



Report to governors on special educational needs and disability (SEND)

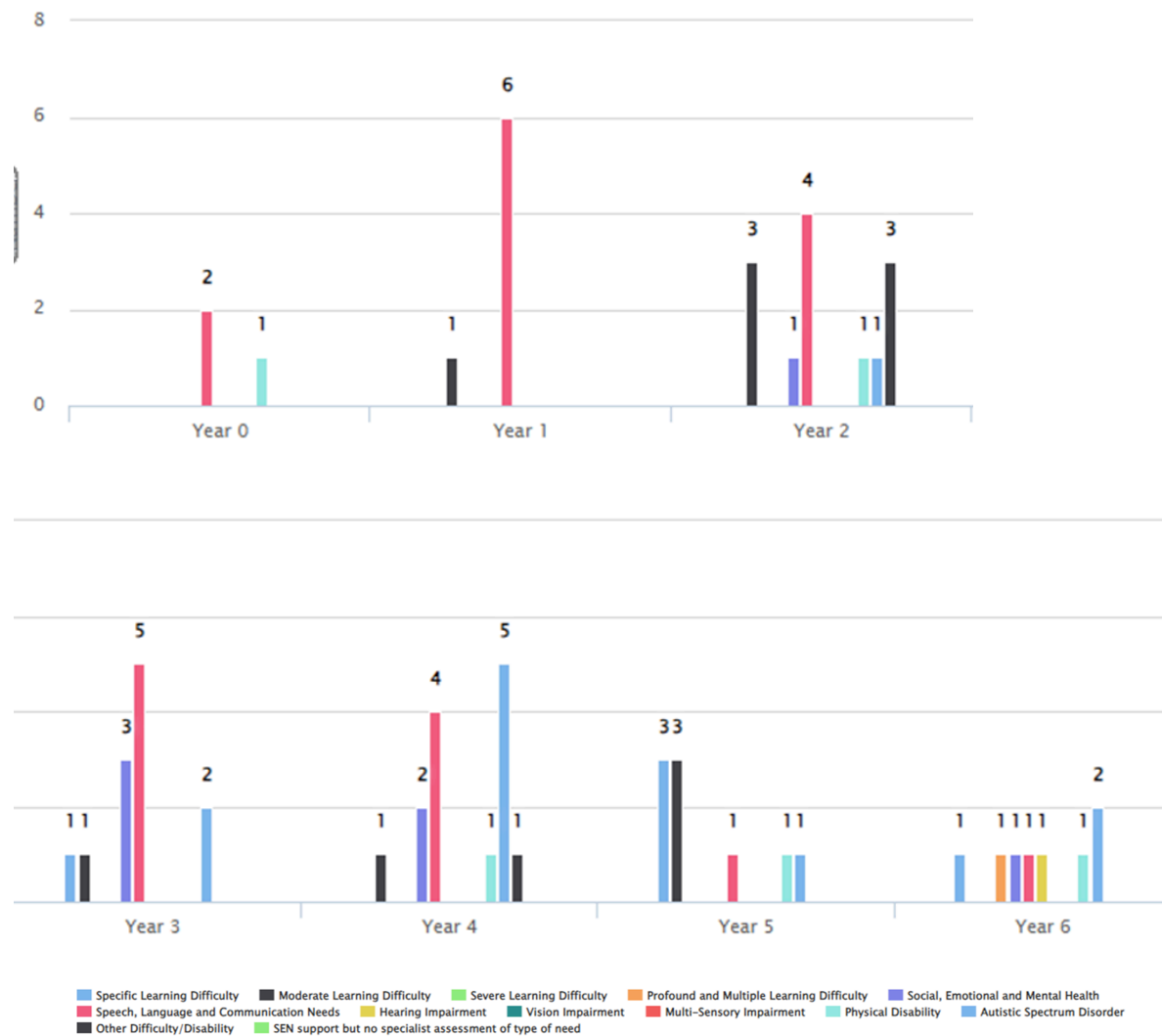
October 2023

1. SEND register profile

Type of support	Number of pupils
Special educational needs (SEN) support	Male = 47 Female = 20 Total = 67
Funded through Funding For Inclusion	24 children + 1 with a Bradford funded EHCP
Education, Health and Care (EHC) Plan	8 children (1 is a Bradford plan)

