



## SEN Annual Report for Pudsey Bolton Royd Primary School

Report by	Mrs Kath Walsh	Period	2022-23
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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 55% of pupils have a Bradford postcode.
- 9% are White British, 91% Represent other ethnic groups (e.g. 60% Pakistani, 13% Indian).
- 62% pupils are identified as having English as an Additional Language (However, this is based on parents reporting. We believe the actual number may be far higher).
- 18% pupils receive pupil premium funding.

#### SEN Provision

- 118 pupils (25%) have Special Education Needs provision.
- 8 pupils (7% of SEND pupils) have an Education Health Care Plan (EHCP). A further 2 are in the process of being drafted. A further 3 EHCP applications are awaiting application in 23-24.
- 18 pupils (16% of SEND pupils) receive top up funding via Funding For Inclusion (Leeds) or are funded through EHCPs for Bradford children.
- 42% of SEND pupils have Communication and Interaction as their primary need
- 31% have Cognition and Learning Needs
- 9% of all SEND pupils have a diagnosis of Autism. Many others are awaiting assessment.

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	Year 2022-23
Total number of children on school roll	481	457

Number of children on SEN register for this period	109	118
% of children on school roll with SEN	23%	25%
Number of children with EHCPs	9	8
Number of children on SEN register with SEN Support		110

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

	Year 2021-22	Year 2022-23
Cognition and learning	33 (30%)	37 (31%)
Sensory impairments	7 (6%)	8 (7%)
Behavioural, social, emotional and mental health needs	13 (12%)	7 (6%)
Speech, language and communication needs inc ASC	49 (45%)	60 (51%)
Physical disabilities	7 (6%)	6 (5%)
Medical needs (PMLD)	1 (1%)	1 (1%)

### Spread of needs across year groups

	Year 2021-22	Year 2022-23
Nursery 1 on SEN register	4	7 (26%)
Nursery 2 on SEN register	6	9 (17%)
Reception on SEN register	15	11 (21%)
Year 1 on SEN register	18	19 (32%)
Year 2 on SEN register	14	21 (35%)
Year 3 on SEN register	12	15 (25%)
Year 4 on SEN register	10	10 (20%)
Year 5 on SEN register	12	12 (20%)
Year 6 on SEN register	18	14 (31%)

Year 2022-23 Category of Need	EYFS		KS1				KS2				Total Prime Need						
	EY		YR1		YR2		YR3		YR4			YR5		YR6			
	M	F	M	F	M	F	M	F	M	F		M	F	M	F		
<b>Cognition and Learning</b>																	
Specific Learning Difficulty (SPLD)															2	1	4
Mild/Moderate Learning Difficulty (MLD)			1		1	3	6	2	5	5	2	1	1	1	2	2	32
Severe Learning Difficulty (SLD)																	
Profound & Multiple Learning difficulties (PMLD)					1												1
<b>Social, Emotional and Mental Health</b>																	
Social, Emotional and Mental Health	1				2		2					1				1	7

Communication & Interaction																	
Speech, Language & Communication Needs (SLCN)	11	3	4	2	2	3	4	3	3	1	1	2	5	2	2	1	40
Autism Spectrum Disorder (ASD)			2		3		3							1	2		11
Physical/Sensory Impairment																	
Visual Impairment (VI)					2										1	1	4
Hearing Impairment (HI)						2		1				1					4
Multi-sensory Impairment (MSI)																	
Physical Disability (PD)		1		2						1	1		1				6
<b>Total: prime need by year group and gender</b>	<b>12</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>8</b>	<b>15</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>118</b>

### 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	15 (+3 Bradford pupils)
Total funding received by school (top up funding, element 3)	£126,638 + £23,509 (Bradford)
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£275,846.72 + £23,509  Total=£299,355.72

### 4. Current SEN staffing infrastructure

	Staff	FTEs
Special Educational Needs Co-ordinator	<b>1</b>	<b>FT</b>
Higher-level teaching assistants (HLTAs)	<b>1</b>	<b>FT</b>
Teaching assistants	<b>22</b>	<b>20 FT 2 PT</b>
Learning mentors	<b>1</b>	<b>0.5</b>
Family Support Manager	<b>1</b>	<b>0.8</b>

