



## SEN Annual Report for Pudsey Bolton Royd Primary School

Report by	Mrs. Kath Walsh	Period	2021-22
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### 1. Executive Summary

Pudsey Bolton Royd Primary is a two-form entry school for children aged between three and eleven. We have a 52-place nursery, offering 15 hours for three-year-olds. The school sits on the border between the Leeds and Bradford local authorities.

#### School Cohort

There are 481 children on roll (including nursery).

- Approximately 75% of pupils have a Bradford postcode.
- 12% are White British, 88% Represent other ethnic groups (e.g. 64% Pakistani, 12% Indian).
- 47% pupils are identified as having English as an Additional Language (However, this is based on parents reporting. We believe the actual number is far higher).
- 20% pupils receive pupil premium funding.

#### SEN Provision

- 109 pupils (23%) have Special Education Needs provision.
- 9 pupils (8%) have an Education Health Care Plan (EHCP)
- 22 pupils (20%) receive top up funding via Funding For Inclusion (Leeds) or are funded through EHCPs for Bradford children.
- 45% of SEND pupils have Communication and Interaction as their primary need
- 30% have Cognition and Learning Needs

We are well known in the local community as providing good SEN provision and as a result, have many requests for places for Bradford children with SEN. As a school in Leeds, LA, this greatly affects the support that we can access for pupils with a Bradford postcode.

### 2. School characteristics

	Year 2021-22
Total number of children on school roll	481
Number of children on SEN register for this period	109
% of children on school roll with SEN	23%
Number of children with EHCPs	9

### Breakdown of SEN register by primary category of need

	Year 2021-22
Cognition and learning	33 (30%)
Sensory impairments	7 (6%)
Behavioural, social, emotional and mental health needs	13 (12%)
Speech, language and communication needs	49 (45%)
Physical disabilities	7 (6%)
Medical needs (PMLD)	1 (1%)

### Spread of needs across year groups

	Year 2021-22
Nursery 1 on SEN register	4
Nursery 2 on SEN register	6
Reception on SEN register	15
Year 1 on SEN register	18
Year 2 on SEN register	14
Year 3 on SEN register	12
Year 4 on SEN register	10
Year 5 on SEN register	12
Year 6 on SEN register	18

2021-22	EYFS				KS1				KS2								Total Prime Need
Category of Need	EY		REC		YR1		YR2		YR3		YR4		YR5		YR6		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Cognition and Learning																	
Specific Learning Difficulty (SPLD)									1					1	1		3
Mild/Moderate Learning Difficulty (MLD)					4	1	3	3	3	2	3	2	3	1	3	1	29
Severe Learning Difficulty (SLD)																	0
Profound & Multiple Learning difficulties (PMLD)			1														1
Social, Emotional and Mental Health																	
Social, Emotional and Mental Health	1		2		3		1		1			1	1		2	1	13
Communication & Interaction																	

Speech, Language & Communication Needs (SLCN)	5	1	6	1	4	3	4	2	1	1	3	1	2	2	4	2	42
Autism Spectrum Disorder (ASD)					3								2		2		7
Physical/Sensory Impairment																	
Visual Impairment (VI)			2														2
Hearing Impairment (HI)	1			2						1					1		5
Multi-sensory Impairment (MSI)																	0
Physical Disability (PD)		2		1				1	2							1	7
Total: prime need by year group and gender	7	3	11	4	14	4	8	6	8	4	6	4	8	4	13	5	109

### 3. Funding arrangements

Total funding received by school (elements 1 and 2)	£149,208.72
Number of pupils for whom top up (element 3) funding is being claimed	18 (+4 Bradford pupils)
Total funding received by school (top up funding, element 3)	£123,724.28 + £21,692.31
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£272,933.00 + £21,692.31 Total=£294,625.31

### 4. Current SEN staffing infrastructure

	Staff	FTEs
Special Educational Needs Co-ordinator	1	
Higher-level teaching assistants (HLTAs)	1	
Teaching assistants	24	20 FT 4 PT
Learning mentors	1	0.5
Family Support Manager	1	0.8

