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**Harehills Primary School**

## **Annual Report to Parents and Governors on Special Educational Needs and Disabilities (SEND) 2022/2023**

Schools have a duty to report to parents on the provision for SEND. Students with Special Educational Needs have learning difficulties and/or disabilities that can make it harder for them to learn than most students of the same age. This report outlines the **past** academic year and looks at our priorities for 2023-2024. The data is taken from the Census in May 2023.

### **Overview of Harehills Primary School context**

Harehills Primary School is an inclusive school at the heart of a diverse and ever-changing community within the inner northeast of Leeds. We are a three-form entry school with an attached 78 place Nursery. There are approximately 685 children on roll. We have many vulnerable families who require substantial additional support. The Pupil Premium funding allocation reflects this and was based on 43% of the school population being eligible for Free School Meals (FSM) at some point in the last 6 years (May 2023). Our school is very diverse with 41 first languages spoken.

### **SEND Characteristics within school**

The SEN Code of Practice describes a graduated approach which recognises that students learn in different ways and can have different kinds of SEND. At Harehills Primary School children are recorded on the SEND register according to their broad area of need. This is so the Graduated Approach can be followed, support can be put in place or advice from specialists can be gained to help identify and overcome barriers to learning. Children with more complex needs may need an Education, Health and Care Plan (EHCP).

21% of the children in the school are recorded on the SEN register. There is an increasing number of pupils entering school with complex needs including autism and learning disability. 4% of children have additional Funding for Inclusion and 0.4% children have an EHCP. Leeds City Council allocates Funding for Inclusion to children according to need, without the need for an EHCP.

The SEND Code of Practice lies at the heart of our SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. This information is available on our website.

At Harehills Primary School we believe every child has the right to access a broad, balanced curriculum which allows them to achieve the best possible outcomes, become confident individuals, live fulfilling lives, and make successful transitions. Through our inclusive curriculum all our children learn, laugh, and love together in a supportive environment and for children with Special Educational Needs or Disabilities we make sure they have what they need to be successful.

We promote an inclusive ethos throughout our school.

### **The Willows**

Children with Complex Communication and/ or Complex Learning Difficulties may benefit from accessing learning within The Willows. The Willows curriculum offers the breadth of the Harehills Curriculum and through provision



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children access activities which are focussed on their communication and interaction, learning and social and emotional wellbeing. Some of the children in The Willows also access learning within their classes with additional adult support.

**Breakdown of SEND register by primary need and the spread of primary needs across school. (May 2023)**

Year Group	SLCN/ Autistic Profile	Diagnosis of Autism	SLD and MLD	SPLD/ Dyslexic Profile	SEMH/ Profile or Diagnosis	Hearing	Visual	Physical	Other Disability/ Difficulty	Medical
FS1	4		1							
FS2	12	6			1	1				1
Y1	11	3	2			1		1		
Y2	10	3	1			1				
Y3	8	2	5	1	2			1		1
Y4	5	3	6	1	1					1
Y5	6	2	5	2	2	1		1	1	1
Y6	4		15	5		1				1

**Overview of Funding For Inclusion and the changing context within school. (August 2023)**

	2020	2021	2022	2023	2024
FFI TOTAL Budget	£445,638	£451,162	£501,341	£544,031	
Total Notional budget	£282,236	£267,970	£284,282	£309,727	
Maximum number of notional £6000 blocks	24	24	26	26	
Number of pupils for whom top up funding is being applied	Covid	11(July)	11(July)	8 (Nov) 22 (July)	2 (Oct) 8 (Nov) 3 (Feb) 21 (July)
Total funding received by school (top up funding)	£163,313	£183,192	£217,059	£234,304	

**Funding arrangements across school**

There are 28 children in school who meet the criteria for high needs top up funding. This is because their needs are such that they require additional resources and support beyond the notional SEND budget.

**Allocation of FFI across Year Groups**

Year Group from April 2023	
Nursery (FS1)	



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<b>Reception (FS2)</b>	<b>£31,920.00</b>
<b>NC Year 1</b>	<b>£62,048.00</b>
<b>NC Year 2</b>	<b>£41,552.00</b>
<b>NC Year 3</b>	<b>£39,648.00</b>
<b>NC Year 4</b>	<b>£26,544.00</b>
<b>NC Year 5</b>	<b>£15,344.00</b>
<b>NC Year 6</b>	<b>£17,248.00</b>
<b>Total:</b>	<b>£234,304.00</b>

#### Allocation of FFI across Needs

<b>Band</b>	<b>Need</b>	<b>Total</b>
<b>A Band</b>	<b>Cognition</b>	<b>£26,656.00</b>
<b>E Band</b>	<b>Communication</b>	<b>£199,136.00</b>
<b>C Band</b>	<b>Hearing</b>	<b>£8,512.00</b>
<b>Total:</b>		<b>£234,304.00</b>

Funding for SEN is used to support the SEND needs of children across school. In each class there is a full time Learning Support Assistant. Additional SEN support assistants provide 1:1 and small group support for children with complex needs.