At Farsley Farfield Primary School 15% of our children are on the SEND register, whereas nationally 13% of children have SEN Support. Nationally 4.3% of SEND children have an EHCP. Only 1.8% of children at Farfield have an EHCP but that is due to the funding being granted differently to other authorities and 5.7% of our children are funded in school. 37% of the children on our SEND register qualify for Funding For Inclusion which indicates a high percentage of our children have more complex SEND needs. Most of the children that receive FFI funding come from outside our usual catchment area.

The breakdown of SEND children across school:



On our current SEND register, we have children with a variety of needs. Due to this large range of needs, we use different strategies to ensure an inclusive environment and support so that all children can reach their potential. OFSTED (2023) highlighted how children are fully included in our school experiences - “ **Skilled adults support pupils with physical needs to make sure that they have the same opportunities as their peers. Leaders have created a truly inclusive culture in which all pupils can flourish**”.

The government reports that nationally: “**The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.**”

6 of our 8 EHCPs are for children with a diagnosis of autism. We are seeing an increase in children getting a diagnosis of Autism but also dual diagnosis of Autism and ADHD. Currently, we have 17 children with a formal diagnosis of autism, 12 who are in the CAMHS waiting list and 5 who we have identified concerns about but have not yet been referred to CAMHS.

2. Educational Health Care Plans (EHC)

We currently have eight children with an EHCP. Four EHCPs were applied for last academic year and two have been successfully completed. We are still waiting for the outcome of two more but there is a delay due to the lack of Educational Psychologists to provide evidence for the assessment process.

If a child isn't making as much progress as we would like, even with a very clear support plan in place, or we feel the child may benefit from a specialist setting, we can apply for an EHCP. This is always discussed with parents and we work cooperatively throughout the assessment process.

Once an EHCP is in place, it means an annual review process needs to be completed so clear, long term outcomes can be set and reviewed, overseen by SENSAP (Special Educational Needs Statutory Assessment and Provision Team). The annual review meeting takes place with school staff, parents/carers and other professionals who are involved with the child.

3. Identifying pupils with SEND

At the beginning of the year, the SENDCO meets with all teachers to discuss the class caseload and also any other children who may be raising concerns.

Quality First teaching is always seen as the best provision for any child but when they are still unable to make the required progress, alternative interventions may be required. When initial concerns are raised, we review the provision in place and discuss options of interventions which could support the child's needs. This is shared with parents via the class teacher. After time, if staff and parents feel the intervention isn't impacting on progress then there may be discussions around placing the child on the SEND register so there is a more clearly defined 'assess, plan, do, review' process in place. If a child needs to be added to the SEND register, the SENDCO always has a conversation with parents to explain this and it is recorded electronically on CPOMS.

Over this year, staff and parents have contacted the SENDCO about concerns around their child's needs and possible need for intervention. In some cases, when a full discussion with all parties has been completed, we have put the children on the SEND register to enable the school to monitor progress more closely.

When there are increasing concerns around a child's development, we are often required to seek professional opinions. This year, we have made referrals to speech and language, the 0 - 19 nursing team, SENIT (Special Educational Needs Inclusion Team), STARS (Specialist training in Autism and Raising Standards) and Leeds Health and Safety Team.

Once a child has been identified as having a SEND need, a clear plan of provision and support is identified on an Individual Provision Map (IPM). In this document we also identify strengths and needs so all staff have a clear picture of the whole child. At the end of every term, parents/carers are invited to a 30 minute meeting to review the provision in place and think about next steps for the child. Parents/carers are asked to complete a review form so the school can see their thoughts around their child's provision and the child's voice is also gathered. All this information is stored as an electronic document with up to date reports and information linked to it.