### 5. Staff training and Qualification

#### Staff qualifications

	Qualifications
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Special Educational Needs Co-ordinator	<b>B Ed (Hons)</b>
Higher-level teaching assistants (HLTAs)	<b>HLTA Awarded</b>
Teaching assistants	<b>(HD) NNEB Diploma</b>
Learning mentors	<b>NVQ L3 Supporting Teaching &amp; Learning</b>
Family Support Manager	<b>Foundation Degree in Adult and Children's Learning</b>

### Training opportunities provided in this period

Staff role	Training accessed
SENCO	<ul style="list-style-type: none"> <li>• Safer recruitment training</li> <li>• Child protection DSL refresher training (FGM)</li> <li>• SENCO networks</li> <li>• SENIT Graduated Approach Toolkit briefing</li> <li>• Autism Lead Practitioner workshops</li> <li>• EP Cluster Meetings</li> </ul>
Assistant Headteacher (HN)	<ul style="list-style-type: none"> <li>• Mental Health Coaching (Lead) training</li> <li>• STARS Autism Level 1 training</li> </ul>
Learning Mentor & HLTA (Inclusion Team)	<ul style="list-style-type: none"> <li>• Mental Health First Aid</li> </ul>
Y3 teacher (ECT)	<ul style="list-style-type: none"> <li>• STARS Autism Level 1 training</li> </ul>
Key teaching and non-teaching staff & SLT	<ul style="list-style-type: none"> <li>• In-house refresher training on Evac chair</li> </ul>
Learning Mentor SNA (SC)	<ul style="list-style-type: none"> <li>• STARS Autism Level 3 training</li> </ul>
Early Years staff (TA and Class teachers)	<ul style="list-style-type: none"> <li>• Team Teach training</li> </ul>
TA (AA)	<ul style="list-style-type: none"> <li>• Moving &amp; Handling training</li> <li>• Permcath care training</li> <li>• Feeding training</li> <li>• Physiotherapy training / support</li> </ul>
Class Teacher (CJ) Teaching Assistant (OJ)	<ul style="list-style-type: none"> <li>• Learning to Listen (Deaf Awareness)</li> </ul>
Class Teacher (GM)	<ul style="list-style-type: none"> <li>• Meeting the Needs of Early Years Children with Visual Impairment</li> </ul>
Class Teacher (GM) SENCo Teaching Assistant (AA)	<ul style="list-style-type: none"> <li>• Emergency epilepsy medication training</li> </ul>
SENCO Teaching Assistant (EL) Teaching Assistant (YB) Reception Teacher (GM)	<ul style="list-style-type: none"> <li>• NELI (Nuffield Early Language Intervention)</li> </ul>
TAs and SENCo Y5 & Y6 teachers Class teachers as needed  All staff	<p>Speech &amp; Language training:</p> <ul style="list-style-type: none"> <li>• Lego therapy</li> <li>• Modelling DLD strategies / support</li> <li>• Bespoke individual training by private speech therapist</li> <li>• Speech &amp; Language refresher training (virtual) delivered by Private SALT on Word Walls, Vocabulary &amp; Colour Coding.</li> </ul>

All staff	<ul style="list-style-type: none"> <li>Safeguarding/Child Protection – refresher (in-house)</li> <li>PREVENT training</li> </ul>
Class Teachers (RH, CJ, HN)	<ul style="list-style-type: none"> <li>Maths Mastery</li> </ul>

## 6. Relevant data sets

### Key Stage 1 performance

#### Y1 Phonics Screen Check 2022

SEN Group	No of pupils	Average score	% at EXS standard
SEN Support	15	20	40%
EHCP	3	10	0%
No SEN	39	34	87%
PP	13	25	69%
All	57	27	69%

#### Y2 Phonics Screen Check 2022

SEN Group	No of pupils	Average score	% at EXS standard
SEN Support	10	27	10%
EHCP	0	NA	NA
No SEN	3	31	67%
PP	4	28	25%
All	13	28	23%

Children who failed the test in Year 2 are taught catch-up phonics in Year 3.