Class based and SEN support assistants are responsible for supporting small group and individual learning and delivering interventions including those with a focus on developing Speech and Language across school on a 1:1 or small group basis.

We continue to have 2.5 days per week traded support from our Speech and Language Therapists from Chatterbug Ltd.

We continue to have 6 sessions of traded support from our Educational Psychologist per term.

A separate budget is held by the SENCO to purchase resources to support children with SEN across school e.g. sensory equipment, Speech, Language and Communication resources and adapted resources.

We have a rapidly increasing number of children with complex needs who receive higher needs SEN top up funding. This funding is used predominantly but not exclusively on additional staffing and the use of Traded external agency time to support these children.

#### **SEND core staffing.**

<b>Alison Liversage</b>	<b>SENCO</b>
<b>Alison Methven</b>	<b>Assistant SENCO</b>
<b>Laura Collins</b>	<b>Assistant SENCO</b>
<b>Caroline Pallas</b>	<b>Deputy Headteacher and SEND Strategic Lead</b>



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<b>Julia Shemilt</b>	<b>Chair of Governors and SEND Governor</b>
<b>Wendy Lister</b>	<b>SEND Provision Manager and Lead Practitioner - CAMHS Promoting Mental Health in the Work Place</b>
<b>Lena Bystryakov</b>	<b>ASC Lead Practitioner - AET Level 3</b>
<b>Jordan Hartley</b>	<b>SEND Team</b>
<b>Jo Marshall</b>	<b>SEND Team</b>
<b>Laura Roclawski</b>	<b>SEND Team</b>
<b>Julie Drysdale</b>	<b>SEND Team</b>
<b>Chatterbug S&amp;LT Team</b>	<b>Aisha Mahmood and Maya Cocking</b>
<b>Core and Traded Eps</b>	<b>Mel Whitby and Gugandeep Kaur Rayat</b>
<b>AIP</b>	<b>Kirandeep Raker, Mark McBurnie and Cathy Blythman</b>

**Training and courses accessed.**

- Inclusive Practices within a Mainstream Classroom 2022-2023 Leeds Teaching Hub 5-part course (A Liversage and L Collins)
- Inclusive Practices within a Mainstream Classroom 2022-2023 Leeds Teaching Hub 3 training sessions (School teaching staff)
- Therapeutic Story Writing (S Hussain)
- Emergency Care and Control (Selected staff from the EYFS and KS1 Phase Circles)
- Team Teach (S Altaf)
- Intensive Interaction – STARS (L Tomenson)

The SEND Team has a teaching representative from across school from each key phase to support with monitoring activities, development of assessment and to cascade information due to the increasing level of children across school with complex SEN.

We have continued to buy traded Speech and Language Therapist hours through 'Chatterbug Ltd' and have S&LT provision for two and half full days each week. This enables the S&LT to have more time to assess, plan for and review children with Communication and Interaction needs as well as to work with children, parents, teachers and support staff delivering Speech and Language Therapy across school. The impact of this meant that children and families were able to continue to access direct individual support.

We buy traded Educational Psychology sessions to enable more children to access high levels of support. Again, this has a positive impact as children and families were able to access additional support not available through the core offer.



### KS2 Progress and Attainment Data

Maths	Cohort	Progress Score	National	Cohort	Achievement Score Expected Standard	National	Achievement Score Higher Standard	National
EHCP	0	N/A	N/A	0	N/A	N/A	N/A	N/A
SEN Support	20	3.41	N/A	22	45%	N/A	5	N/A
No SEN	58	2.69	0.45	64	83%	82%	25	28%

Reading	Cohort	Progress Score	National	Cohort	Achievement Score Expected Standard	National	Achievement Score Higher Standard	National
EHCP	0	N/A	N/A	0	N/A	N/A	N/A	N/A
SEN Support	20	-1.76	N/A	22	23%	N/A	5	N/A
No SEN	58	-0.09	0.41	64	63%	82%	17	34%

Writing	Cohort	Progress Score	National	Cohort	Achievement Score Expected Standard	National	Achievement Score Higher Standard	National
EHCP	0	N/A	N/A	0	N/A	N/A	N/A	N/A
SEN Support	20	1.44	N/A	22	27%	N/A	0	N/A
No SEN	58	1.07	0.62	64	72%	82%	6	16%

### Non-statutory assessments

The complex needs children in EYFS are assessed using the SENIT Developmental Journal. This breaks the development steps into much smaller steps to show progress. These steps match up to smaller age gaps and help provide next steps for learning outcomes.





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From the second assessment point in Year 1 (if appropriate) complex needs children are assessed using B' Squared Steps. B' Squared breaks learning down into smaller steps and help identify and measure progress. These children are tracked individually looking at their percentages of movement across the steps.

