Date evaluated	Who?	Outcome and next steps	Parent link
✓ T1.1				
✓ T1.2				
✓ T2.1				
✓ T2.2				
✓ T3.1				
✓ T3.2				

Some children on the SEND register have an Individual Learning Support 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; it also allows staff to track progress term by term; and records meetings with parents.

An Individual Education Plan (IEP) may be used to set SMART targets (specific, measurable, achievable, realistic and timely).

Individual Education Plan



Name: Year group:

Class Teacher: Date: Review date:

Long term goals

For Miaisle to reach her academic potential and to work broadly in line with her peers.

Target	Steps to achieve (who/what/where/when/how often?)	Review

There is a four stage process that is followed for any child with SEND:
Assess → Plan → Do → Review. This is referred to as the graduated response.

If progress is not observed, referrals to outside agencies can be made after two full cycles of the graduated response.

Provision plans are also used to show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. Provision maps are used by the SENDCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Additional support for learning

Links with outside agencies include:

- Special Educational Needs Inclusion Team (SENIT)
- Educational Psychology Team
- Child Health and Disability social work team (CHAD)
- Regional Specialist Paediatric Team
- Specialist Educational Needs Statutory Assessment and Provision Service (SENSAP)
- North East Area Inclusion Partnership (NEAIP)
- Independent speech and language services
- NHS Speech and Language Service
- Leeds STARS Team (Strategies for Teaching based on Autism Research)
- Extended Services: EPOSS (**Scholes (Elmet) Primary** and **St James' CE Primary**); ARM (**Moortown Primary**)
- Child and Adolescent Mental Health Services (CAMHS)
- School nursing
- Occupational therapy
- Deaf and Hearing Impairment Team (DAHIT)

Leeds Local Offer

The Leeds Local Offer is there to signpost services and information for families, children and young people with SEN and disability aged 0 to 25 living in Leeds.

There is information about council, health and voluntary sector services. The site has been specifically designed to look for information from Facebook, YouTube, MeetUp and many other sources on the web.

The [Leeds Local Offer](#) website pulls everything together in one place.

2023 - 2024 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	1	-	5	80%	5	20%
EHCP	-	-	-	-	-	-
SEN support	1	-	5	80%	5	20%

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	1	100%	5	80%	1	100%
EHCP	-	-	-	-	-	-
SEN support	1	100%	5	80%	1	100%

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	5	60	40	60	3	66	66	100	2	50	50	50
EHCP	1	-	-	-	-	-	-	-	-	-	-	-
SEN support	4	75	50	75	3	66	66	100	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	3	-	-	33	0	-	-	-	-	-	6	67	67	100	67
EHCP	-	-	-	-	0	-	-	-	-	-	1	0	0	100	0
SEN sup	3	-	-	33	0	-	-	-	-	-	5	80	80	100	80

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

	Scholes (Elmet) Primary		St James' CE Primary		Moortown Primary	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
Top up funding	10 x pupils 120 units	11 x pupils 136 units	2 x pupils 14 units	6 x pupils 59 units	6 x pupils 48 units	5 x pupils 50 units
Notional budget	£75,646	£82,057	£48,947	£46,418	£45,189	£52,200
No of FFI applications	5	-	2	-	4	-

How is funding spent?

- 1:1 provision
- speech and language therapy
- Occupational therapy
- individualised timetables
- interventions
- resources eg fidget toys, wobble cushions, foot rests
- different agencies eg NEAIP

Expertise and training of staff

Karen Hague holds the National Award for Special Educational Needs Coordination (NASC).

Natalie Lake and Dani Birch are undertaking the NPQSEND qualification

Both Clare Weekes and Karen Hague have time allocated each week to manage SEN provision and to work with assistant SENDCos.

Karen Hague meets with the SEND team three times a year for training sessions.

Recent training includes:

Priorities for 2024-25

- Manage the federation through the Leeds SEND transformation programme
- Apply for EHCPs for children who now meet the Leeds threshold
- Look at ways to manage and support the increasing numbers of children entering school with complex needs