#### KS1 Cohort % Expected Standard and Above (EXS+) 2022

SEN Group	Results			Pupil Progress
	No of pupils	Average scaled score	% at EXS standard	% Expected standard
SEN Support	14*	R: 98% M: 98.5%	R: 17% M: 58%	
EHCP	0	/	/	/
No SEN	46	R: 103.6 M: 110%	R: 60.8% M: 65.2%	
All	60		R: 53.3% W: 51.6% M: 53.3%	

\*Of the 14 pupils with SEN support, 2 were disapplied from KS1 SATs.

#### Key Stage 2 Performance 2022

SEN Group	No of pupils	Actual Results		Pupil Progress	
		Average scaled score (Re, Ma)	% Expected standard (Re, Wr, Ma)	Average scaled score (Re, Ma)	% Expected Standard (Re, Wr, Ma)
SEN Support	16	98.1	19%	+0.8	-6%

<b>EHC Plan</b>	2	103.0	50%	-1.8	+13%
<b>No SEN</b>	41	105.2	68%	+0.7	+5%

SEN Support pupils made good progress in line with their starting points +0.8 above national when compared to similar learners. Relative to Non-SEN learners, they made slightly better progress. Within the Y6 cohort of SEN Support, there were a significant number of pupils with SCLN needs (8 pupils), MLD Needs (4 pupils) and 1 pupil with SpLD needs. We are aware that there was a difference between the percentage of pupils achieving expected standard in Reading, Writing & Maths between SEN Support and Non-SEN pupils. We are using FFT internal data to look into these differences.

2 children had EHCPs. One child was taught out of chronological year group and had not covered the full programme of study for KS2. They were disapplied from KS2 SATs. The other child met expected standard in Reading, Writing & Maths.

## 7. Pupil performance against target grades

Pupil	Year	Reading			Writing			Maths			SPAG		
		Target	Actual	ü / û	Target	Actual	ü / û	Target	Actual	ü / û	Target	Actual	ü / û
A	6	Est grade 96.1	96	-0.1	Est grade 92.5	91	-1.5	Est grade 95.1	99	+3.9	Est grade 95.6	99	+3.4
B	6	In hospital all year Didn't sit Y6 SATs											
C	6	Est grade 85.7	92	+6.3	Est grade 83.3	91	+7.7	Est grade 86.2	86	-0.2	Est grade 86	92	+6.0
E	6	Est grade 100.9	100	0.9	Est grade 96.8	91	-5.8	Est grade 100.3	99	-1.4	Est grade 100.1	99	-1.1
F	6	Est grade 96.1	94	-2.1	Est grade 92.5	91	-1.5	Est grade 95.1	99	+3.9	Est grade 95.6	96	+0.4
G	6	Est grade 87.2	80	-7.2	Est grade 84.7	91	+6.3	Est grade 87.0	85	-2.0	Est grade 87.1	81	-6.1
H	6	Est grade 100.9	98	-2.9	Est grade 96.8	91	-5.8	Est grade 100.3	102	+1.6	Est grade 100.1	99	-1.1
I	6	Est grade 96.1	91	-5.1	Est grade 92.5	91	-1.5	Est grade 95.1	94	-1.1	Est grade 95.6	87	-8.6
J	6	Est grade 100.6	104	+3.4	Est grade 95.8	91	-4.8	Est grade 97.2	94	-3.2	Est grade 99.8	98	-1.8
K	6	Est grade 96.1	91	-5.1	Est grade 92.5	91	-1.5	Est grade 95.1	93	-2.1	Est grade 95.6	90	-5.6
L	6	Est grade 94.1	96	+1.9	Est grade 90.1	91	+0.9	Est grade 94.0	98	+4.0	Est grade 93.5	92	-1.5
M	6	Est grade 105.5	113	+7.5	Est grade 101.6	103	+1.4	Est grade 104.2	107	+2.8	Est grade 105.5	110	+4.5
N	6	Est grade 105.5	111	+5.5	Est grade 101.6	103	+1.4	Est grade 104.2	106	+1.8	Est grade 105.5	114	+8.5
O	6	Est grade 96.1	108	+11.9	Est grade 92.5	91	-1.5	Est grade 95.1	96	+0.9	Est grade 95.6	100	+4.4
P	6	Est grade 96.1	93	-3.1	Est grade 92.5	91	-1.5	Est grade 95.1	104	+8.9	Est grade 95.6	95	-0.6
Q	6	Est grade 110.1	104	-6.1	Est grade 105.2	113	+7.8	Est grade 110.3	111	+0.7	Est grade 111.3	114	+2.7

