

Executive Summary 2023-2024

Pudsey Primrose Hill has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible provision for all children, including those with Special Educational Needs and Disabilities (SEND). We have high expectations of all of our children and strive to identify and put support in place at the earliest possible stage for those children who need it. We are also able to support children pre-school age as we have our own Nursery on site which is located in its own building within the school grounds. Children can begin attending our Nursery from the start of the term after they turn 3. School were visited by OFSTED in October 2023 and after a 2 day inspection were judged as outstanding (the same grade awarded in our previous inspection in 2011).

The impact of SEND provision is overseen by the Headteacher and Governors, with a designated person having leadership and management responsibility in school. The Special Educational Needs Co-ordinator (SENCO) at Primrose Hill is Mrs Jennie Dale. Provision is monitored, reviewed and evaluated throughout the year, and an annual written report is given to the school's governing SEND link, Helen Dawson. Explanations are given as to how needs are being met and how SEN funding is being spent.

Throughout the year, inclusion for pupils with SEND continued to be a priority for the school; we continued to benefit from the support of external professionals, such as the Special Needs and Inclusion Team and the Educational Psychology Team. Both teams supported the SEND team and class teachers to personalise learning for a number of pupils with complex learning needs and/or social, emotional and mental health difficulties. Behaviour throughout school continued to be excellent for the majority of pupils; any pupils who required extra support to manage their behaviour had access to appropriate intervention and support in school. We have staff in school trained to deliver Drawing and Talking, Lego Therapy and Emotional Literacy as therapeutic interventions for children with social and emotional difficulties.

Pudsey Cluster continued to provide Speech and Language support to schools in the Cluster through Away with Words, a private speech and language company. Each school in the Cluster receives half a day per month with a qualified, experienced therapist from the service. The same therapist visits each month to ensure consistency of assessments, reports and targets. In addition to this, we refer to the NHS for extra support with the increasing speech and language caseload.

Name and contact details of the SENCO: Mrs Jennie Dale

j.dale@primrosehill.owlcotesmat.org tel 0113 2574129

Name and contact details of the Intervention manager: Miss Adele Whiteley

a.whiteley@primrosehill.owlcotesmat.org tel 0113 2574129

Name of SEND Governor: Zulekha Naseer z.naseer@primrosehill.owlcotesmat.org 0113 2574129

School characteristics

The number of pupils on the SEND register does fluctuate throughout the year. This is due to mobility of pupils or pupil's needs changing/new needs identified.

	2021-2022	2022-2023	2023-2024
Total number of children on school roll (excluding Nursery)	440	443	456
Number of children on SEN register for this period	63	67	60
Number of children with EHCPs	1	0	4
% of children on school roll with SEN	12.7%	13.7%	13.5%
National average % of children on school roll with SEN	12.6%	13%	13.6%
National average % of children with an EHC	4%	4.3%	4.8%

Education Health and Care Plans

	Number
Number of EHCP applications currently in progress	2
Number of EHCP applications planned for next year	3

Breakdown of SEN register by primary category of need

The primary category of need is determined by what the pupil needs the most support with at school.

	2021-2022	2022-2023	2023-2024
Communication and interaction	26	27	31
Cognition and learning	24	24	13
Social, emotional and mental health difficulties	8	10	13
Sensory and/or physical needs	5	6	3

(Broad Areas of Need taken from SEN Code of Practice 2015)

Spread of needs across year groups

	2021-2022	2022-2023	2023-2024
Nursery on SEN register	8	5	7
Reception on SEN register	7	13	8
Year 1 on SEN register	4	6	11
Year 2 on SEN register	5	4	6
Year 3 on SEN register	5	7	5
Year 4 on SEN register	9	5	7
Year 5 on SEN register	14	9	6
Year 6 on SEN register	11	17	9

Funding arrangements

The funding for the financial year April 2023 to March 2024

	2023-2024
Notional funding received by school	£117,212.01
Number of pupils for whom top up (element 3) funding is being claimed	10
Total funding received by school (top up funding, element 3)	£91,060.00
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£208,272.01
Total number of pupils who are eligible for SENDIF Funding	0

Staffing

Support for all pupils across school is co-ordinated by the Special Educational Needs Co-ordinator, Mrs Jennie Dale, with support from the intervention manager, Miss Adele Whiteley. Staff are allocated to work with pupils who require additional support across school and this support is predominantly carried out within classrooms to ensure we promote an inclusive ethos.

