

**Armley Park Primary School
SEN Annual Report 2024-2025**

Executive Summary 2024 - 2025

This report has been written in July 2025 to identify the progress made during the year and to provide context for the cohort of SEN pupils.

Armley Park Primary School continues to be a highly inclusive school that provides support for children with a range of different needs. We have high expectations for all pupils and we strive to enable children to achieve their full potential.

Throughout the year, the range of needs across school changes due to the high mobility of pupils and so the school needs to constantly adapt to this ever-changing need. Staff support children across school in a wide range of different ways to ensure each child can make progress and achieve their potential.

The need for support with speech, language and communication difficulties continues to be a priority, especially in the Early Years Foundation Stage. The school has continued funding to secure Traded NHS Speech and Language Therapy provision. The Therapist is based in school for a full day every two weeks and this allows us to manage the caseload based on our own priorities rather than being reliant on NHS waiting lists. Our traded therapist has not been in school during the Summer Term, this is unfortunate but unavoidable. The NHS mainstream service has therefore been utilised for pupils who meet their specific referral criteria. To improve our provision for pupils with communication difficulties an Intervention Teaching Assistant has been employed to undertake 1:1 and small group interventions recommended by the Speech and Language therapist. Ensuring pupils are receiving targeted and specialised intervention to meet their individual outcomes.

The number of children presenting with Autistic Spectrum condition behaviours and traits continues to increase and this is still particularly evident in Early Years. There continues to be significant difficulties in assessment of Neurodiversity (including Autism) with many children and families waiting for prolonged periods of time to receive a diagnosis. This makes early identification and swift implementation of successful strategies even more of a priority, without a formal diagnosis. There has been some progress with assessment over the Summer Term with some children finally completing their assessments and receiving a diagnosis.

There continues to be a number of children who require a high level of support with their Social, Emotional and Mental Health Needs. The Lead Behaviour Practitioner continues to ensure their individual needs are met and responded to quickly. Whole school Team Teach (level 1) training has further empowered staff to manage dysregulation and challenging behaviours confidently. The intervention TA has also been able to implement specific 1:1 SEMH intervention with key children, following training from MindMate Support in Schools service.

Further successful applications for EHCP's were made for some of our higher tariff children. Due to backlogs within the system, the assessments continue to take significantly longer than the statutory 20 weeks. These children receive appropriate support and referrals to external agencies are made to enable school to meet these children's complex needs without an EHCP. There has been some progress made with this and a number of children have now completed the EHCP Needs Assessment process and are now just waiting for their draft or final EHCP document. For some of these pupils', placements at specialist provisions are currently being explored.

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School characteristics

SEND Register

The number of pupils on the SEN register does fluctuate throughout the year. This is due to mobility of pupils or pupils' needs changing.

	2021-2022	2022-2023	2023 - 2024	2024 – 2025
Total number of children on school roll	212	231	243	237
Number of children on SEN register for this period	31	35	40	34
% of children on school roll with SENs	14.6%	15.2%	16.5%	14.7
Number of children with statements of SEN / EHCPs	1	1	0*	1

* there are 7 children in school currently in the process of an EHCP Assessment of Needs.

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. These figures change throughout the year due to mobility of pupils. The pupils may also have other additional needs that need support but these are the priorities.

	2021-2022	2022-2023	2023 - 2024	2024 - 2025
Cognition and learning	10	7	7	7
Sensory impairments	1	0	0	0
Social, Emotional and Mental Health	6	7	4	6
Speech, language and communication needs	13	20	28	22
Physical disabilities	1	1	0	0
Medical needs	0	0	1	0

Spread of needs across year groups

	2021-2022	2022-2023	2023 – 2024	2024 - 2025
Nursery on SEN register	3	4	7	4
Reception on SEN register	3	4	8	3
Year 1 on SEN register	2	3	4	9
Year 2 on SEN register	5	5	3	3
Year 3 on SEN register	1	3	4	4
Year 4 on SEN register	5	3	4	6
Year 5 on SEN register	6	6	4	5
Year 6 on SEN register	6	7	6	1

Funding arrangements for SEND

These figures show the funding the school received in the budget year April 2024 - March 2025 and are representative of mobility of students (new to school and leavers).