4. Progress made by pupils with SEN

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

Children who are working 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.

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 termly on Insight (the schools assessment tracking record).

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

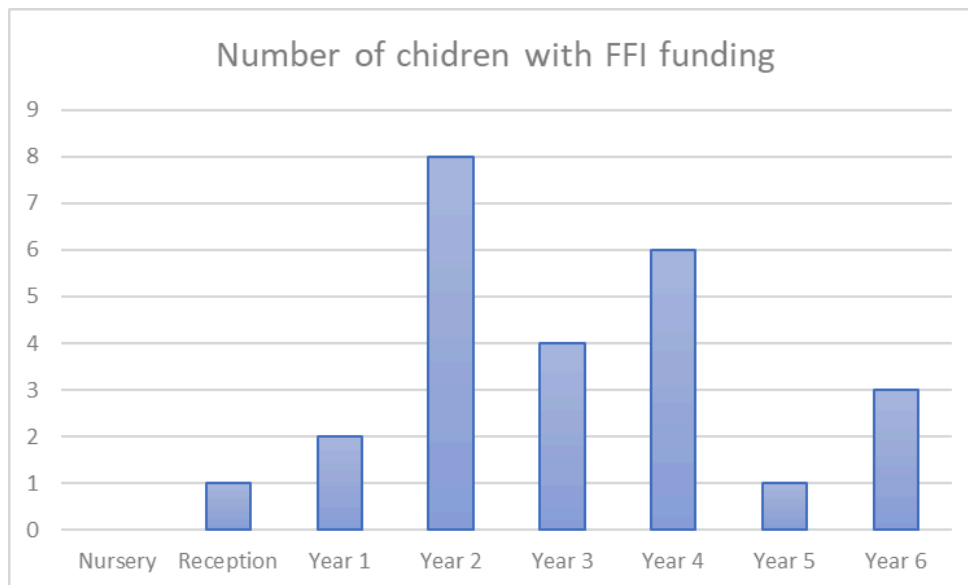
*Our high expectations and excellent provision was identified by OFSTED (2023) - **"The school provides exceptional support for pupils with special educational needs and/or disabilities (SEND). These pupils learn the same ambitious curriculum as their peers"**.*

5. SEND funding

If a child meets the criteria for Funding For Inclusion (FFI), the SENDCO will complete the required paperwork and submit this to Leeds City Council. Applications for Reception can be completed in the autumn term, Nursery funding can be applied for each term and all other applications for Years 1, 3 and 5 are completed in the summer term prior to them entering that year group.

In the summer term of 2023, 11 applications were made and we will be informed of the outcome of these in February 2024. In the Autumn term of 2023, two applications were submitted, one to continue with existing funding and one for a new child.

The current situation of funding across the school:



Every child's needs are discussed and staffing is re-evaluated at relevant and regular points during the year. The Senior Leadership Team dedicates a meeting during the summer term to discuss children's needs and how staff skill sets will be best placed during the following academic year. A staffing plan is then completed by the head teacher and SENDCO. This year, the structure of staffing has changed and instead of naming a 1:1 member of staff for a specific child, there is often a team of adults working in the class who will spend some time with different children at different times in the day.

The funding is allocated to both staffing and provision/ opportunities. An Individual Provision Map is created on a termly basis to highlight the provision a child is accessing.