	Number of Staff Sept 2023 - July 2024
SENDCO	1
Intervention Manager	1
Teaching Assistants (FTE)	16
Pastoral / Home School Liaison	1

Staff training 2023-2024 (relating to SEND)

Staff CPD continued to remain a high priority in school. Staff welcome the opportunity to attend different courses and then feedback to colleagues afterwards. A record is kept centrally of staff expertise and training in SEND

	Training accessed	Desired impact
All teachers and teaching assistants	PDM focus - Sensory Processing and Sensory Circuits (Learning Inclusion Service)	For staff to gain a greater awareness on the impact sensory processing needs can have and ways to support pupils with sensory needs
EYFS staff (teachers and TAs)	EYFS Developing good Autism Practice (Tier 2, STARS)	Staff working in early years to develop their understanding of the Autistic spectrum and how to meet the needs of pupils with a diagnosis/awaiting diagnosis
EYFS teaching assistants	Understanding and Managing Challenging EYFS Behaviour (Educational Psychology Team)	For staff to understand behaviour as a form of communication and develop strategies to help manage and support pupils presenting with challenging behaviour
Two teaching assistants	Lego Therapy Training	To upskill 2 teaching assistants to deliver lego therapy as an intervention to

		groups of children in both Key Stage 1 and Key Stage 2
SENDCo and specific class teachers	Making Sense of SEMH (Educational Psychology Team)	Staff to gain an insight into the reasons why pupils may display challenging behaviour in school
SENDCo	Refresher training: Dyslexia Capacity Building	Refresher training on SpLD and ways to support pupils with or without a diagnosis at a universal and targeted level
SENDCo	Termly network meetings and annual conference	Training on a range of different aspects of SEN, opportunity to network and share effective practise with colleagues
SENDCo	Owlcotes MAT SENDCo network meetings	Opportunity to share good practise across the MAT in order to develop provision across the schools
Class Teachers	PDM training focus - introduction of new Individual Provision Map templates and provision overviews	Whole school shift towards provision based plans rather than the setting of specific targets
Teaching assistants	Half termly CPD training provided in house as a twilight session, focus varied each half term	To ensure Teaching Assistants feel confident to meet the varying needs of pupils with SEND

Relevant Data sets

Data for the achievement at the end of each Key Stage in July 2024

Foundation Stage Data:

	Pudsey Primrose Hill	National
All pupils	72%	67%
Pupil with SEN	0%	20%

Key Stage 1

% achieving expected standard:	Reading	Writing	Maths	RWM Combined	Number of pupils
Pudsey Primrose Hill SEN	25%	25%	38%	3%	6

Key Stage 2

% achieving expected standard:	Reading	Writing	Maths	RWM Combined	Number of pupils with SEND in Y6
Pudsey Primrose Hill SEN	57% (4 out of the 7 pupils that completed SATS. Additional 2 pupils working pre Key Stage in Reading)	50% (3 out of the 6 pupils that were assessed. Additional 3 SEND pupils working pre Key Stage in Writing)	57% (4 out of the 7 pupils that completed SATS. Additional 2 pupils working pre Key Stage in Maths)	29% (2 out of 7 pupils)	9

Range of interventions currently in place

Description	Priority readers
Analysis of effectiveness / impact	
Description	Children requiring extra support with fluency and word recognition read with an adult a minimum of 3 times a week
Analysis of effectiveness / impact Children working below age related in Reading across school read regularly with an adult in class on a one to one basis (minimum 3 x weekly). Lots of children develop confidence, comprehension and fluency as a result of these 10 minute focused teaching sessions. Staff teach children to blend and segment in order to read fluently and target questions at the children to assess comprehension when reading.	
Description	Phonics/reading interventions
Analysis of effectiveness / impact School have embedded a consistent approach to the teaching of early reading through the Floppy's Phonics programme. Pupils in EYFS and KS1 have daily teaching of the programme whole class and some children are identified as needing extra intervention, either through extra phonics sessions or daily reading with an adult one to one. In KS2, pupils access Project X as a reading/phonics intervention as this is more age appropriate for children still learning to develop their fluency.	
Description	Speech and Language Interventions
Analysis of effectiveness / impact These interventions are run primarily by members of support staff in school, who have access to the NHS speech and language toolkit after training/modelling from the Away with Words Speech and Language Therapist. Some children receive therapy and/or assessment reports through the NHS speech therapist if parents or school refer to them directly. These interventions are mainly delivered one to one, but some are delivered in small groups where appropriate e.g a social interaction groups.	
Description	Social, Emotional and Mental Health Interventions
Analysis of effectiveness / impact	
Description	Interventions to support emotional wellbeing and SEMH needs
Analysis of effectiveness / impact School continues to offer different therapeutic interventions for individuals, which include Drawing and Talking and bespoke Emotional Literacy (Treehouse). In addition to this, we regularly seek advice and support through Pudsey Cluster where we feel children may need access to interventions such as play therapy, bereavement support and therapeutic	