### 5. Staff training and Qualification

#### Staff qualifications

	Qualifications
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>• Reading Fluency Training</li> <li>• SENIT Maths Assessment</li> <li>• SENIT Phonics Assessment</li> <li>• SENIT High Frequency Word Assessment</li> <li>• Child protection &amp; Safeguarding training (online modules)</li> <li>• SENCO networks</li> <li>• SENIT Graduated Approach Toolkit briefing</li> <li>• Autism Lead Practitioner workshops</li> <li>• EP Cluster Meetings</li> <li>• Feeding training (Gastronomy care, pump and milk feeds)</li> <li>• SENCo Conference</li> <li>• CLA / Designated Teacher network meetings</li> <li>• PCLA briefing</li> <li>• Attendance Analysis &amp; PA, Working Together To Improve Attendance</li> <li>• SEND: Making a Request from the SEND team briefing</li> <li>• Achieving a Good OFSTED Outcome</li> <li>• Zones of regulation – Family of Schools briefing</li> <li>• LA / NHS Communication Offer for all briefing</li> </ul>
Assistant Headteacher (HN) and Class teacher (Y3)	<ul style="list-style-type: none"> <li>• STARS Autism Level 1 training</li> </ul>
Teaching staff (GM, AFW, LT, CC)	<ul style="list-style-type: none"> <li>• STARS Autism Level 2 training</li> </ul>
Reception staff (all) + SENCO	<ul style="list-style-type: none"> <li>• Emergency Gastronomy care training</li> </ul>
Reception key workers + SENCO	<ul style="list-style-type: none"> <li>• Pump feed training</li> <li>• Milk feed training (gastronomy peg)</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>
All staff	<ul style="list-style-type: none"> <li>• CP refresher training</li> <li>• Child protection &amp; Safeguarding training (online modules)</li> </ul>
12 teaching and TA staff	<ul style="list-style-type: none"> <li>• Team Teach training (whole day)</li> </ul>
3 class teachers (EB, HR, CJ) and TA (AR)	<ul style="list-style-type: none"> <li>• SENIT Maths Assessment</li> <li>• SENIT Phonics Assessment</li> <li>• SENIT High Frequency Word Assessment</li> <li>• Child protection &amp; Safeguarding training (online modules)</li> </ul>

Learning Mentor + 5 Tas (NM, AR, HHu, CF, NS)	<ul style="list-style-type: none"> <li>Reading Fluency Project</li> </ul>
TA (1:1) SK	<ul style="list-style-type: none"> <li>Deaf Instructor training and termly drop ins</li> </ul>
Teachers, SENCo & L2 TAs	<ul style="list-style-type: none"> <li>Speech &amp; Language Therapy (Private) communication offer (QFT, Wave 2 &amp; 3)</li> <li>Speech &amp; Language refresher training delivered by Private SALT on Word Walls, Vocabulary &amp; Colour Coding.</li> <li>DLD Awareness training</li> </ul>
All class teachers	<ul style="list-style-type: none"> <li>SEND Graduated Approach Toolkit &amp; workshop(In-house)</li> </ul>
Reception Tas (HD, RG) and AA	<ul style="list-style-type: none"> <li>Physiotherapy modelling sessions</li> </ul>

## 6. Relevant data sets

### Key Stage 1 performance

#### Y1 Phonics Screen Check 2023

SEN Group	No of pupils	Average score	% at EXS standard
SEN Support	16	21	38%
EHCP	2 (1 disapplied)	3	0%
No SEN	42	35	93%
PP	16	30	88%
All	59	32	76%

#### Y2 Phonics Screen Check 2023

SEN Group	No of pupils	Average score	% at EXS standard
SEN Support	10	25	40%
EHCP	3 (1 disapplied)	26	50%
No SEN	7	32	71%
PP	5 (1 disapplied)	22	25%
All	20 (1 disapplied)	28	53%

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

#### KS1 Cohort % Expected Standard and Above (EXS+) 2023

SEN Group	Results			Pupil Progress
	No of pupils	Average scaled score RWM	% at EXS standard	% Expected standard
SEN Support	18	95.6	RWM: 6% R: 22% M: 28%	RWM: -27%
EHCP	3 (2 disapplied)	94	RWM: 0% R: 0% M: 0%	-25%
No SEN	39	105.4	RWM: 56%	+3%

			R: % M: %	
<b>All</b>	60	102.3	RWM: 38% R: 55% M: 58%	-8% -9% -11%

\*Of the 21 pupils identified with SEN, 3 were disapplied from KS1 SATs.