Total Notional SEN funding	£109,119.92
Number of pupils for whom top up funding was claimed	14
Total top up funding received by school	£92,050
Total SEN funding received by the school	£201,169.92
Total number of pupils who were eligible for SENDIF Funding	3

Currently Leeds City Council are in the process of changing the way top-up funding is allocated to schools. In the future schools will only be allocated additional funding for pupils with EHCP's as part of the Assessment of Needs or Annual Review process. They are currently in the process of converting pupils currently with FFI to EHCP's.

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Current SEN staffing infrastructure

Support for all pupils across school is co-ordinated by SLT in co-operation with the Special Educational Needs Co-ordinator. The SENCo is part-time and non-class based and has completed the NASENCo Qualification this academic year. Staff are allocated to work with pupils who require additional support across school and this support is predominantly carried out within the classrooms to ensure we are as inclusive as possible.

	Staff Sept 2022-July 2023	Staff Sept 2023 - July 2024	Staff Sept 2024 – July 2025
Special Educational Needs Co-ordinator	1	1*	1
Teaching assistants	8	12	14
Pastoral	1	1	-
Behaviour Support Worker	1*	1	1*
Intervention Teaching Assistant	-	-	1*
Lead Practitioner for Behaviour	1*	1	1

The Behaviour Support Worker left their role in November 2022, this role was not replaced. However, upon reflection of the current needs of the school an Intervention TA was recruited to lead on a range of 1:1 and small group interventions. These include speech and language, flash academy (EAL), SEMH interventions and Lego therapy.

Staff training and Qualifications

Staff CPD continues to remain a priority. Staff welcome the opportunity to attend different courses and then report back to colleagues afterwards.

Staff qualifications

	Qualifications
SENCo	PGCE (QTS) NASENCo – completed in November 2024 (Pass with Distinction).

Training opportunities provided in this period

Staff training throughout the year has focused on the emerging needs of the current cohorts of pupils. Here are some of the key areas of CPD delivered this year:

- Team Teach (Level 1) - All Staff trained
- Intensive Interaction – key SEND TA's
- Executive function training (delivered by Link Educational Psychologist).
- STARS training – Pathological demand Avoidance & Preventing Autistic Burnout (SENCo & Key staff).
- Colourful Semantics (SENCo) – shared with teachers and key TA's.
- Stages Not Ages – New SENIT Assessment tool (SENCo)
- STARS Autism Tier 1 training -

Two TA's in school are undertaking the SEN TA level 3 apprenticeship. This is developing their knowledge and understanding of SEND, safeguarding, equality and diversity. The SENCO oversees their coursework.

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Summative Data

At the time of drafting this report the Summative data for each Key Stage was in the process of being compiled and therefore will be added once the final data has been collated.

This data represents the summative end of key stage data as submitted in July 2025.

Early Years Foundation Stage:

% of pupils achieving a Good Level of Development	Armley Park	Leeds
All pupils		
Pupils with SEN		
Pupils without SEN		

Key Stage 1 Phonics:

% of pupils achieving the expected standard	Year 1	Year 2 Retakes
Armley Park Pupils		
Leeds Pupils		
Armley Park SEN Pupils		
Leeds SEN Pupils		
Armley Park Non-SEN Pupils		
Leeds Non-SEN Pupils		

Key Stage 2:

% of pupils achieving the expected standard	Reading	Writing	Maths	RWM
Armley Park Pupils				
Leeds Pupils				
Armley Park SEN Pupils				
Leeds SEN Pupils				
Armley Park Non-SEN Pupils				
Leeds Non-SEN Pupils				

Pupil's with Education, Health and Care Plans - performance against outcomes.

There is only one child in school with an EHCP. Their EHCP was only made final in June 2025. Work has started towards the outcomes outlined in the plan however it is too soon to comment on progress against these outcomes.