counselling. This year, two members of school support staff were also trained to deliver Lego Therapy and groups were set up in both KS1 and KS2. School continues to liaise with the Educational Psychology team/Learning Inclusion team to ensure we are meeting the needs of these pupils through bespoke interventions and reasonable adjustments in the classroom.

Attendance

The school continues to monitor the attendance of all pupils throughout school and provide support to families as needed. The SENDCo liaises with the attendance officer and provides support for families of pupils with SEND where attendance is a concern.

Whole school attendance rate 2023-2024	96.1%
--	-------

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

Alternative arrangements

Number of SEN pupils on a reduced timetable	0
Number of SEN pupils receiving their education off-site	1
Number of SEN pupils who are being taught out of their chronological cohort	0

SEND quality assurance arrangements

Quality assurance and performance management of support staff, pastoral staff and teachers

All teachers have performance management objectives and these are reviewed regularly throughout the year by the Headteacher and other members of the Senior Leadership Team. Monitoring of lessons takes place through drop in sessions with a focus on inclusion and provision for pupils with SEND. Monitoring of support staff is carried out through drop ins and observations of interventions. Monitoring is also carried out by analysis of data for pupils with SEND through the use of progression steps. Termly support and review meetings with the SEND team enable teachers to celebrate successes, identify strengths as well as barriers, and to plan next steps in collaboration with parents.

Quality assurance of interventions

Through the whole school monitoring cycle, interventions are observed throughout the year. These can be observations of pupils in the classroom or through observations of specific small group or one to one intervention. Support is provided for any members of staff requiring this, and opportunities are explored for further professional development. This could be within the school or through an outside agency depending on the need. Intervention reports and records are also monitored and tracked to assess progress and impact.

Individual Provision Maps

Class teachers use the 2020 Bsquared Progression Steps to plan inclusive lessons for pupils working significantly below their age group. We encourage this to be part of whole class teaching wherever possible; research shows that pupils achieve better when they are included in the class and can access quality first teaching with support as required. For example, if a pupil's objective is to be able to write in full sentences, this should be taught in context within a whole class English or Topic lesson rather than out of the classroom as a discrete intervention session. As recommended by the Learning Inclusion Service, each child on the SEND register now has an Individual Provision Map which focuses on the provision required to be successful in school, rather than the setting of bespoke targets. These maps are used as working documents and are updated a minimum of 3 times a year. The provision maps focus on the strengths of the pupil as well as identifying barriers to learning.

Compliance with statutory duties

The school continues to meet all the statutory duties. Annual reviews for EHCs have been held and paperwork submitted to the authority within the set timescales.

	✓ / ☐
Is all provision in place for pupils with EHCPs?	✓
Have annual reviews have been conducted on time?	N/A for the year 2023-2024 (EHCs not due for review as less than one year since final plans in place)
Does the school's SEN policy reflects reality within the school?	✓
Has the school has responded to all professional recommendations made in this period?	✓
Is the school's building fully accessible?	✓
Is the school's website compliant with statutory requirements?	✓

Summary

SENDCo's priorities for the next academic year

Begin to screen pupils for SpLD using the Dyslexia Portfolio assessment tool and liaise with parents closely to identify specific needs
Develop the targeted and personalised provision for SpLD pupils through training for teachers and teaching assistants in meeting the needs of pupils with a dyslexic profile in school.
Ensure relevant and purposeful CPD opportunities are provided for staff throughout the year
Ensure all new staff have a basic awareness of Autism (AET Making sense of Autism training to be delivered in the Autumn term)
Continue to develop home/school links to ensure effective communication and ensure a 'team around the child' approach in order to help each SEND pupil achieve their full potential.