### **Year 4 Multiplication Check**

<b>SEN Group</b>	<b>No of pupils</b>	<b>Average score</b>	<b>% at EXS standard (score 21/+)</b>
<b>SEN Support</b>	9	20	56%
<b>EHCP</b>	1 (disapplied)	/	/
<b>No SEN</b>	36	22	81%
<b>All</b>	46	21	74%

### **Key Stage 2 Performance 2023**

<b>SEN Group</b>	<b>No of pupils</b>	<b>Actual Results</b>		<b>Pupil Progress</b>	
		<b>Average scaled score (Re, Ma)</b>	<b>% Expected standard</b>	<b>Average Scaled Score (Re, Ma)</b>	<b>% Expected Standard (Re, Wr, Ma)</b>
<b>SEN Support</b>	13	R: 94.4 M: 97.9	RWM: 0% R: 15% M: 54%	+2.8%	RWM: -10% R: -0.1% M: +4.1%
<b>EHC Plan</b>	1	R: 92 M: 102	RWM:% R: 0 M: 100%		R: +4% M: +13.7%
<b>No SEN</b>	46	R: 106.4 M: 106.3	RWM:70% R: 84% M: 93%	+2.5%	RWM: +14% R: +2.1% M: +2.9
<b>All</b>	59	RWM: 104.8 R: 103.7 M: 104.5	RWM:56% R: 68% M: 85%	+2.6%	+3.2% +1.6 +3.3

SEN Support pupils made good progress in line with their starting points +2.8 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 number of pupils with SCLN needs (3 pupils, inc 1 pupil with a diagnosis of DLD), MLD Needs (4 pupils), 3 pupils with SpLD needs and 2 pupils with Autism and ADHD. 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.

## **Progress made by pupils with SEN**

Children working significantly below national expectations in Foundation Stage are tracked on the Leeds Early Years Developmental Journal. This assessment tool highlights the small steps of progress achieved and helps to set targets.

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.)

### **7. Range of interventions currently in place**

<b>Description</b>	<b>Third Space</b>
Number of students currently accessing intervention	60 children (15 x Y4, 15 x Y5 & 30 x Y6)
Comments on effectiveness: One to one supported maths intervention for targeted or disadvantaged pupils in Years 4, 5 and 6 children using Third Space. 30 Year 6 children have accessed approximately 15 hours of 1:1 maths tuition before SATs. 15 Year 5 children have accessed up to 15 hours 1:1 maths tuition. 15 Year 4 children accessed 1:1 tuition with around 10 hours of support in total. 9 Year 6 pupils with SEN accessed Third Space intervention and their average progress was +4.7 progress, compared with +3.3 for all Year 6 children.	

<b>Description</b>	<b>Reading Fluency Project</b>
Number of students currently accessing intervention	<b>6 pupils (1xY3, 3xY4, 1xY5, 1xY6)</b>
Comments on effectiveness Key stage 2 teaching assistants were trained in the Reading Fluency Project in Summer term. Each TA and class teacher used data and teacher assessment to nominate a child in each class to take part in the intervention. Staff were supported by Jenny Scott (consultant) in delivering the intervention and monitoring its effectiveness. Each child was assessed using the Salford Reading Test to get an accurate reading age at the start of the intervention and were re-assessed again to measure impact. Initial results were very pleasing with TAs reporting good progress made by pupils and that children enjoyed the intervention, feeling more confident with their reading. One child (Y4) progressed from reading at 62wpm to 108wpm. A decision has been made to carry this intervention on into next academic year 2023-24.	

<b>Description</b>	<b>School led Tutoring</b>
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Number of students currently accessing intervention	<b>Year 2 (8 pupils Reading, 8 pupils writing)</b>
<p>Comments on effectiveness:  School used School Led Tutoring Grant &amp; recovery premium to support our disadvantaged learners with in-school tutoring support. Small group support was put in place for reading and writing in Y2.  Y2 writing EXS+ PBR 50%, Nat 60%  Y2 Reading EXS+ PBR 55%, Nat 68% (SEN Avg SS 96 in group)  Writing is a focus across school on our SDP for 23-24.</p>	

Description	<b>LEXIA</b>
Number of students currently accessing intervention	<b>50 pupils Y3-5</b>
<p>Comments on effectiveness:  School used continued deployment of Lexia Software to support reading with a targeted group of pupil premium children throughout KS2. The progress measures for reading showed that the target children made pleasing progress. The feedback from the children was extremely positive, saying that they enjoyed the intervention sessions. We have decided to carry the intervention on into 2023-24. Reading fluency will be a focus across school as part of our School Development Plan next year.</p>	

