



SEN Annual Report for Harehills Primary School

Report by	A. Liversage	Period	2015-2016
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1. School Context Summary

Harehills Primary School is a much-larger than average, three form entry school, with an attached Nursery. There are currently 738 pupils on roll and there are 104 places in the Nursery. The school's motto is 'Learn, Laugh, Love' and our recent OFSTED report (Nov 2015) states; 'This is a school that really does go the extra mile in the care and support provided for its pupils.'

Harehills Primary School is situated in an urban area in the inner-north east of Leeds. The area around the school has levels of deprivation that are much higher than average. The proportions of children in the school who live in areas considered to be amongst the most deprived in the country are very high (top 20%). We have many vulnerable families who require substantial additional support. The Pupil Premium funding allocation reflects this and was based on 38.5% of the school population being eligible for Free School Meals (FSM) which is well above the National average.

Our school is very diverse with children speaking over 35 different languages. 85.1% of our children are believed to be EAL learners, which is well above the National Average of 20.1%.

96.1% of children are from minority ethnic groups with the largest group consistently being of Pakistani background, Gypsy Roma heritage any other White Eastern European background.

2. SEND characteristics

Levels of Special Educational Needs (SEN) are higher than average, with 14.5% of the children in the school recorded on the SEN register at School Support, compared to 12.1% nationally. This reflects the increasing number of pupils entering school with Complex SEN and Speech and Language needs, the latter possibly a reflection of the high levels of deprivation and the fact that many children enter school at well below age related expectations. Four children were subject of EHC Plans with another four successful applications made during the year. This figure is low compared to the National Average due to the fact that Leeds City Council allocate Funding for Inclusion to children according to need without the need for an EHC Plan.

There is a SEN Register for each year group and this information is also held and updated on SIMS. The registers are updated at least termly by the SENCO with input from class teachers/ AHTs following Pupil progress meetings. In line with the nationally accepted definition of SEN the AHT for SEND and SENCO in discussion with class teachers worked hard to ensure that the children on the SEN Register **"have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."** (Code of Practice, 2014)

	15/16	14/15	13/14
Total number of children on school roll	738	727	730
Number of children on SEN register for this period	119	108	144
% of children on school roll with SENs	14.5%	17.5%	20%
Number of children with statements of SEN / EHCPs	4	3	4

Breakdown of SEN register by primary category of need

(Figures from RAISE online and Primary need only)

Children's Services provided new guidance regarding Data Collection by type ensuring greater consistency of SEN type across Leeds. Our continuing trend is that more children with Complex/ Multiple Needs and Moderate Learning Difficulty are entering school in FS2 and the other main area of need is Speech and Language and Communication Need. The number of children with significant Social, Emotional and Mental Health has risen. Other difficulty/ disability include needs such as Prader-Willi Syndrome, Global Developmental Delay, Microcephaly and Arginase Deficiency. The levels of cognition of children across school are impacted by diagnosed conditions but memory difficulties and attention/ concentration levels are also evident as areas of need. The Early Years and SENIT Team, Speech and Language Therapist and EP have monitored individualised high needs support and offered further guidance on a personalised curriculum for these children.

	15/16	14/15
Severe Learning Difficulty		
Moderate Learning Difficulty	19	4
Hearing Impairment	2	1
Social Emotional and Mental Health Needs	25	7
Speech, Language and Communication needs	38	35
Physical disabilities	3	2
Autistic Spectrum Disorder	3	2
Medical Needs		4
Specific Learning Difficulty	10	
Other	8	12

Spread of needs across year groups

	15/16	14/15	13/14
Nursery 1 on SEN register	0	1	1
Nursery 2 on SEN register	10	3	7
Reception on SEN register	9	7	15
Year 1 on SEN register	12	16	23
Year 2 on SEN register	21	14	28
Year 3 on SEN register	14	22	23
Year 4 on SEN register	24	12	22
Year 5 on SEN register	16	13	20
Year 6 on SEN register	13	20	26