## 8. Progress made by pupils with SEN

Children working significantly below national expectations in Foundation Stage are tracked on the Developmental Journal. This assessment tool highlights the small steps of progress achieved.

Children who are working significantly below national expectations in Year 1 - 6 are tracked using Progression Steps on the B Squared assessment tool (recommended by Leeds City Council Special Educational Needs Inclusion Team) as a way to make judgments about children's progress linked to specific and relevant targets.

The progress, when using Progression Steps, is recorded as a percentage increase in objectives achieved in a specific 'step' which can therefore be celebrated at the SEND review meeting and with the children. The Developmental Journal is recorded as steps and, again, progress of small steps is carefully monitored and celebrated.

Those children who are working at national expectations but on the SEND register for a specific need are tracked through both teacher assessment and formal assessments and this is recorded at least termly on FFT (the school's assessment tracking record.)

## 9. Range of interventions currently in place

Description	Third Space
Number of students currently accessing intervention	60 children
Comments on effectiveness: One to one supported maths intervention for targeted our disadvantaged pupils in Years 4, 5 and 6 children using Third Space. 20 Year 6 children have accessed approximately 15 hours of 1:1 maths tuition before SATs. 20 Year 5 children have accessed up to 15 hours 1:1 maths tuition. 16 Year 4 children accessed 1:1 tuition with around 10 hours of support in total. 52 % of these children have been Pupil Premium children. Year 6 data shows that in maths, our disadvantaged children made more progress both compared against the national disadvantaged average and the average of all children nationally (PBR disadvantaged +0.4 progress, National disadvantaged -1.15 progress).	

Description	NELI Nuffield early Language Intervention
Number of students currently accessing intervention	7
Comments on effectiveness All of reception cohort were screened using the NELI Language Screener. This highlighted the children who had no language concerns, those with slight concerns and those with clear concerns. It identified 9 children as having clear concerns and 7 with slight concerns. Using staff knowledge of the children, 7 pupils were selected to take part in the intervention. The children received both individual and group intervention each week, a few sessions a week. Mrs Butt carried out the intervention in Reception. However, it needed to be carried on into Year 1 so Ms Leyland carried out the intervention for the children into Year 1. 3 of the children moved into the average range following intervention. One remained in clear concerns / much below average range. This child was picked up, as well as those children still seen as having slight concerns, by our private speech therapist. One child has since been diagnosed with DLD. The intervention, although good, was extremely time intensive for only a small number of children. It was started for the next cohort of children in Reception, but due to being so time intensive in terms of staff workload, many sessions were cancelled, and a decision was made to stop it. It was agreed that we wouldn't run the intervention again next year due to this.	

Description	<b>School led Tutoring</b>	
Number of students currently accessing intervention	<b>Year 2</b>	
Comments on effectiveness: School used School Led Tutoring Grant & recovery premium to support our disadvantaged learners with in-school tutoring support. One to one support for reading, writing & maths in Y2, Y5 & Y6. The children received an hour tutoring over the week, 15 hours over the year. Y2 writing EXS+ PBR 42.9%, Nat 41% Y2 Reading EXS+ PBR 57.1%, Nat 51% Y6 reading progress PBR +1.4, Nat -0.83 Y6 Writing progress PBR -1.7, Nat -0.76* Y6 Maths progress PBR +0.4, Nat -1.15 *Year 6 data shows that in reading and maths our disadvantaged children made more progress both compared against the national disadvantaged average and the average of all children nationally (see data for Third Space). The progress measures for writing show that these children made less progress compared against the disadvantaged nationally, this is now being addressed throughout the school as part of the school development plan.		