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Range of interventions currently in place

Description	Phonics Interventions:
<p>Analysis of effectiveness / impact: All pupils in KS1 who are not working at the expected standard in phonics receive additional support through small group work and 1:1 sessions as needed. Some pupils in KS2 access additional phonics intervention in addition to their Reading lessons to develop their phonic knowledge. The impact of these sessions is monitored through termly phonics assessments. These assessments and progress are carefully monitored by the Phonics Subject Leader.</p> <p>Next Steps: to continue to offer these additional interventions to support pupils with their knowledge of phonics. Appointment of HLTA with a focus on leading Early Reading interventions has also occurred in the Summer Term.</p>	
Description	NESSY (Reading and Spelling)
<p>Analysis of effectiveness / impact: Some children in KS2 have been identified as needing additional support with their reading/spelling. NESSY is an online reading/spelling programme designed to support pupils who are finding this difficult. Pupils complete a baseline assessment which generates a reading/spelling age, these assessments are completed periodically to show progress. It can also be used at home. We have also utilised the NESSY Dyslexia Screener for some children to identify traits of dyslexia.</p> <p>Next Steps: to review the use of NESSY in KS2 and look into additional licences for NESSY phonics/maths programmes.</p>	
Description	Colourful Semantics
<p>Analysis of effectiveness / impact: Colourful Semantics has been delivered as an intervention to a group of children in LKS2 and UKS2. This provides a colourful scaffold to support both spoken and written sentences. During the intervention children have been taught the words types and colours. Once confident these children have returned into class and are using the scaffolds to support their independence with their writing. Students in the intervention groups have demonstrated increased confidence, independence and enjoyment of writing.</p> <p>Next Steps – run additional groups with KS2 children and possibly run aKS1 group. Provide additional staff training/support with how to use this scaffold effectively alongside writing units.</p>	
Description	Flash Academy
<p>Analysis of effectiveness / impact: Some children in school are EAL or New to English. Flash Academy is an online computer programme which aims to develop pupils understanding of the English language in order for them to make progress in their curriculum lessons. This can work alongside their home language. A small group of pupils have been accessing flash academy in the Summer Term. There has been a noticed improvement in their English communication in the classroom. The programme completes its own assessment to monitor progress.</p> <p>Next Steps: This intervention is in the early stages of implementation. Monitor its use and impact throughout the Autumn Term.</p>	
Description	NELI (Nuffield Early Language Intervention)
<p>Analysis of effectiveness / impact: This programme has been delivered to a small group of children in Reception to develop their vocabulary and communication skills. The group were identified as requiring additional support with their Speaking and listening but may not meet criteria for specialist speech and language support.</p> <p>Next Steps: Continue to run this intervention in Reception. Investigate the use of preschool NELI and could we offer this as an additional intervention in Nursery to identified children.</p>	
Description	Specialist Speech and Language Interventions:
<p>Analysis of effectiveness / impact: There are a number of children, particularly in EYFS and Key Stage 1 who have required a range of ongoing Speech and Language interventions such as Intensive interaction, Makaton & use of visual supports (Aided Language Stimulation boards). The traded Speech and Language Therapist alongside the SENCo has supported classroom staff to implement these strategies on a daily basis. Progress is tracked on pupils' individual provision maps which are reviewed termly with the SENCo. Some children have Support Plans for speech production difficulties and the Speech and Language Therapists have supported the Intervention TA to implement their individual speech and language therapy sessions.</p> <p>Next Steps – continue to review the progress of these pupils with termly SEND reviews, Speech and Language reviews and termly reviews with the Intervention TA.</p>	
	LEGO 6 bricks/ LEGO Therapy

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Analysis of effectiveness / impact: This intervention is delivered by the intervention TA, overseen by the SENCo. The pupils are identified by the Speech and Language Therapist, SENCo or Behaviour Lead. Lego therapy is a very structured social communication intervention and is aimed at KS2. Lego 6 bricks is delivered to KS1, to develop skills such as listening and attention, turn taking and learning the vocabulary required to access Lego Therapy. At the end of fixed period the groups' progress and challenges will be evaluated with the SENCo and next steps planned.

Next Steps – Review the impact of the intervention at the end of Summer Term and review the caseload.

Description	Social, Emotional and Mental Health Interventions:
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Analysis of effectiveness / impact: The intervention TA has received training from the MindMate in school support team to deliver their 'workbooks' to children in school who are identified as having SEMH needs. At the end of fixed period the groups' progress and challenges will be evaluated and next steps planned. This intervention would be a first step before accessing specialist support or involving the CLUSTER.

Next Steps – Review the impact of the intervention at the end of Summer Term and review the caseload.

Attendance

The school will continue to monitor the attendance of all pupils throughout school and provide support as needed. We are supporting families to improve their attendance at school.

