

**Armley Park Primary School
SEN Information Report 2023-2024**

Executive Summary 2023 - 2024

This report has been written at the end of July 2024 to identify the progress made during the year and to provide context for the cohort of SEN pupils.

Armley Park Primary School is a highly inclusive school that provides support for children with a range of different needs. We have high expectations for all pupils and we provide support to enable children to achieve their full potential by removing the barriers that may be preventing them from achieving their best. Children can start our school Nursery when they are three, providing there are spaces, and additional support can be provided from the earliest stage of education.

Throughout the past year, staff have supported children across school in a wide range of different ways to ensure each child can make the progress they are able to do so. 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.

The need for support with speech, language and communication difficulties continues to be a priority, especially in the Early Years Foundation Stage. So the school has continued funding to secure Traded NHS Speech and Language Therapy provision. The Therapist continues to be 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.

The number of children presenting with Autistic Spectrum condition behaviours and traits is increasing and this is becoming particularly evident in Early Years. We are aware this is similar to other schools in the city and across the country. There are 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 continues to be a number of children who require a high level of support with their Social, Emotional and Mental Health Needs. The staffing restructure, and implementation of a Lead Behaviour Practitioner and Behaviour support worker in the previous academic year has resulted in these needs being met and responded to quickly. This has resulted in many of these children having a highly positive and successful year overall.

A number of successful applications for EHCP's were made for some of our higher tariff children. Unfortunately, due to backlogs within the system, these assessments are taking significantly longer than the statutory 20 weeks. These children continue to receive appropriate support and referrals to external agencies are made to enable school to meet these children's complex needs without an EHCP.

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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
Total number of children on school roll	212	231	243
Number of children on SEN register for this period	31	35	40
% of children on school roll with SENs	14.6%	15.2%	16.5%
Number of children with statements of SEN / EHCPs	1	1	0*

*Although there are no children currently with an EHCP, there are 5 children in school undergoing 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
Cognition and learning	10	7	7
Sensory impairments	1	0	0
Social, Emotional and Mental Health	6	7	4
Speech, language and communication needs	13	20	28
Physical disabilities	1	1	0
Medical needs	0	0	1

Spread of needs across year groups

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

Funding arrangements for SEND

These figures show the funding the school received in the budget year April 2023 - March 2024. It is representative of mobility of pupils throughout the year (new pupils and leavers, including some 2023 Year 6 Leavers).

Total Notional SEN funding	£97,395.95
Number of pupils for whom top up funding was claimed	15
Total top up funding received by school	£76,764.00
Total SEN funding received by the school	£174,159.95
Total number of pupils who were eligible for SENDIF Funding	2

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These figures show to calculations for budget year April 2024 - March 2023. These are subject to change over the year depending on mobility of students and new applications for pupils in EYFS.

Total Notional SEN funding	£109,119.92
Number of pupils for whom top up funding is claimed for	13
Total top up funding received by school	£89,556.00
Total SEN funding received by the school	£198,675.92
Total number of pupils who were eligible for SENDIF Funding	2

Currently Leeds City Council are taking steps to change the way top-up funding is allocated to schools. In the future schools will only be able to access additional funding for pupils with EHCP's as part of the Assessment of Needs or Annual Review process.

Current SEN staffing infrastructure

A new part-time non-class based SENCo was appointed in January 2024 due to the increasing numbers of children with complex SEND. The new SENCo is an experienced teacher, with experience of working in both mainstream and specialist settings, with a number of years experience of the SENCO role.

Support for all pupils across school is co-ordinated by SLT in co-operation with the Special Educational Needs Co-ordinator. 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
Special Educational Needs Co-ordinator	1	1*
Teaching assistants	8	12
Pastoral	1	1
Behaviour Support Worker	1*	1
Lead Practitioner for Behaviour	1*	1

**New SENCO appointed from January 2023*

Additional Teaching Assistants have been recruited and appointed to work key year groups including EYFS and Year 1 to meet the increasing needs within these year groups.

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 - currently being undertaken.

Training opportunities provided in this period

Staff training throughout the year has focused on the emerging needs of the current cohorts of pupils.

