Leigh Primary School
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Report to governors on SEND
June 2023

1. SCHOOL PROFILE

- 15.5 % of children at Leigh Primary School are on the SEN register compared to 11.8% in Kent and 12.6% Nationally
- 4% whole school population has an education, health and care (EHC) plan compared to 2.5% in Kent and 2.1% Nationally.
- 5% of children have a diagnosed SEN but are not on the SEN register
- 6% of children are awaiting assessment for diagnosis of SEN
- 9 % of children are Pupil Premium and have a SEN, a Disability or are awaiting diagnosis of an SEN.
- Further information on pupil premium is available in a separate report on our school website.

	COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
Prime	6	4	8		3	2	1	
Total AON	8	6	15	6	10	6	2	6

2. IDENTIFYING PUPILS WITH SEND

Our current process for identifying SEN is being reviewed in order for a more refined system to be implemented from September. Information relating to implementation of our current system can be found in section 4.

3. PROGRESS MADE BY PUPILS WITH SEND

High percentages of our SEN children reach their progress target and they have excelled beyond Non-SEN in math. A greater percentage of our SEN children exceed the school's progress target in reading and writing and math; The percentage of SEN children exceeding their progress target exceed that of Non-SEN children, markedly so in mathematics. This is reflected in our progress averages. The school's progress target is 3 bands across the year. Progress averages of SEN children exceed those of Non-SEN across the board demonstrating the school's commitment to SEN, inclusive universal practice and raising standards.

PROGRESS OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND

	Reading	Writing	Math
Pupils with SEND	82% at or above progress target 68% are above the progress target Average progress 5.3 bands	82% at or above progress target 64% are above the progress target Average progress 4 bands	90% at progress target 86% are above the progress target Average bands progress 6 bands
Pupils without SEND	94% at progress target 60% are above the progress target Average progress 3.3 bands	96% at or above progress target 59% are above the progress target Average progress 3.6 bands	88% at progress target 63% are above the progress target Average bands progress 3.2 bands

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Whole class and Diagnostics

All of our children are assessed on a continuous basis. Three times a year staff will make summative judgements about whether children are at, below or above age-related expectations. This means that we have whole school assessment data which is tracked on a term by term basis. Pupils who do not achieve progress over time are then discussed during termly Provision Map Meetings and will be targeted by our interventions. Identified reception children are screened for language skills in the Autumn term to help identify pupils requiring additional support at the earliest opportunity. Identified children in reception class are also screened for speech development and programs to tackle any problems are put in place early. We currently have a number of diagnostic tests that we can use including the GL Dyslexic Screen, Nessy dyslexia screen, British Picture Vocabulary Scale, Infant Speech and Language Link, Dynamo maths amongst others. Once children are identified as having a special educational need, they may be added to our SEN register and we show a graduated response requiring teachers to assess, plan, do and review on a continuing cycle.

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

SEN Support in School

IEP's are no longer required by law, but the new SEN Code of Practice requires schools to show a graduated response to SEN support. This is based on the Waves of Provision Model: Wave 1 – universal provision including inclusive high-quality teaching, Wave 2 – additional targeted interventions, Wave 3 –personalised interventions. All children on the SEN register have a Provision Map and Pupil Passport which is reviewed 3 times per year. For some children who have a high level of support, they will have a personalised plan instead of a Provision Map which is also reviewed 3 times per year.

5. SEND FUNDING

How the school's SEND funding allocated?

- The school is delegated funding called the Notional SEN budget.
- Element 1 - The Age Weighted Pupil Unit (AWPU) can be used for providing the Special Educational Needs and disability coordinator (SENDCO). The local authority is responsible for determining how much money the school gets for each pupil and this is part of the delegated funding.
- Element 2 – Is to provide SEN support that is additional or different from the support that most other children receive. The local authority is responsible for agreeing the formula that determines the money the school gets. This is part of the schools delegated budget.
- Element 3 – For complex needs schools can request additional funding to 'top up' Elements 1 and 2. The local authority manage Element 3 funding which called call 'high needs funding'. Often HNF is applied for children with EHCP (Educational Health Care Plans) to help meet the legal requirements of these plans.

How is the school's SEND funding spent?