	2022 - 2023	2023 - 2024	2024 - 2025
Whole-school attendance rate	90.56%	94.55%	94.9%
Attendance rate for those on SEN register	88.95%	92.9%	93%
Attendance rate for those not on SEN register	90.96%	94.93%	95.5%

Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	1
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	1
Total number of school days lost to fixed-term exclusions (all pupils)	1
Total number of school days lost to fixed-term exclusions (SEN cohort)	1

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The quality of teaching and learning

Teaching and learning is monitored throughout the year and is planned using a monitoring calendar. The Senior Leadership Team lead the monitoring but subject leaders and other members of the staff team contribute to reviewing the effectiveness of teaching and learning throughout the school. The SENCo liaises with senior and subject leaders as part of this.

Description of SENCO's current quality assurance arrangements

Quality assurance and performance management of support staff, pastoral staff and teachers.
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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 support staff is through observations of lessons and through data analysis of outcomes of pupils with additional needs. The impact of the intervention TA is monitored through termly reviews.

Quality assurance of interventions

Through the monitoring cycle, interventions are observed throughout the year. These can be through the whole class observations or through discrete observations of specific interventions. Support is provided to any member of staff who requires it, in a constructive way, and opportunities are investigated for further professional development, within the school or through an outside agency, as needed.
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Support Plans - Individual Provision Maps.

All children on the SEND register have an Individual Provision Map which outlines their strengths, barriers to learning and provision in place. Their holistic progress is monitored at Termly review meetings with the SENCo and next steps are carefully planned to ensure appropriate provision is in place to meet their outcomes and enable pupils to make progress.

The school uses the SENIT Developmental Journal in EYFS and B-Squared Progression Steps within the main school years to support with setting specific targets. 'Stages Not Ages' has recently been introduced for individual children in KS1 who are accessing a more 'play-based' curriculum and some children in Year 1 have also been assessed using the Pre-Key Stage standards.

This means that all targets are in line with the whole school curriculum and help pupils to make steps towards achieving their age-related expectations. Targets are reviewed regularly by teachers, and new targets are set according to their individual needs. We encourage this to be as part of their whole class teaching wherever possible rather than as a discrete session. Research shows that pupils achieve better when they are included in the class and can access quality first teaching but with support as required to their individual needs.

Other specialist Support Plans are in place for some pupils who have accessed external agency support, such as Speech & Language, SENIT or STARS. These are shared with staff to enable the support to be delivered. In some cases, individual sessions are carried out by the Intervention TA. The progress towards these outcomes is monitored by class teachers, SENCo and the specialists who developed the plans.

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Consultation with stakeholders

A planned next step was to ensure all parents with children on the SEND register were able to share their views at some point during this academic year. A formal SEND parental survey was conducted in October 2024. It was a questionnaire that was sent to all parents with children on the SEND register, they could either complete the form online or a paper-version.

11% of parents responded (4 out of 37), which was a good starting point but could be improved. The responses received were all positive.

100% of responders either agreed or strongly agreed that:

- Their child was happy, and safe at school.
- Staff in school understand my child's needs
- I can see the progress my child is making in school.
- I know how my child is supported in school.
- I am happy with the support my children received in school.

Next academic year, handing out the questionnaire at a different point in the year might yield further responses. This year it was handed out alongside the Individual Provision Maps and it was felt this was too much information for parents in one go. Potentially handing out the questionnaire mid -year (February) might be more beneficial.

Additionally, parental views are collected for pupils on the SEND register at key points, for example when making an external referral, applying for additional funding or making an application for an EHC Assessment of Needs. All parents are keen to share their views in these structured meetings, often with some support from the SENCo.

This year all Individual Provision Maps were shared with parents, this was either in person at the parents evening in November or sent home after parents evening. Parents were also offered the opportunity to meet with the SENCo at both parents' evenings this year. The aim is to continue to do this next academic year.

To support parents further, the 0-19 Integrated Nursing team ran the HENRY course at school during the Spring Term. This is an 8week parenting course, aimed at supporting parents with pre-school children in areas such as healthy eating and behaviour. The course was viewed as successful with 3 families completing the full 8 weeks. The aim is to run this course again in the Autumn Term and signpost parents we think might benefit from this support.