3. Funding arrangements

School receives a notional SEN budget for pupils with SEN based on a formula including number on roll and deprivation indicator. For some pupils it is both necessary and appropriate to apply for additional top up funding. Much of this funding is spent on staffing, which includes a WISH team of HLTA's, TA's and a Learning Mentor for each Key Phase as well as additional support staff with responsibilities for key children. TA's, HLTA's, Learning Mentors and Teachers run 1:1 or small group focussed support activities to support the needs of SEN pupils throughout the school. The school buys in traded time from a Speech & Language Therapist who is employed two days a week. The therapist works with high needs pupils and their support staff/ parents 1:1 as well as setting up and monitoring groups across school. The SENCO holds a budget separate from the FFI which is used to buy particular resources to meet the needs of individuals or groups of pupils. During this academic year this has included PECS, specialised pens, pencils and resources for pupils in our Nurture.

Total funding received by school (elements 1 and 2) from April 2016	£333,893
Number of pupils for whom top up (element 3) funding is being claimed	16
Total funding received by school (top up funding, element 3)	£91,656
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£425,549

Spread of Top-up Funding needs across year groups

	15/16	14/15	13/14
Nursery 1			
Nursery 2			1 pupil £5,967
FS2 - Reception	2 pupils £15,048	2 pupils £15,048	1 pupil £6,630
Year 1		4 pupils £31,464	1 pupil £5,304
Year 2	3 pupils £27,360	1 pupil £5,472	3 pupils £14,586
Year 3	2 pupils £10,944	2 pupils £15,048	6 pupils £30,498
Year 4	3 pupils £15,048	5 pupils £28,728	
Year 5	3 pupils £16,416	3 pupils £16,416	
Year 6	3 pupils £6,840		1 pupil £8,840

4. Current SEN staffing infrastructure

Mrs Liversage works as SENCO for 3 days a week (0.5 class based) and Miss Pallas AHT for SEND uses weekly release time to support with strategic changes. To create capacity a SEN team is being developed. The SENCO has made referrals and sought advice from a range of external agencies including: DAHIT, SNT, SENIT, EP, AIP, Physiotherapy, Occupational Therapy and Speech and Language Therapy, which has been supporting key children and staff members.

	Staff	FTEs
AHT for SEND	1	1
Special Educational Needs Co-ordinator	1	0.6
Teaching assistants	11	10.5
Learning mentors	5	4
Family support mentor	1	1
Nurture Lead	1	1
Speech and Language Therapist	1	0.4

5. Staff training and Qualifications

Staff qualifications

	Qualifications
AHT for SEND	B. Mus Hons PGCE
Special Educational Needs Co-ordinator	B.A. Hons with QTS

Training opportunities provided in this period

The training opportunities offered during this academic year have reflected areas of need identified across school through Pupil Progress Meetings, analysing data for individual pupils and individual pupil need.

Staff role	Training accessed
AHT for SEND	SEN Conference Closing the Gap in Early Years Monitoring
SENCO	SEN Conference SLA SENCO Network Meetings CHESS Cluster meetings – with EP STARS Level 2 Training Monitoring FFI Early Years update FFI F' Band Training
Class teachers	STARS Level 1 Training
Nurture Team – targeted staff	Lego Therapy
Hub Team – targeted staff	Yoga Loss and Bereavement
Lead teacher on Autism	STARS Level 2 and Level 3 Training

FS2 Class teacher	EY Development Journal Training Supporting Pupils with a diagnosis of Down Syndrome
Targeted Support Assistants	Direct support from S< Direct support from EP Direct support from SENIT officers
Early Years Staff	EP consultations
Nurture Lead	FFI F' Band Training

6. Relevant data sets

Key Stage 1 Attainment in Phonics

Year 1	Cohort	Number of Pupils Absent/ Dis applied	Number achieving the expected standard	% School	% National
All pupils	89	14	56	65	81
No SEN	82	11	57	70	86
SEN Support	7	3	1	14	46
Statement of SEN or EHCP	0	0	0	0	18

Data shows that results for our SEN Support children in the Year 1 Phonics Screening Test (14%) are below that of our non-SEN children (70%) and that our results are lower than the same group nationally (46%).