- Adaptations to the curriculum
- Equipment and resources for teaching varied needs
- Use of additional information technology
- Support Staff to increase rations to provide small group work and focused support
- To fund adaptations to provide workstations or places for regulation such as a sensory space
- Training on supporting a range of needs and delivering programs

Who is responsible for this?

- School governors are responsible for the school's policy on SEND and how the school's policy on how the schools' resources are used. The headteacher and the SENDCO ensure the policy is put into practice and resources are used appropriately to meet need.

Where pupils with SEND are also eligible for the pupil premium, how is the pupil premium being used to support these pupils?

- How the Pupil Premium fund is used can be found in the School's Pupil Premium Strategy Report. This is written in line with guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf

6. STAFF DEVELOPMENT

Leigh Staff have had access to a significant amount of SEN training and we have a very well developed, professional team. We now have access to the National College and so can access their extensive range of training and engaging CPD in a high-quality video format on the latest practice, policy and research, working with some of the leading experts in education. The below table details training and CPD staff have accessed over the academic year 2022-2023

6. STAFF DEVELOPMENT

Training	Date
• Emotional Literacy Support Programme	• Completed June 2023 • Further candidates and training will be provided if the school gain places on January 2024 cohort.
• Getting it Right for SEND and behavior in the EYFS	• June 2023
• Supporting Bereaved children toolkit training	• June 2023
• Inclusive leadership Improvement Champion Training	• April 2023
• Inclusive leadership Peer Review Training	• January 2023
• Kent Senco and Inclusion leads Conference	• March 2023
• Positive Handling: Restraint reduction	• March 2023
• Mainstream Core Standards Training for Teaching Staff	• March 2023
• SMART target training	• March 2023
• Clicker 8 Training	• March 2023
• Using Social Stories to support understanding	• January 2023
• Promoting positive outcomes for children with ADHD	• January 2023
• PDA for those working in schools	• February 2023
• Zones of Regulation	• November 2022
• Sensory Circuit Training	• November 2022
• Executive Functioning	• October 2023
• Supporting self-regulation through interoception	• October 2023
• Autism in girls	• October 2023
• Mental Health Awareness	• October 2023
• Certificate in Dyslexia: Literacy, support and intervention level 5 (Accredited Practitioner Status)	• September 2022
• Waves of intervention, graduated approach and provision mapping	• September 2022

7. WORK WITH EXTERNAL AGENCIES

This year we have had four children who have received support from the Specialist Teaching Service. One for social, emotional & mental health, one for communication & interaction and two for cognition and learning. This support was accessed via the Local Inclusion Forum Team meeting. We also plan to discuss a further child at the dyslexia drop in.

Over the last year some of our families have received support from Early Help.

Two children are awaiting intervention sessions from the Speech and Language Service, one child is open to the Speech and Language Service.
Six children are receiving private therapy sessions at school.

Two children have received support from the Integrated Therapies Team for Occupational Therapy.

7 children have received assessments from educational psychologists.

Three children received counselling sessions last year.

Six children are receiving play therapy

We are able to refer children to the school nursing service for support and advice regarding health and wellbeing.

Some of our children have been seen by the Community Paediatricians with five children on the waiting list to be seen in the Social Communication Clinic for an assessment for ASD and ADHD.

One of our children was referred to the Community Pediatricians for an assessment for ASC and has recently received a diagnosis, another child who was referred for ADHD assessment has received a diagnosis from Community Paediatricians. We have recently completed another seven referrals.

Our ELSA (Emotional Literacy Support Assistant) has access to a regular support group with surrounding ELSA's and guidance from Educational Psychologists.

Leigh Primary School is now part of the Kent Inclusion Leadership Programme. Members of senior leadership meet together with other schools within the partnership regularly to conduct reviews and review workshops involving a range of members from each school; these enable schools to further develop inclusion within their setting and across the partnership. Our next partnership review cycle is due in July.

In the next academic year, Leigh Primary School will become part of the Nurture UK Kent Programme. This programme has been commissioned by Kent County Council to support schools to develop their inclusion practices. It is a tried and tested way of helping children develop vital social skills, confidence and self-esteem. It encourages pupils to take pride in achieving and improves attendance, behaviour and attainment. The programme is bespoke to each school, and celebrates the things schools are already doing well, whilst also identifying areas to improve. It ensures every child has access to an education that allows them to flourish both academically and socially.

Next year this report will be presented in September as this will provide the governing body with a full review of the academic year 2023-2024.