6. Staff development

The development of all staff is very important and staff are encouraged to take part in training sessions relevant to their role and whole school development. Training that has taken place in the academic year 2022-23 includes:

- Tier 1 and 2 Autism Education Trust training (as a school we ensure all our staff are trained to tier 2 standard)
- Tier 3 Autism Education Trust training for our lead practitioners
- Lead Practitioner workshops
- STARS social stories
- Tracheotomy and CPR training
- Makaton - introduction
- Alpha to Omega
- Colourful Semantics
- SENIT Developmental Journal
- Team Teach

- Supporting children using colour coding
- BLANKS level questioning
- Supporting speech and language

In addition, the SENDCO has accessed some specific training to lead SEND across the school:

- Attended the annual Leeds SEN conference
- Attended termly SENDCO network meetings
- DLD - 8 hour training programme

This extensive training package and our well-skilled staff team was celebrated during our OFSTED visit in September 2023 - ***“Leaders work relentlessly to remove any barriers that pupils might face to their learning. They do this by making sure that all staff have the expertise to help pupils with SEND. These pupils receive exactly the right support to become confident learners”.***

7. Work with external agencies

We currently work with the following external agencies:

- Educational psychologist
- SENIT (Special Educational Needs Inclusion Team)
- STARS (Specialist training in autism and raising standards)
- NHS and private speech and language therapist through Away With Words
- Occupational Health
- Physiotherapists
- Incontinence team
- 0 - 19 community nursing
- Hearing impaired team (DAHIT)
- Pudsey Cluster
- Area Inclusion Partnership
- CAMHS / Clinical Partners

Advice is given and we are then able to develop the provision for the child to make sure it is appropriate to their needs. This external support is vital in providing specific programs of support and developing staff knowledge to ensure appropriate provision is in place.

8. Accessibility

We ensure all children are able to access all areas of the building by the use of ramps and lifts. We strive to ensure children who are in wheelchairs in school are able to participate in school life along with their peers.

9. SEND data – summer 2023

The graphs below show progress made for Year 2 and Year 6. Children in the grey box and to the right have made expected or more than expected progress. Children's progress is tracked termly through the SEND meeting and appropriate interventions/provision is put in place according to need. For children who are working significantly below expectations, we use Progression Steps to be able to plan learning, track attainments and celebrate their achievements.

Year 2 Reading

Reading Progress Matrix for 12 Pupils (from 2022-2023) in Year 2, with SEN Support or EHC Plan					
		Y2 Sum Main Assessment			
		Sig. Below	Below	At	Above
YR Sum EYFSP	No Data		1 pupil (8%)		2 pupils (17%)
	Emerging	5 pupils (42%)		2 pupils (17%)	
	Expected		1 pupil (8%)	1 pupil (8%)	

Year 2 Writing

Writing Progress Matrix for 12 Pupils (from 2022-2023) in Year 2, with SEN Support or EHC Plan				
		Y2 Sum Main Assessment		
		Sig. Below	Below	At
YR Sum EYFSP	No Data		1 pupil (8%)	2 pupils (17%)
	Emerging	5 pupils (42%)	2 pupils (17%)	
	Expected			2 pupils (17%)

Year 2 Maths

Maths Progress Matrix for 12 Pupils (from 2022-2023) in Year 2, with SEN Support or EHC Plan

Y2 Sum Main Assessment

		Sig. Below	Below	At	Above
YR Sum EYFSP	No Data			2 pupils (17%)	1 pupil (8%)
	Emerging	5 pupils (42%)			
	Expected		1 pupil (8%)	3 pupils (25%)	

Year 6 Reading

Reading Progress Matrix for 15 Pupils (from 2022-2023) in Year 6, with SEN Support or EHC Plan Scatter Graph

Y6 Sum SAT Scaled Score

		No Data	79-89	90-99	100-104	105-109	110-114
Y2 Sum SAT TA	Pre KS			2 pupils (13%)			
	WTS	1 pupil (7%)	1 pupil (7%)	3 pupils (20%)			
	EXS			2 pupils (13%)	1 pupil (7%)	3 pupils (20%)	1 pupil (7%)
	GDS						1 pupil (7%)

Year 6 Writing

Writing Progress Matrix for 15 Pupils (from 2022-2023) with SEN Support or EHC Plan, in Year 6

Y6 Sum SAT TA

		No Data	Pre KS	WTS	EXS	GDS
Y2 Sum SAT TA	Pre KS		1 pupil (7%)			
	WTS	1 pupil (7%)		7 pupils (47%)	3 pupils (20%)	
	EXS				2 pupils (13%)	1 pupil (7%)

