



# LEIGHTERTON PRIMARY SCHOOL

## SEND Information Report 2019-20

*This document serves to update parents and governors on SEND provision and outcomes for pupils with SEND for the academic year 2019/20. It should be read in conjunction with the latest SEND policy (available on the school website).*

### SEND Profile, 2019-20

- In June 2019/20 there were 11/82 pupils (13.4%) on the SEND register which is in line with the national average. Over time, however, numbers fluctuated as pupils entered or exited the register. At the beginning of September 2019, the number of children with an Educational Health Care Plan (EHCP) had risen to two with a new child joining Leighterton Primary School. In September 2020, three SEND pupils transferred to new schools and one pupil, with SEND, joined Leighterton.

*Figure 1: Pupils with SEND at Leighterton Primary School and the Graduated Pathway, Sept 2019.*

Pathway	No.
SEND	11
My Plan	4
My Plan +	5
EHCP	2

*Note: data does not reflect any current applications for EHCPs*

### Monitoring Provision for Pupils with SEND

- In 2019/20 The SENCo/HT monitored the provision of My Plan's and supporting documentation in line with the School Monitoring and Assessment Schedule. This involved regular 'drop-ins', observations, formal book scrutiny and planning monitoring.
- SEND provision was also monitored by the Curriculum and Standards committee of the governing body, who met three times. Termly meetings with the designated governor for SEND governor (SENDGOV) also took place during 2019/20.

### Overall Quality of Provision for Pupils with SEND

- In the summer term of the academic year 2019/20, the school's evaluation of teaching and learning was deemed "good". Pupil Progress Meetings (PPMs) take place termly for all pupils, including those with SEND and teaching and learning is planned for all children, aiming to meet / exceed their end of year expectation. During the summer term, risk assessments were carried out for children with an Education Health Care Plan and with the agreement of their parents, it was decided whether it would be safer for the children to be in or out of school. Where a child was out of school, the SENCo made regular home visits and phone calls to monitor them and their learning. The class teachers were also in regular contact.

### Achievement of Pupils with SEND

- All pupils at Leighterton Primary School complete termly assessments in reading, writing and maths (3 times a year). Formal assessments in PIRA (reading) and PUMA (maths) are conducted 3 times a year and produce standardised scores. Teacher assessments and tracking systems are also used to inform judgements about pupil achievement. Pupils in Y2 and Y6 also undertake statutory assessment. Pupils in Y4 take a Multiplication Tables Check and pupils in Y1 also take the national phonics screening assessment, although statutory assessments have not taken place this year.
- Internal EYFS/KS1/KS2 data shows that some pupils with SEND do not yet achieve age-related (or “expected”) outcomes, although this varies from child to child and some do meet and exceed these.
- At the end of the academic year 2019/20, pupils with SEND in EYFS were working below the expected standard. Pupils in KS2 worked at expected standard or working toward the expected standard in reading, writing and mathematics.

### SEND Policy

- The SEND policy continues to be updated annually. It was reviewed in December 2019 and will be reviewed again in December 2020.
- As part of induction, all new staff continue to be given training on SEND policy and practice.

### SEND Budget & Spending

- In 20-21 Leighterton Primary School received £17,100 SEND high needs top up funding. This funding has been used as a contribution towards teaching staff and teaching assistants who support children with SEND.
- In 2019/20, pupils with SEND who have also been eligible for pupil premium funding benefited from additional targeted support. See the Pupil Premium Report for further information on expenditure and impact (report available on the school website).

### Staffing for SEND

- The Headteacher continues to work as the school SENDCo. There are 5 TAs (one based in each class and one who works solely with targeted children). All continue to support a range of pupils with diverse learning needs.
- In 2019/20 TAs were deployed to respond to SEND pupil and whole-class needs on a flexible basis: supporting with targeted individual intervention or group work, or teaching a year group as part of mixed year cohort. TAs are deployed according to the needs of each class and where there is greater need, more TA hours support that class.

### Interventions

- During 2019/20 the school continued to develop interventions for responding to the needs of pupils with SEND.
- Support from other agencies was sought where children and their families would benefit.
- Leighterton Primary School currently has staff trained in the following interventions:

Name of Intervention	Purpose of Intervention	Duration
Emotional Literacy Support (ELSA)	Bespoke 1:1 support for children with a range of emotional needs (e.g. friendship issues, low self-esteem, etc.). (YR-6)	Flexible, according to the need of child
Pre and post teaching in maths	1:4 KS2 maths intervention designed to develop confidence in key mathematical concepts	Typically 2 x 30 minute sessions each week

Daily Reading	1:1 reading with designated adult (Y1-Y6)	Flexible, according to the need of child, typically 5 mins daily/4 times a week
Precision Teaching	Targeted spelling (e.g. key words, common misconception vocabulary, etc.) (Y1-Y6)	c. 10 mins, typically 4 times per week. Spellings reviewed weekly or when spellings internalised
Personalised targeted intervention	To close gaps in knowledge and understanding	As and when needed

### CPD related to SEND

- Continuing Professional Development (CPD) in SEND has continued to be high profile at Leighterton Primary School. Training needs have focused on ongoing training related to Quality First Teaching (QFT), ensuring that practitioners are skilled and confident to respond to a diverse range of learners' needs. SEND has continued to be high profile in weekly staff training and meetings. In addition the following, external training sessions have taken place:
  - i. *Termly SENCo Cluster meetings for the School SENCO (SENCO)*
  - ii. *Emotional Literacy Support Assistant – (ELSA) Network training for ELSAs (1 staff member)*
  - iii. *Maximising the use of TAs in the classroom –*
  - iv. *Understanding Attachment*
  - v. *An introduction to Autism in girls*
  - vi. *Autism level 1 training (teaching team)*
  - vii. *Dyslexia friendly classrooms*
  - viii. *Personalised CPD to support individual children's needs*
- Training needs have been met through the school CPD budget or through the Pupil Premium Grant.

### Engagement with Stakeholders

- Class teachers have continued to manage My Plans, meeting parents/carers three times a year to review agreed targets and actions. Whilst such meetings have typically been conducted with the class teacher, the SENDCO may be present to support.
- The SENDCO/HT has continued to be available at Parents' Evenings (Oct, 201; Feb, 2020) to discuss parental concerns or questions relating to SEND. The SENDCo has also attended meetings or liaised with schools related to pupil transition (e.g. new pupils starting the school or moving onto a new school).
- The Parent Questionnaire (December 2019) conducted by the governors did not raise any concerns in relation to SEND.
- The SENDCo met with the SEND Governor (SENDGov) to discuss progress in relation to SEND. The work of the SENDCO will continue to be monitored by governors 2020/21 including termly meetings (3 per year) with the SENDGov.
- Leighterton Primary School continues to work with other agencies, e.g. Early Help and Advisory Support Teachers to support children.

### Action Planning for SEND 2019/20

- To continue to support children with SEND in order for them to progress.
- To further personalise support for children with SEND to enable them to achieve their best.