

Annual SEND Report for

Swillington Primary School

(To be accompanied by the “SEND in a nutshell document”)

Report by	M Cahill. L Rhodes	Period	2022-2023
-----------	---------------------------	--------	------------------

“A child has SEND if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents them from making use of educational facilities.”

1. School characteristics (minimum 3 year trend)

The tables below show children who are reported as SEN Support (K) or EHC (E) on Sims. These children have interventions to support their learning and in some cases follow a differentiated curriculum. This data forms part of the school census.

	18/19	19/20	20/21	21/22	22/23	23/24
Total number of children on school roll	210	210	179	207	193	199
Number of children on SEND register for this period	33	37	36	35	34	36
% of children on school roll with SEND	16%	20.5%	21%	19.4%	19%	18%
Number of children with statements of SEND/ EHCs	1	2	1	1	0	1 (5 pending)

National Average: 13%

SEND Support:

18.9%

EHC: 0.5%

From looking at the above table and the SEND in a Nutshell document it is possible to see that the numbers of pupils with SEN in school have been at a similar percentage for the last 3 years after an increase in 2019/2020 which means we are above the national average. Whilst the number of children with an EHC is lower than the national average at the moment, we expect this figure to increase in time due to the children in Foundation Stage and Key Stage 1 who have complex needs.

The greatest need within school is still Speech, Language and Communication Needs (SLCN) and some of these children also have a secondary need connected to their Cognition and Learning (C&L), including dyslexic tendencies. This links to an increase over the last couple of years in children being referred to the SaLT team for assessments regarding working memory and language processing difficulties. Through having the Traded Speech and Language service working within school and working closely with the school staff

the referrals which have been made to the service are all accurate and necessary. The increase of children with these needs is having an impact on the budget as school needs to ensure we can provide the staff to support the children both within the classroom and deliver pre and post teach which allows children additional time to process new concepts.

As the figures show we have seen an increase in the last couple of years in the number of children within school who have been diagnosed with Autism and ADHD, there are also more children who are on the waiting lists for these assessments. This has had an impact on the support we have needed to provide within school due to the complex needs of some children, however we are applying for more FFI funding to support the children within school.

The children with a primary need of Social, Emotional and Mental Health (SEMH) has declined over the last three years. Some of this is due to the cohorts who have left the school but we have worked with an experienced learning mentor who has targeted key children in Key Stage 2. We have also worked with the guidance and support team and some children have accessed counselling through this service.

For the children in Foundation Stage, we are monitoring children who have missed out on the social experiences when they were younger and are making sure we are providing these experiences and consulting the speech and language therapist, if needed, to assess their social and language skills.

This academic year there has been a change to the leadership of SEND. A new SENDco has been appointed and has dedicated leadership time to support pupils, parents and the staff team.

2. Funding arrangements (April 2022-April 2023 Budget)

Total funding received by school (elements 1 and 2 – Notional)	£65,307.48
Number of pupils for whom top up (element 3) funding is being claimed	5
Total funding received by school (top up funding, element 3)	£50,794.70
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£116,102.18

	19/20	20/21	21/22	22/23
Number of pupils receiving FFI Top Up Leeds	2	6	6	5

The number of children receiving funding for this financial year is slightly less than last year but it is supporting children in lower year groups rather than Upper Key Stage 2 as in previous years.

Pupil	Year	Need	Funding Dates	Funding Amount (£)	How is this spent?
Child A	Y4	F	F Band, Tier 2, 10 units	£6,500	Support is given within the class to make sure they are focused and accessing learning during the day. This may include regular 1:1 breaks during the day to break up learning. 1:1 supervision is also needed to support behaviour at break and lunchtimes.