Year 2	Cohort	Number of Pupils Absent/ Dis applied	Number achieving the expected standard	% School	% National
All pupils	87	14	65	75	91
No SEN	66	7	53	80	96
SEN Support	21	7	12	27	69
Statement of SEN or EHCP	0	0	0	0	29

27% of our Year 2 children who were retested achieved the expected standard compared to 69% nationally.

End Key Stage 1 2016

End of KS1	Cohort	% Achieving the Expected Standard (EXS) KS1								
		Reading			Writing			Maths		
		School	National	Leeds	School	National	Leeds	School	National	Leeds
All Pupils	87	52	74	65	39	65	54	56	73	64
No SEN	66	56	82		44	73		61	80	
SEN Support	21	38	74		24	65		43	73	
Statement of SEN/ EHCP	0	0	74		0	65			73	

Data shows that results for our SEN children at the end of KS1 are below that of our non-SEN children as well as the same group nationally in Reading, Writing and Maths.

Attainment at the end of Key Stage 2

End KS2	Cohort	% Achieving the Expected Standard (EXS) KS2														
		Reading			Writing			Maths			Grammar, Punctuation & Spelling			Reading, Writing & Maths		
		School	National	Leeds	School	National	Leeds	School	National	Leeds	School	National	Leeds	School	National	Leeds
All Pupils	82	74	66	60	55	74	66	83	70	65	76	72	68	49	53	61
No SEN	69	81	74		65	84		91	78		84	82		58	62	
SEN Support	13	38	66		0	74		38	70		31	72		0	53	
Statement of SEN/ EHCP	0	0	66		0	74		0	70		0	72		0	53	

Data shows that results for our SEN children at the end of KS2 are below that of our non-SEN children and the same group nationally in Writing, Maths and Grammar, Punctuation and Spelling.

This data indicates that pupils with SEND are making variable levels of progress. Where progress has plateaued or is limited support agencies have been contacted where eligible to ensure that pupils and or support/ teaching staff have access to support/ training.

7. Range of focussed support currently in place

Provision Maps are developed for each year group 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 points and pupil progress meetings.

Description	Nursery Vocabulary Groups	
Number of students currently accessing focussed support	12	
Comments on effectiveness: This data was recorded and analysed by the Speech and Language therapist using a numerical pre and post intervention assessments. All children made progress learning key vocabulary from the initial lists. Social skills such as waiting and turn taking were also impacted and parents accessed sessions with the therapist to develop language skills in the home.		
Description	Toe by Toe and Stareway to Spelling	
Number of students currently accessing focussed support	3	
Comments on effectiveness: These dyslexia support interventions are being followed with individual pupils and tailored to their specific needs. Slow progress is being made as memory is being increased and sight recognition is improving.		

Description	Physiotherapy	
Number of students currently accessing focussed support	1:1 two children	
Comments on effectiveness: Targets have been set and exceeded. One pupil can now stand independently and walk down a flight of stairs; another can now roll over onto their knees and stand. New outcomes are now being developed.		

Description	Speech and Language Therapy 1:1	
Number of students currently accessing focussed support	8	
Comments on effectiveness: Children receiving this high level of support have had activities delivered and modelled by the S<. The key workers have had a high level of support around planning and delivery according to need. Children have made progress and new IEP targets have been set. Support staff have appreciated the high level of support. Particularly in relation to PECS and board maker resources.		

Description	Therapeutic Story Writing Group	
Number of students currently accessing focussed support		
Comments on effectiveness: These sessions were led by an Educational Psychologist. All the children demonstrated progress on the pre and post assessments but this was also evidenced through assessment in the classroom as their writing assessment levels increased.		

Description	Lego Therapy	
Number of students currently accessing focussed support	3 groups	
Comments on effectiveness: This data was recorded and analysed by the Speech and Language therapist using a numerical pre and post intervention assessments. All children made progress learning key roles for the groups. Social skills such as waiting and turn taking have improved as has basic communication, speaking to each other to understand the requirements of the group members.		

