

## Highfield Primary School SEND Report 2022-2023

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Speech and Language Coordinator: Anne Hargrave

SEND Governor: Gareth Potter

Highfield is proud to be an inclusive school. We believe that every child has an equal opportunity to succeed and reach their potential. Highfield follows local authority admissions procedures and fair access arrangements, in line with the SEND reforms of the Children and Families Act 2014. We work in partnership with children, parents, Leeds local authority and NHS to provide the best possible educational outcomes. The SEND policy and school local offer is on the school website for parents to access. The policy is reviewed by the Governing Body annually. This SEND report which reflects the implementation of the SEND policy is updated by the SENDCo and reviewed by the Governing Body annually.

### Highfield SEND Register

	2019-2020	2020-2021	2021-2022	2022-2023
Total number of children on school roll	452	451	451	451
Number of children on SEND register for this period (including EHCPs)	32	30	32	31
% of children on school roll with SEND	5.5	6.65	7	6.87
Number of children with EHCPs	8	6	5	4
% of children with EHCPs	1.5	1.1	0.9	
Number of children with SALT support			27 <small>(15 are on SEND register)</small>	30

### Government National EHCP and SEND Support Data for State Funded Primary Schools

	Yearly Percentages			
	2022-2023	2021-2022	2020-2021	2019-2020
EHCP	2.5	2.3	2.1	1.8
SEND Support	13.5	13	12.6	12.8
State funded special schools have 98.9% of pupils with an EHCP (up from 98.7% last year)				

Nationally, the most common type of need for an EHCP is as last year, Autism Spectrum Disorder. This is almost 1 in 3 of all pupils across all provisions except independent schools.

Nationally, the most common type of need for SEND is Speech Language and Communication followed by SEMH, then moderate learning difficulties.

Nationally, the percentage of pupils with an EHCP increases with age from 3.3% at age of 5, up to a peak of 5.3% at age 11, before slowly declining to 4.7% at age 15. Those pupils with SEND support also increases with age reaching a peak of 15.7% at ages 9 and 10 and declining steadily through secondary ages to 12.4% at age 15.

Nationally, SEND continues to be more prevalent nationally in boys than girls with 72.4% EHCPs and 62.8% SEND support being boys. These rates have slowly been decreasing in recent years.

### Breakdown of Highfield's SEND register by FFI Band category of need.

(Pupils may appear in more than one category)

	2019-2020	2020-2021	2021-2022	2022-2023
A. Cognition and learning	18	16	18	11
B. Visual	1	1	1	1
C. Hearing	3	2	3	3
D. Physical Disability	8	0	1	1
E. Communication & Interaction	5	7	7	12
F. Social, Emotional & Mental Health	3	4	4	5
G. Medical needs	5	3	4	4

#### Spread of SEND across year groups

	2019-2020	2020-2021	2021-2022	2022-2023
Reception	3	2	2	4
Year 1	3	3	2	5
Year 2	3	3	4	7
Year 3	6	3	3	3
Year 4	11	6	3	5
Year 5	2	11	7	4
Year 6	4	2	11	7

The range of SEND needs at Highfield include autism, communication, visual and hearing impairments, global delay, speech and language, cognitive, genetic chromosome disorders, ADHD, dyslexia.

#### Exclusions

##### Information taken from the Government Annual Inspection Data Summary (IDSR) for Highfield Primary

'Overall absence in summer 2021 for pupils with special educational needs (2.2%) was in the lowest 20% of all schools. In autumn 2020 overall absence for pupils with special educational needs (2.6%) was in the lowest 20% of all schools.'

Highfield Data	2019-2020	2020-2021	2021-2022	2022-2023
Exclusions SEND	none	none	none	none
Exclusions Non SEND	none	none	none	none

One pupil is currently working with the MNT (Medical Needs Team) with ongoing liaising with the SENDCo, Learning Mentor and class teacher.

3 pupils are working out of year group.

#### Highfield SEND Data

##### Whole School SEND Attainment Levels

2022- 2023	Below	Working Towards	At	Greater Depth
Reading	4	18	6	3
Writing	4	20	4	3
Maths	4	17	6	4

2021- 2022	Below	Working Towards	At	Greater Depth
Reading	2	20	7	3

Writing	2	23	4	3
Maths	2	19	8	3

### SEND Progress Score

2022 – 2023	Reading	Writing	Maths
Highfield Primary	-0.53	+3.26	+1.23
Local Authority+1.7	-1.36	-1.78	-1.04

SEND pupils at Highfield have positive progress scores in writing and maths which indicates that they are making greater than average progress. Whilst this is lower in reading, additional support has been put in place since.