			Until 04/2022		
Child B	Y2	E	E Band Tier 2 4 unit Until 04/2022	£2,600.00	Access to the traded speech and language therapist for therapy as well as assessment. Specific 1:1 support at times during the day to help them maintain concentration and focus within the classroom. When in school during lockdown this was daily 1:1 support as they struggled with this and adjusting back to the normal routines.
Child C	Y1	E	E Band Tier 2 , 10 units	£6,500.00	1:1 funding for child with diagnosis of ASD. Non-verbal and relies on adult support to access learning and the structure of the day. Work with STARs last year to make sure the support was correct within school.
Child D	F2	E	E Band, Tier 2, 10 units Until 04/2022	£6,500.00	Additional adult support for daily physical development interventions, regular 1:1 speech and language work plus assessment and intervention by the traded speech and language therapist.
Child E	F2	E	E Band, Tier 2, 4 units From Sept 2021	£1,516.67	Access to the traded speech and language therapist for therapy as well as assessment. Additional adult interventions around social skills within the settings
Child F	F1 (N2)	E	E Band Tier 2 10 units From Sept. 2021	£6,5000	1:1 funding for child with diagnosis of ASD. Non-verbal and relies on adult support to access learning and the structure of the day.

Out of the SEND funding budget we pay for the Traded Speech and Language Service from the NHS. This allows us to access early intervention for children in Early Years and Key Stage 1 as well as allowing access to support for children with pragmatic needs which we are seeing an increase of within school. This also allows for the speech and language therapist to deliver bespoke training to the staff who deliver the interventions. Speech and Language interventions are reviewed regularly by the SENDCo but new plans are reviewed by the Speech and Language Therapist yearly which allow for clearly targeted interventions to occur.

The rest of the SEND funding budget is spent on staffing and resources due to the complex nature of the children within our school. For this financial year we have appointed an additional part time teaching assistant within foundation stage to support a pupil 1:1 and extended a temporary member of staffs contract to work full time in foundation stage to support the additional needs of pupils. All classes have at least 1 support assistant working in their class to support children with additional needs. We also employ a learning mentor for 18 hours a week who works alongside the inclusion team to deliver SEMH interventions, liaise with families and work on the child protection team within school.

The SEND budget is the responsibility of the Head Teacher, with the SENDCo delivering advice about where staffing is needed to support children within the school.

3. Staff development

Training opportunities provided in this period

This academic year there was another lockdown and the children in school needed more support due to an increased number of children accessing key worker provision plus an increased teaching commitment which meant that there was less training opportunities for staff.

Staff role	Training accessed	Desired impact
SENCo	DLD training	To raise awareness of children who have DLD and make sure the provision within school is correct for them
2x Teaching Assistants	Introduction to Speech and Language in Key Stage 1 and 2	To raise their awareness of what speech and language needs are and how they can effectively support children with these needs.
Support Staff (class based)	Speech and Language Modelling Support	To provide clear and focused interventions for children receiving speech and language interventions.

Training for the next academic year will be linked closely to match the needs of the children within school to make sure we are able to support the children as effectively as we can. The SENCo is also completing the National Award for the Co-Ordination of Special Educational Needs.

4. Annual Parent survey results and impact on practice.

In the Summer Term the head teacher organised a parent survey on the view of SEND within the school, only 7 families of SEND pupils completed the questionnaire. 100% of those parents said that they had sufficient information and communication about their child's progress. enough support in school to support their needs.

Following on from this survey in September 2022 all staff were asked to meet with the parents of the children on the SEND register within the first two weeks of term and discuss the support in place and the targets these children are working on. These support plans are reviewed termly by school staff. Therefore each term a meeting will be arranged with the class teacher and the parent to discuss the plans and the progress made, this was also a suggestion which was made by a parent. For the children who receive additional funding a yearly review also takes place which the SENCo chairs with the parents and class teacher.

A further survey has been conducted in September 2022- Outcomes to be shared.

5. Annual Student survey results and impact on practice.

Through informal discussion with children in school, annual reviews and EHC applications, it is possible to see that children in school with additional needs are able to talk about what additional interventions they have and what they need help with to be able to make progress. They can talk about their targets with some support. In 2022-2023 we would like to involve children more in the target setting process through a termly target setting meeting with pupil, class teacher and possibly the SENDCo. This would allow the

children to identify what has worked well for them over a term and the support they have been given, to then identify targets along with the teacher for the next term.

6. Evidence that students with SEND access and broad and balanced curriculum, including enrichment opportunities, visits and residential.

All children have the access to a broad and balanced curriculum and all children are invited to attend all after school clubs, visits and residential visits.

7. SEND gov feedback (to be completed prior to submission to the Full Governing Body, and directly linked to outcomes for pupils with SEND, and the areas for development required).