All EYFS staff and Key Stage 1 teaching assistant received training from the STARS team in:

- ❖ Autism Tier 1 & 2 (EYFS)

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There has been a programme of CPD for support staff covering a range of different aspects of SEND including sensory processing, sensory circuits and intensive interaction.

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 2024.

Early Years Foundation Stage:

% of pupils achieving a Good Level of Development	Armley Park	Leeds
All pupils	50.0%	64.9%
Pupils with SEN	25.0%	21.2%
Pupils without SEN	61.9%	73.7%

Key Stage 1 Phonics:

% of pupils achieving the expected standard	Year 1	Year 2 Retakes
Armley Park Pupils	50.0%	40.6%
Leeds Pupils	79.1%	50.5%
Armley Park SEN Pupils	33.3%	50.0%
Leeds SEN Pupils	47.5%	31.8%
Armley Park Non-SEN Pupils	59.1%	60.0%
Leeds Non-SEN Pupils	87.4%	66.9%

Key Stage 2:

% of pupils achieving the expected standard	Reading	Writing	Maths	RWM
Armley Park Pupils	73.3%	76.7%	80.0%	73.3%
Leeds Pupils	72.0%	68.9%	72.4%	58.6%
Armley Park SEN Pupils	50.0%	50.0%	66.7%	50.0%
Leeds SEN Pupils	39.0%	29.3%	38.1%	21.7%
Armley Park Non-SEN Pupils	79.2%	79.2%	83.3%	75.0%
Leeds Non-SEN Pupils	81.3%	79.8%	81.9%	68.8%

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

There are no children in school currently with an EHCP. There are 5 children within the EHCP Assessment process.

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Range of interventions currently in place

Description	Phonics Interventions:
<u>Analysis of effectiveness / impact:</u>	
<p>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. This may be due to SEN or this could be linked to an EAL need. The impact of these sessions is monitored through termly phonics assessments demonstrating that this intervention has helped these children to make good progress and their knowledge of phonics improved. These assessments and progress are carefully monitored by the Phonics Subject Leader.</p>	
Description	NESSY (Reading & Spelling)
<p>Some children in Year 2 & KS2 have been identified as needing additional support with their reading/spelling. For some pupils this is due to an SEND need, for some pupils this is linked to a EAL need. NESSY is an online reading and spelling programme which children work through at their own individual level and pace. Some sessions are completed in school, in addition to the Reading curriculum but can also be accessed from home.</p> <p>When children first log on they complete a baseline assessment which generates a reading/spelling age. Each term pupils complete an assessment which demonstrates the progress they have made. These assessments and progress are carefully monitored by the SENCo.</p>	
Description	Speech and Language Interventions:
<u>Analysis of effectiveness / impact:</u>	
<p><u>NELI (Nuffield Early Language Intervention)</u></p> <p>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 would not meet criteria for specialist speech and language support. From this group of children all achieved the Early Learning Goals for Communication & Language.</p>	
<p><u>Specialist Speech and Language Interventions:</u></p> <p>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.</p> <p>Some children have Support Plans for speech production difficulties and the Speech and Language Therapists have supported staff to deliver interventions for these which have helped the children to become more confident with their spoken language. Ongoing Specialist Assessments for these pupils is essential to making ongoing progress.</p>	
Description	Social, Emotional and Mental Health Interventions:
<u>Analysis of effectiveness / impact</u>	
<p><u>LEGO 6 bricks & Social Communication Skills</u></p> <p>Due to the increasing need within EYFS and Key Stage 1 to develop social communication skills LEGO 6 bricks was implemented and delivered by the Pastoral Team. This enabled children to develop skills in listening & attention, working as part of a group, taking turns and sharing resources. In Key Stage 2 a broader focus on social communication skills was implemented with each group having a specific focus, such as taking turns, winning/losing, developing vocabulary and discussing a range of feelings. A review of progress for pupils accessing this intervention is to be completed between the SENCo and Pastoral Support Worker.</p>	

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Attendance (September 2023 – July 2024)

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
Whole-school attendance rate	90.56%	94.55%
Attendance rate for those on SEN register	88.95%	92.9%
Attendance rate for those not on SEN register	90.96%	94.93%

This was an improvement on the attendance for both SEN and non-SEN pupils compared to the previous year.