2021 – 2022	Reading	Writing	Maths
Highfield Primary	+ 1.7	+ 1.08	+ 0.74
Local Authority+1.7	+ 0.81	+ 0.8	+ 1.16

SEND pupils at Highfield all have positive progress scores which indicates that they make greater than average progress.

### Primary need in primary schools (2022/23 (academic))

Metric type	Leeds	Mean for All English metropolitan boroughs
	%	
	2022/23 (academic)	
% of SEN pupils with primary need: moderate learning difficulty (Primary) ↕	15.6 ↕	16.9 ↕
% of SEN pupils with primary need: severe learning difficulty (Primary)	0.6	0.5
% of SEN pupils with primary need: profound & multiple learning difficulty (Primary)	0.2	0.2
% of SEN pupils with primary need: social, emotional and mental health (Primary)	14.2	17.4
% of SEN pupils with primary need: speech, language and communications needs (Primary)	44.7	35.8
% of SEN pupils with primary need: hearing impairment (Primary)	1.4	1.5
% of SEN pupils with primary need: visual impairment (Primary)	0.9	0.9
% of SEN pupils with primary need: multi-sensory impairment (Primary)	0.1	0.3
% of SEN pupils with primary need: physical disability (Primary)	2.0	2.3
% of SEN pupils with primary need: autistic spectrum disorder (Primary)	9.0	9.3
% of SEN pupils with primary need: other difficulty/disability (Primary)	2.6	2.8
% of SEN pupils with primary need: SEN support but no specialist assessment of type of need (Primary)	1.5	3.7
% of SEN pupils with primary need: specific learning difficulty (Primary)	7.4	8.2

### Funding For Inclusion at Highfield

	2020- 2021	2021 - 2022	2022-2023
Number of children with funding	4	5	7
Amount of FFI	£17,875	£27,300	£33,000
Budget used for	To support the cost of 3 FT TA	To support the cost of 4 FT TA	To support the cost of TA support including training & 1:1 support

### SEND staffing infrastructure

	19-20	20-21	21-22	22-23
Special Educational Needs & Disability Co-ordinator	1	1	1	1
Higher-level Teaching Assistants (HLTAs)	4	4	5	5
Teaching Assistants	12 FT 2 PT	12 2 PT	12 2PT	12 2PT
Learning Mentors	1	1	1	1
Speech and Language Coordinator	1	1	1	1

Speech & Language School Support Worker	1	1	1	1
ABA Therapists	2	1	1	1

### Staff training and experience

The Headteacher and SENDCo meet in the summer term to assess the effective use of support staff and using SEND data, alongside that of Pupil Premium and teachers' Closing the Gap documents plan for the strategic deployment of staff for the next academic year. Support staff are assigned in a range of ways including 1:1, group support, whole class support.

Training is provided in many ways at Highfield, through class teachers, specific individual courses, peer support and SENDCo and other SLT led training as identified through the SIP and in response to individual pupil's need. Highfield has a breadth of SEND experience across support staff and class teachers.

- Whole staff Attachment and Trauma training.
- Continuation of staff Phonics training.
- Child Protection Refresher Training.
- All TAs trained by the STARS Autism team to Level 1.
- Continued 1:1 TA autism training including PECS and Intensive Interaction.
- Continued TA phonic reading scheme training led by English lead.
- 1:1 TAs working with children with autism trained to Level 3.
- SENDCo, SALT Subject Lead and HLTA/SALT Key Worker Speech and Language Training courses in DLD (Developmental Language Disorder) and SLD (Specific Language Disorder).
- SALT Key Worker - SALT in the Early Years training.
- HLTA team Pupil Premium strategy and intervention training led by Jonathan Feeley including the new Century Learning software program.
- Staff experience includes DLD, SLD, Makaton signing, Visual Impaired, Speech and Language Therapy, Down Syndrome, PECS, Play Therapy, Team Teach, Autism, assessing pupils with SEND, SENIT training, Adoption Team - Attachment Disorders, Dyslexia training as well as ongoing support and advice from the school SENDCo.
- Termly TA training linked to the SIP.
- SENDCo attends Leeds SENDCo conference.
- SENDCo sits on MAP /DMP (Multi Agency Panel / Decision Making Panel) for Leeds EHCP applications.
- Area Inclusion Partner led Early Years SEMH training Spring 23 (Rec & Y1 team, SALT Key Worker & SENDCo).
- Whole Staff Attachment and Trauma Training. Spring 23.
- Lego Therapy Training for SALT Key Worker (Chatterbug Therapist led) spring 23.
- STARS Autism Training for two new TAs including intensive interaction, L1 & 2 STARS training, use of PECS.