Description	LEXIA	
Number of students currently accessing intervention	50	
Comments on effectiveness: School used continued deployment of Lexia Software to support reading with a targeted group of pupil premium children throughout KS2. Year 6 data showed that in reading, our disadvantaged children made more progress both compared against the national disadvantaged average and the average of all children nationally (PBR +1.4 compared with - 0.83 National disadvantaged). The progress measures for writing show that these children made less progress compared against the disadvantaged nationally. This is now being addressed throughout the school as part of the school development plan.		

## 10. Attendance

Whole-school attendance rate	92.32 %
Attendance rate for those on SEN register	84 %
	EHCP 78.59%
	SEN Support 90.18%

There were 2 pupils with EHCPs with significant medical needs whose conditions meant that they were often ill or needed to attend hospital or medical appointments, affecting their attendance. Attendance of pupils is monitored at least termly and reports to Governors written.

## 11. Exclusions

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



## 12. Description of SENCO's current quality assurance arrangements

### Quality assurance and performance management of teaching assistants

Daily support for TAs

Working with SALT, DAHIT, SENIT alongside TAs – ongoing training and support

### Quality assurance and performance management of other staff

Performance management of teaching staff; including observations of lessons

Targets linked to pupil progress including pupils with SEND

Termly SEN PP meetings where pupils' strengths, needs, outcomes, attainment and progress are reviewed, and next steps planned.

Good Assess-Plan-Do-review cycle in place

Whole staff book scrutiny – looking at differentiation, challenge, progression etc

## 13. Compliance with statutory duties

	ü / û
All provision is in place for students with EHCPs.	✓
Annual reviews have been conducted on time.	✓
The school's SEN policy reflects practice 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.	✓

## 14. SENCo's summary

### What has worked well this year

- FFI funding applications were submitted for children New to Leeds, Reception and children in Years 1 and 3 who needed continuation of funding. All funding applications were successful.
- SENDIF funding for 3-year-olds were successful.
- The Inclusion Team managed to support a high number of children across school with (soft data) evidence of positive impact, despite limited staff and time available.
- Continuing with SEN support/passport + 1 provision map+ 1 meet with parents. This is making it more manageable for teachers with targets reviewed with parents at the end of the term.

### What could have worked better / challenges

- Having more dedicated meeting time for Inclusion staff to look at Inclusion register and plan for needs across school as well as attendance.
- Directed by LA to take children into school with hugely complex, medical needs, school advised we couldn't meet need. Huge amount of work was needed with professionals and training. Lack of engagement by Health professionals to support school.
- Many cases are stacking up that are urgent due to extreme needs which have not being flagged up previously from prior settings or because not in education setting due to Covid.
- 75% of children have Bradford postcodes so need to get funding through EHCP. School have been told no support for children out of authority by Bradford indicating

Leeds have to support. School may get support as don't discriminate on post code but won't get funding.

- SENDco has limited opportunity to be in classrooms due to workload, therefore unable to assess children or monitor.
- An understanding of workload – Currently have 9 EHCPs in place. Approx. 6 more need doing with an average time to complete with focussed work – 1 month each. Huge increase in call for EHCPs, sometimes by outside professionals.
- Termly provision maps which are completed through everyday interventions. Need to adapt provision / intervention plan to show impact – currently not capturing this.

### **SENCO's priorities for next academic year**

#### **SEND & Pastoral Support:**

- Graduated Approach Toolkit: staff training, new shared SEN register, phased implementation of the GAT toolkit, Individual Provision Maps for children on SEN register (SDP)
- Increased capacity of Learning Mentor / Pastoral Pupil Support for wellbeing and pupil outcomes (SDP)
- Improve staff awareness and understanding of QFT strategies for pupils with SEND
- To introduce and implement a new Impact model for private speech & language therapy service.

#### **Disadvantaged & Vulnerable Pupils (SDP):**

- Continue with Covid recovery
- Interventions for targeted PP / vulnerable children

#### **Attendance (SDP):**

- Drive improved attendance outcomes across school inc. SEN / PP children

Staff recruitment for SEN children needing 1:1 support due to lack of consistency with agency staff