Student survey results

Pupil Voice has been collected throughout the year by the SENCo for many of the children on the SEND register, this has usually been through Talking Mats. Further work needs to be done to embed this, enabling all pupils with SEND to have a voice and input into their provision. A new IPM format is being trialled where pupil voice is captured as part of the process and forms part of the pupil passport.

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Compliance with statutory duties

The school continues to meet all the statutory duties. Annual Reviews for EHCPs have been carried out and any paperwork has been submitted to the authority within the timescales.

	✓ / .
All provision is in place for students with EHCPs	✓
Annual reviews have been conducted on time	N/A
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓

Summary

Cognition and Learning

Phonics is taught throughout school to all children who require it. Floppy's Phonics is taught as whole class lessons in Reception and Year 1 and then to those children who still need it. Some children, some with SEND, continue to require additional Phonics support into KS2 and this is provided in addition to the whole class reading lessons. The children who require phonics in Key Stage 2 access a differentiated Reading curriculum, accessing texts which are matched to their phonics ability.

There has been a focus on adaptive teaching across the wider curriculum areas, ensuring all children can access the main learning intentions of each session.

The training and implementation of colourful semantics, despite being at the early stages, has supported pupils with SEND and EAL by providing a visual structure to support writing. Purchasing 'Widgit online' has supported staff in being able to create high quality visual resources quickly.

The Link Educational Psychologist delivered training to teachers on Executive Functioning, and how these skills present themselves in the classroom. 'Drop in' session with teachers in Year 2 -5 were offered to discuss a specific area of executive function in greater depth. The Educational Psychologist was able to offer strategies to implement in the classroom to support this.

Next Steps – focus on phonics interventions in KS1 & 2. Provide training and support to teachers to embed colourful semantics as a scaffold through universal provision within QFT. Further develop the use of widgit to support differentiation and adaptive teaching.

Communication and Interaction

In Autumn and Spring terms the collaboration with the NHS Speech and Language Therapist has continued to work well and has allowed the school to manage the caseload and prioritise the children who we feel need the most support. The SENCo is also able to ensure that the link between SEMH and SLCN is highlighted. Appointing an Intervention TA has enabled targeted and specialist intervention for to take place for pupils identified by the Speech and Language Therapist.

A number of staff have received training in Intensive Interaction, a key strategy for supporting our highest tariff children. This ensures the main focus of their curriculum is delivered confidently by staff who understand the key principles of the approach.

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'Widgit online' has proved an invaluable resource for creating visual structures, scaffolds and social stories to support our highest tariff children. There is also the function to create resources in dual languages, to support our New to English or EAL pupils.

Next steps – to continue to upskill Teachers and TA's in intensive interaction, especially those working in EYFS or 1:1. To continue to embed the use of visuals around school to support both SEND & EAL. Develop the role of the Intervention TA.

Social, Emotional and Mental Health

The partnership between SENCo and Behaviour lead continues to work well in supporting children with SEMH needs to create the right provision for these pupils. This has had a positive impact on both the individual children who require support but also other pupils in classes who no longer have their learning interrupted. Whole school behaviour continues to be consistently good.

Whole School Team Teach (Level 1) training has been accessed this academic year, and provided staff with an understanding of dysregulation, how and why this may present, strategies to deescalate and some positive handling techniques for when crisis occurs.

A new visual behaviour system was implemented in EYFS and Key Stage 1, it followed the whole school behaviour system but was a very clear visual representation to support children in learning what behaviour is and is not appropriate.

Some Key stage 1 children accessed workshops in emotional regulation provided by the MindMate Support team.

Next steps – Train key members of staff in Team Teach (level 2). Access a wider range of workshops/staff training offered by the MindMate support team.

Physical and/or sensory needs

Some children have sensory needs in addition to other needs, such as autism or ADHD. The use of sensory profiles for key children has been embedded, and staff are using these to find creative ways to meet their sensory needs. A daily sensory circuit is offered to a key group of children to try to regulate these needs so they return to their classrooms ready for their learning.

Next steps – Develop the sensory circuit further. Extend sensory profiles with details of how we are responding to their specific individual needs. A wider range of sensory resources to meet targeted needs – such as spinning, rocking/deep pressure. Upskill staff in meeting physical needs if new pupils join the school.