Year 6 Maths

Maths Progress Matrix for 15 Pupils (from 2022-2023) in Year 6, with SEN Support or EHC Plan

Scatter Graph Download

Y6 Sum SAT Scaled Score

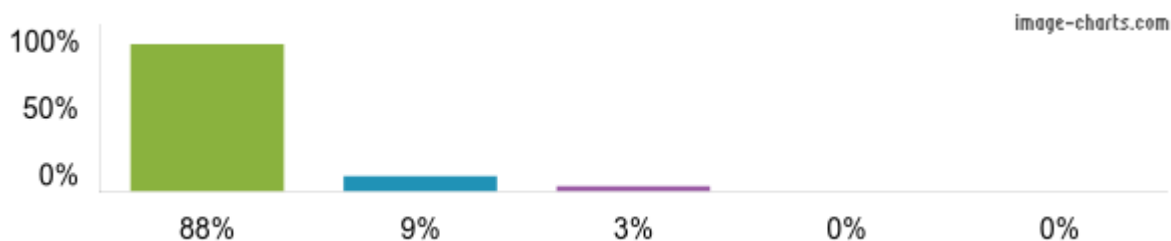
		No Data	79-89	90-99	100-104	105-109	110-114
Y2 Sum SAT TA	Pre KS		1 pupil (7%)				
	WTS	1 pupil (7%)	3 pupils (20%)	5 pupils (33%)	1 pupil (7%)		
	EXS			1 pupil (7%)		2 pupils (13%)	
	GDS						1 pupil (7%)

9. Parental Views

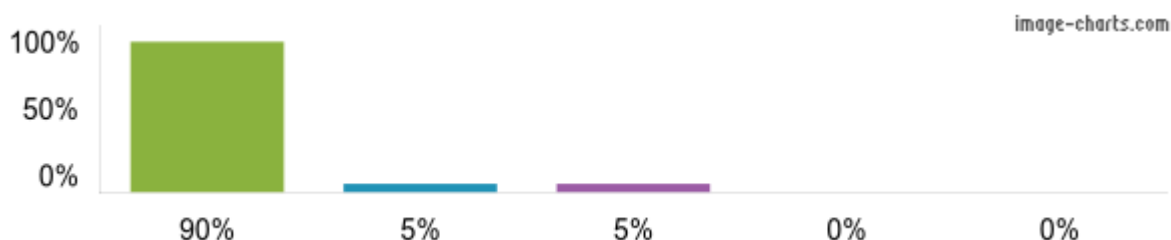
Parental views are sought and captured as part of the termly review process and EHCP annual reviews. The question asked is, 'My child has SEND and the school gives them the support they need to succeed.'

Ofsted Parent View responses suggest a high degree of support for the school from parents of children with SEND:

Parent View responses in 2022-23 (32 responses) (Green = strongly agree, Blue = agree, Purple = disagree)



Parent View responses in 2023-24 (20)



10. Changes and improvements being made this year

Last year we took on a substantial piece of work, creating an electronic system where all documents relating to a child are linked through an Individual Provision Map. The Individual Provision Map has proved useful and feedback has been very positive.

When staff were asked, *'Do you feel like moving to IPM's has been a positive change at Farsley Farfield?'* 60% strongly agreed and 40% agreed. When parents were asked the same question, 45% of parents strongly agreed, 29% agreed and 26% said they didn't have the clear evidence yet.

The aim for this year is to continue embedding this new way of working and ensuring we continue to plan and support all children's needs by having clear and useful documentation of strengths, needs and provision. We would like to develop the recording of intervention impact and this will be done as part of the review process.

Verbally, in our OFSTED feedback, our SEND provision and inclusion was described as **'stunning'** and **'exceptional'** so the aim is to keep this high level of provision and support in place for our most vulnerable children.

Report written – October 2023

By Lucy Swindlehurst