### Identifying, Assessing and Reviewing Pupil Progress.

- Class teacher completes a SEND Initial Concern form to give to SENDCo.
- SENDCo meets with teacher to discuss the impact of strategies supporting pupil and signpost further support.
- If further intervention and support is required, the SENDCo asks the class teacher to complete the Highfield Assess, Plan, Do, Review evidence form.
- SENDCO observations of pupils.

- Class teacher raises initial concerns with parents.
- SENDCo meetings with class teachers and parents, review of individual Progression/Small Steps Assessments folders.
- SENDCo signposting parents to support through the cluster of schools as appropriate eg parenting courses, Scope for short breaks.
- Where the gap is widening and meets the criteria, expertise advice from Leeds Special Educational Needs Inclusion Team, or other appropriate agencies is sought, with the permission of parents. Evidence provided through the Highfield Assess, Plan, Do, Review form.
- Assessment toolkit B Squared Progression Steps used widely across Leeds schools including Specialist Inclusion Learning Centres. It breaks down and stretches out learning outcomes, so the progress made by SEND pupils can be recognised.
- Pupils identified as having SEND on each year groups 'Closing the Gap' year document. Plans are put in place to meet individual pupil's needs.
- The majority of pupils with SEND have a Progression Steps file which identifies the steps of progress each child makes & helps teachers and TAs know where the next step of learning needs to take place. These are shared with parents.
- SENDCo, Assessment Coordinator and Head Teacher meet to track and evaluate the progress of the SEND cohort.
- SENDCo, Speech and Language Coordinator, Assessment Coordinator and Head Teacher meet to track and evaluate the progress of pupils with SALT identified needs.

#### Approaches to teaching pupils with SEND

- Offer an inclusive learning environment to support all pupils.
- Curriculum is taught to enable all learners to achieve through differentiation by support and outcome.
- Supportive equipment such as seating supports, sentence recording aids, coloured overlays for reading and assistive technology is used.
- Rainbow Room, Library, teaching areas outside classrooms and hall are utilised to support SALT, 1:1 and small groups as appropriate.
- Creative and collaborative activities such as music, baking, art, gardening for children with complex needs.
- Opportunity for life skills and sensory curriculum including sensory circuit activities.
- Specifically planned participation in residential and trips.
- Opportunity to participate in Leeds SEND sports events.
- Pre teaching and reinforcing skills work.
- Lunchtime and playtime support provided as needed.

#### Emotional, Mental and Social Development

- Weekly Inclusion Meetings with the Headteacher, SENDCo and Learning Mentor.
- Identification of SEMH needs and appropriate provision planned eg Learning Mentor support, SEMH programmes of work, Emotional Literacy assessments, counselling, social services support, Early Help Plan
- Introduction piloting the Story Project to support children's SEMH.
- Headteacher attended trauma informed practice training and successful in bidding for whole staff training in 2023 (part of the SIP).
- SENDCo attended SEMH training as part of the Mental Health Lead role in school.

#### Children Looked After (CLA) and Children Previously Looked After

The SENDCo is the designated teacher for CLA and previously looked after children. Highfield follows the statutory DFE guidance 'Promoting the Education of Looked-After and Previously Looked-After Children,' (Feb 18). CLA pupils and children previously looked after pupils at Highfield are monitored for academic progress, attendance and SEMH needs as part of the weekly inclusion meetings with the Headteacher, SENDCo and Learning Mentor. Good communication with parents is maintained throughout the pupil's time at Highfield. Pupils are given priority to attend clubs and other activities.