Description	Nurture Provision	
Number of students currently accessing focussed support	12	
Comments on effectiveness: The Nurture Provision within school is highly regarded by external agencies. Children access this provision for a range of SEN or AEN. Academic progress is measured through Phonic, Reading and Numeracy interventions. Children also receive Emotional Intervention and relaxation. Some children also make significant progress and increase their time spent in mainstream classes.		

Children have benefitted from a range of other interventions as well as support from a variety of external agencies:

SENIT (Special Educational Needs Inclusion Team)

Educational Psychologist

CHES Cluster support

CAMHS

Physiotherapy

Occupational Therapy

School Nursing Team

DAHIT (Deaf and Hearing Impairment Team)

8. Attendance

Improving attendance is an action for the whole school with regard to persistent absentees. The learning mentors track absence and class teachers are expected to feed into this process. The learning mentors share tracking with the SENCO. The SENCO works with the learning mentors to make referrals where necessary to support health needs and ensure that there are no other pertinent reasons for pupils on the SEN register to be persistently missing school.

	School Pupils with no SEN	National	School Pupils at School Support	National	School Pupils with Statement or EHCP	National
% of sessions missed due to Overall Absence	5.4%	3.7%	6.1%	5.2%	4.1%	6.4%
% Persistent absentees - absent for 15% or more sessions	14.3%	7.5%	18.0%	14.2%	0.0%	19.1%

Whole - school attendance rate	94.8%
Attendance rate for those on SEN register	94.4%

Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	2
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	2
Total number of school days lost to fixed-term exclusions (all pupils)	2
Total number of school days lost to fixed-term exclusions (SEN cohort)	2

9. IEPs

Children on the SEN register with top up FFI had an IEP or IBP in place. Class teachers provided further focussed support for pupils with SEN, PP or EAL with IEPs or Group EP's. Time is allocated to review these each term.

10. Compliance with statutory duties

	✓ / 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	✓

11. SENCO's summary

What has worked well this year

EHCP applications
Traded EP time ensured that provision for all High Needs/ Top up FFI pupils was observed and evaluated, with positive feedback for most pupils. Additional support offered where required and further referrals made to SENIT for ongoing support where progress has plateaued. . The Nurture Lead actively supports pupils with Social, Emotional and Mental Health needs through accessing additional support through the CHES Cluster including TAMHs, CAMHs and Family Support.
Pupil progress meetings are a useful way of raising the needs of individual pupils.
The Provision Map has been established and updated regularly.
Transitions for pupils with ASC were tight and followed the model recommended by STARS.
Pupils with SEN had additional transfer days at Allerton Grange and the Cooperative Academy. The latter receiving pupils into their Nurture Base.

What could have worked better

S< – Unfortunately our Traded Therapist had a high level of sickness leave.
NHS S< – NHS Funding cuts have led to a reduced service with many children still awaiting assessments/ school based therapy.
Monitoring of data has improved with support from the AHT – SENCO would like to be able to work alongside TLCP's while they are analysing data.
Time given to monitor focussed support across school.

SENCO's priorities for 2016 - 2017

EHC Plan applications for high need pupils. Two pupils in Y6 are to be prioritised initially then focus on two Y3 pupils.
ISAR reviews for Top Up FFI pupils in EY to be supported by SENIT.
Final conversion of Statement to EHCP
Data tracking for pupils with SEND
SIMS – SEN status – CENSUS
Supporting staff with new SEN Support Plans, monitoring of plans with EP
Further Development of SEND Team

Prepare Governors SEND report to be submitted once Raise On Line data is validated Monitor focussed support Observe support staff

12. SENCO's recommendations for actions to be included in the school's development plan

Mandatory use of the Early Years Development Journal to track pupils – to move through school with the pupil while appropriate.

To continue to employ S< for two days a week.

Work will include:

- Parent consultations for Complex Needs FFI top up pupils
- 1:1 work
- Social skills groups
- Narrative therapy implemented to support writing across the school in guided groups – Who, What, Where, Why, When
- Oversee the Vocabulary groups in FS1 and FS2
- Develop vocabulary EAL type language groups in Y1

Dyslexia Training for staff

EP traded time