Provision Maps continue to be in place to identify the range of provision available to support children with additional needs including SEN, EAL and those eligible for Pupil Premium. Provision Maps are updated on a termly basis following assessment weeks and pupil progress meetings.

Interventions we have in place.

- Speech and Language Therapy (individual sessions)
- Speech and Language vocabulary groups
- Codebreakers phonic groups
- Key word readers/ visual HFW teaching
- Lego Therapy
- Intensive Interaction
- Attention Autism (Bucket Therapy)
- Toe by Toe
- MindMate workbooks
- Therapeutic Story Writing

Children have also benefited from support from a variety of outside agencies.

- Early Years SENIT (Special Educational Needs Inclusion Team)
- SENIT (Special Educational Needs Inclusion Team)
- Educational Psychology
- Speech and Language Therapy
- STARs Team (Autism)
- Guidance and Support Team (Cluster)
- CHAD
- CHAD Social Care
- AIP including specialist nursing team
- DAHIT (Deaf and Hearing Impairment Team)

For some children, Individual Provision Maps and Support Plans (IPMs) are developed to provide clarity of additional support and achievable outcomes for children with specific SEN. These are reviewed and updated on a termly basis.

**Attendance data summary**

	HT1%	HT2%	HT3%	HT4%	HT5%	HT6%	HT1-6%
<b>School data</b>	<b>91.9</b>	<b>88.8</b>	<b>90.8</b>	<b>91.5</b>	<b>89.7</b>	<b>89.7</b>	<b>90.5</b>



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<b>SEN Support</b>	<b>92.0</b>	<b>90.0</b>	<b>91.3</b>	<b>91.3</b>	<b>90.7</b>	<b>88.0</b>	<b>90.4</b>
<b>SEN EHCP</b>	<b>79.7</b>	<b>68.6</b>	<b>46.3</b>	<b>44.0</b>	<b>75.0</b>	<b>64.6</b>	<b>66.8</b>

## SENCO's summary

### What has worked well

- SEND was a strategic focus on the school HAPEE and CPD for staff ensured a focus on Quality First Teaching and Universal Provision within classrooms that removes barriers to learning
- The Willows has continued to develop; it is regularly reviewed with the Head teacher and Deputy Headteacher and remains a strategic focus
- S&LT was delivered to individual pupils and parents
- Statutory duties have been complied with
- All funding applications made for Funding for Inclusion (FFI) have been successful due to the evidence provided. This is essential to enable us to provide appropriate support for the children with complex needs
- We have increased the capacity of the SEND team and appointed two assistant SENCOs and two Specialist SEN TAs.

### What could have worked better

- Staffing has been a challenging issue this year with many absences. This has resulted in less consistency than we would like for our children.
- There continue to be significant increases in the number of children in school, particularly in EYFS, who are on the pathway waiting for a diagnosis of Autism or who have a diagnosis of Autism. This increase in numbers of children with complex needs results in a vast amount of paperwork needing completing such as funding applications. It also has many staffing implications as the children need such a high level of support throughout the day.
- Due to the ever-increasing number of children with complex needs who require a high level of support we have had to employ additional staff; however, recruitment has proved difficult.
- Outside agencies are overstretched and understaffed resulting in lengthier waits for children to be visited.

### Priorities for 2023-2024

- To ensure the Quality First Teaching and Universal Provision offered within classrooms removes barriers to learning and supports pupils to access learning and achieve highly across the curriculum.  
\*Provide CPD for all staff, looking at resourcing and accessibility of the curriculum.
- Moving SEN records to an electronic system using the LA Graduated Approach Toolkit.



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- Continuing development of the SEND team across school
- Work holistically with SENIT and STARS to further develop the personalisation of the Willows curriculum.
  - \* Provide CPD for staff, looking at resourcing and accessibility of the curriculum
- Work with EYSENIT team to continue to develop practice across EYFS including the use of 'Attention Autism'
- Using Traded hours from Juniper Tree Therapy develop sensory integration within the curriculum.
  - \* Provide CPD for all staff, looking at resourcing and accessibility of the curriculum
- Work strategically to support increasing numbers of children who are on a Neurodivergence assessment pathway using Traded hours from Cathy Blythman to support families with Health Needs Assessments and to move from the MindMate/ CAMHS assessment pathway to the Right to Choose assessment pathway
- Using Traded hours from Chatterbug Ltd develop the use of core boards as part of our total Communication approach
- Using Traded hours from Chatterbug Ltd manage the SLCN caseload alongside the NHS ensuring that children have access to assessment, programmes and reviews
  - \* Provide CPD for staff, looking at resources and delivery of the programmes
- Strategic development of the support that is offered to parents for example S&LT will have to become intervention based and parents grouped, groups for accessing CHAD Social Care, groups for accessing additional funding streams such as Family Fund.
- Funding applications based on Applications List (30 +)
- EHCP applications based on Applications Timetable (8+)

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