Exclusions

During this academic year there have been no fixed term or permanent 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

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. There are plans for the SENCo to complete Termly SEND learning walks, in accordance with SEND Governor, to support in improving provision for all pupils with SEND.

Description of SENCO's current 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 support staff is through observations of lessons and through data analysis of outcomes of pupils with additional needs. The impact of the pastoral staff is monitored through observations of the quality of the interventions and the reduction in the number of behaviour incidents.

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. 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.

Speech and Language Support Plans are in place and shared with staff to enable the support to be delivered. The Speech and Language Therapist who attends the school each fortnight is able to monitor the progress made against these objectives and

Consultation with stakeholders

A formal parental survey was conducted in October 2023. Although this was a questionnaire for all parents, and not just those with SEND, most of the responses were positive. 100% of responders either agreed or strongly agreed that their child was happy, and safe at school. 87% felt that their child was doing well at Armley Park. From parents with pupils with SEND, most felt that school provided appropriate support for their child to be successful. A further parental questionnaire will also be conducted in July, handed out with the End of Year reports. Parents were also asked to share their thoughts as part of the March OFSTED inspection.

Parental views and voice is collected for pupils on the SEND register at key points, for example when making an external referral or applying for additional funding or an EHC Assessment of Needs. All parents are keen to share their views, with some support from the SENCo, and are mostly positive around the level of support that is being provided. A next step would be to ensure all parents with children on the SEND register are able to share their views at some point during the academic year.

Student survey results

A whole-school student survey is planned for the Autumn Term, by the PSHE lead, to collect pupils' thoughts and opinions about events in school.

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 need to be done to embed this further, enabling all pupils with SEND to have a voice and input into their provision.,

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	✓
The school's SEN policy reflects reality within the school	✓
The school has responded to all professional recommendations made in this period	✓

Summary

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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 SEN children continue to require additional Phonics support into KS2 and this is provided in addition to the whole class reading lessons. This has had a positive impact and the number of children who require the additional support reduced considerably throughout the year. The children who require phonics in Key Stage 2 access a differentiated Reading curriculum, accessing texts which are matched to their phonics ability.

Next steps – for the Maths and English leaders to work closely with the SENCo to ensure the curriculum supports the children to develop the solid foundations they need to help them to make progress.

Communication and Interaction

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. Early identification of need is crucial to success and the purchasing of our own time compared to being reliant on the NHS waiting lists has been instrumental in this. Support is able to be provided from the earliest opportunity and this also allows for referrals to be made to those agencies which school is not able to refer to.

The SENCo is also able to ensure that the link between SEMH and SLCN is highlighted.

The whole school cross curricular emphasis on developing subject specific vocabulary also supports developing communication skills throughout school.

Next steps – to support staff to be able to create a 'communication rich environment' within the classroom to support those children with additional needs and help them to develop independence. Making use of makaton, visual aids, modelled language and use of key words.

Social, Emotional and Mental Health

The Pastoral Team, implemented in the previous academic year, continues to work well in supporting children with SEMH needs and the team works in collaboration 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. There has also been improvements in whole school behaviour, which is consistently good.

The SENCo has worked collaboratively with a range of outside agencies to provide support for pupils with SEMH and is working closely with the MindMate Support in School link worker. This has been beneficial to the outcomes for the pupils as they are able to access the more specialised support they need which cannot be provided within school.

Next steps – to support all staff to be confident to manage children's behaviour and to help the children to develop strategies to self-regulate their own behaviour.

Physical and/or sensory needs

The SENCo has worked closely with the DAHIT (Deaf and Hearing Impairment Team) to provide appropriate support for a Nursery pupil with a moderate hearing loss.

Some children have sensory needs in addition to other needs, such as autism or ADHD. These children are supported to access the sensory provision they require alongside the support they are receiving for their primary need. These children have a Sensory Profile in place to help staff to

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identify how best to support them. In some cases access to a low arousal sensory space away from the main classroom is essential in responding to these sensory needs.

The SENCo has accessed additional training on Sensory circuits, and responding to sensory needs was covered in the Autism Tier 2 training sessions, accessed by some staff

Next steps – A greater understanding from the staff team around sensory differences, to ensure the support we provide for pupils with sensory needs can be available to more pupils who may benefit from it.