Description	<b>Nurture</b>
Number of students currently accessing intervention	<b>Year 1 - 3 target students</b>
<p>Comments on effectiveness:  School used ABC Centre to deliver outreach nurture sessions in school for 3 targeted pupils in Year 1 who had SEMH needs. Each pupil was given individual targets to work on during their sessions which were followed up in school the rest of the week. Each pupil received 2 sessions per week; 1 in class and 1 session as a group. Model children were added to the group on a weekly basis for 10 weeks. SDQs were taken Pre and Post intervention to show impact. Impact was measured using the Total Impact (TI) score for their behaviour.  Impact:  Child A: TI score +7 improvement. Outreach worker comments showed behaviour did improve over the programme although difficulties remained and consideration at ABC centre was suggested for 23-24.  Child B: TI score +5 improvement. Comments were that they became more independent, more focussed, with improved resilience over the programme.  Child C: TI score -1. It was noted that this child' behaviours were linked to significant trauma, however, they began to action some skills taught in sessions.</p>	

## 8. Attendance

Whole-school attendance rate	91.3 %
Attendance rate for those on SEN register	EHCP 84.6% SEN Support 89.9%

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. School track attendance of all pupils carefully, monitor and action where there are concerns (see internal recording systems). School are working with the attendance team and the plan is to improve systems so school can more closely monitor attendance of both vulnerable pupils and those with severe persistent absence next year.



## 9. 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

1 pupil attended alternative AIP provision Feb 23 – July 23.

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

### Quality assurance and performance management of teaching assistants

Daily support for TAs

Working with SALT, DAHIT, VIT, SENIT and Jenny Scott (Consultant) alongside TAs – delivering ongoing training and support to teaching assistants, supporting with provision, target setting and monitoring of pupils with SEN.

### 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 Pupil Progress 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

## 11. Compliance with statutory duties

	√ / x
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.	√

## 12. 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, 3 and 5 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 + provision map + meet with parents. This is making it more manageable for teachers, with targets reviewed with parents at the end of the term.
- Introduction of Graduated Approach Toolkit to teachers. All SEN pupils now have an Individual Provision Map in place.
- Ongoing support and training from our private Speech & Language therapist.
- From Summer Term, school have used the services of Jenny Scott Consultancy (previous SEN Officer for LA). This has been very useful so far in supporting school with individual pupil assessments, tracking progress, setting targets and advising on support and provision for SEND pupils. Jenny has also supported staff as well as delivering training to TAs.

### **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.
- Many cases are stacking up that are urgent due to pupils with high needs which have not been flagged up previously from prior settings or because not in education setting due to Covid.
- 52% of children have Bradford postcodes so our only option to secure funding for these pupils is through EHCP application. School have been told no support for children out of authority by Bradford indicating Leeds have to support. School may get Leeds SEN support as this is available to all pupils, however, Bradford pupils cannot access additional funding without an EHCP.
- Our traded Speech & Language Therapy support through cluster services was cut and due to increase in cluster service costs, school have been unable to pay for this service through school budget. This has meant that we are solely relying on NHS and Sunrise Speech & language services to meet our significant SLCN needs in school.
- SENDCo has limited opportunity to be in classrooms due to workload, therefore limited availability to assess children or monitor SEND provision.
- An understanding of workload – 7 applications made for EHCPs this academic year and many more due to be made next year. An average time to complete with focussed work – 1 month each. Huge increase in call for EHCPs, sometimes by outside professionals.
- Current termly provision maps do not evidence impact sufficiently. Implementation of Graduated Approach Toolkit intervention paperwork should do this next year.
- Staff recruitment difficulties for 1:1 support roles. This has meant increased use of agency staff; lack of consistency for pupils.

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

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

- Graduated Approach Toolkit: continuation of staff training, phased implementation of the GAT toolkit, Intervention paperwork and SEND review paperwork (SDP).
- Increased capacity of Learning Mentor / Pastoral Pupil Support for wellbeing and pupil outcomes. Capture impact of intervention work being varied out.
- Improve staff awareness and understanding of QFT strategies for pupils with SEND
- Whole school audit of SEND provision and monitoring (using Jenny Scott services to support).
- Ongoing targeted support for Reading Fluency at KS2.
- Early reading – implementation of RWInc

- Developing the use of the Year 1 outdoor area to support early play / learning experiences for all children but particularly our SEND children.

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 training in ESNA (Extended School Non Attendance)

Ongoing staff recruitment for SEN children needing 1:1 support.