### Equipment and Support Facilities

- Effective collaboration with specialist SEND agencies including Visual Impaired Team, Occupational and Physio Therapists, SENIT, Play Therapists, High school transition support, Speech and Language therapists, Autism specialist support teams, Educational Psychologists etc.
- Utilisation of a wide range of resources eg Teachers, TA, pre teaching, small group, 1:1, differentiation, equipment eg seat cushion, finger spacer, sentence recorders, assistive technology including individual ipads and laptops (2 new laptops purchased in 2020/21), touch typing, specialist chairs, music therapy, Rainbow room, intensive interaction sessions.
- Supported leadership team in the procurement of additional SALT support for school (Chatterbugs).

### Transition within school

- Next year's teacher meets with current teacher in June / July to discuss the SEND and SEMH needs within the class.
- SENDCo meets with every class teacher regarding the SEND and SEMH.
- Plans set to support specific pupils with transitioning into the next year eg visiting the classroom at different times of the day, taking messages to the new teacher.
- Transition booklet sent home for specific pupils.
- SENDCo keeps a SEND school journey record for each pupil, which is passed on to teachers for the new academic year.

### Transition to high school

- SENDCo advises parents to visit high schools in year 5.
- Transition programmes to support SEND and vulnerable pupils are in place with high schools.
- Class teacher or SENDCo meet with high school SENCO / Form tutor.

### Transition to specialist provision

- Education setting is discussed at EHCP review meetings.
- Where appropriate, parents and SENDCo visit specialist provision together.
- Transition plan and timetable is organised with staff from both settings.
- SENDCo liaises with SENSAP Case Officers.

### Consulting Parents

- Transition to high school & EHCPs.
- Teachers and SENDCo liaise closely with parents.
- Additional parent meeting with SENDCO and class teacher in the spring term, report given to parents.
- Annual EHCP review meetings with SENDCO, CT, parents and external agencies.
- Children with SEND contribute verbally or in writing / pictorial representation to either the additional parents meeting or EHCP review and are involved in ongoing assessments in class.
- SEND questionnaire, analysed, extremely positive response to SEND provision.

## 2022-23 SEND Parent Questionnaire Summary

Highfield Primary SEND Parent Questionnaire 2022-2023	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	% of Parents Who Strongly Agree or Agree
The SEND annual review meeting gave a clear picture of the progress my child is making.	18 86%	2	1			95.2%
The SEND annual review meeting was well led and the SENDCo was knowledgeable about my child's SEND.	17 85%	3			N/A - 1	100%
My child's Progression Steps and Assess, Plan, Do, Review progress were explained and shared in the meeting.	15 79%	3	1		N/A - 2	94.7%
My child was involved in their SEND annual review by completing a pupil review which was shared in the meeting.	17 85%	3			N/A - 1	100%
I feel able to approach the class teacher, SENDCo or head teacher with concerns about my child's SEND. These concerns are dealt with both efficiently and sensitively.	19 90.5%	1	1			95.2%
I understand that I am updated about my child's SEND throughout the year; at the two parent meetings, the SEND review meeting and in my child's report.	17 81%	4				100%
Reasonable adjustments are made so my child can access school trips, residential and extra-curricular activities.	14 82.3%	2			1 N/A - 4	94.1%
My child feels happy and safe at school and knows who to talk to if they need to.	17 81%	4				100%
The school's policy on SEND is clear and SEND information on the school website is accessible and useful	15 71%	5	1			95.24%

Where a parent used N/A these were not included in the % total

### Additional Comments Recorded on Questionnaires

- Fantastic teachers who support my child by going above and beyond. Thank you.
- Thank you for all the support. I am hopeful we can make progress with YM in coming days.
- Thank you for all of your hard work to support our children.
- I am very happy with the support school offer DH and I am comfortable and confident she will progress well with support
- Great teaching team! Appreciated! Appreciate the individual support our son is given.
- I appreciate all the work being done with my child in order for them to learn. TS really enjoys learning now and is excited about it. Well done. I couldn't ask for a better school support.
- Very productive meeting! A few concerns regarding the Marrick residential, but the teachers have reassured me and put my mind at rest. Thank you.
- We really appreciate all the support and intervention that EC receives at school. He is happy and enjoys coming to school.

- Thank you for supporting our child at school. She loves going to school every day. We are happy with the progress she is making.
- Thank you for all your help.
- Thank you.
- I would like to see 'SMART' assess, plan, do, review and have the outcomes of intervention measured using data which I can review against previous term's data. Without this, it is hard to know what is working and what is not working.

#### SEND Review Meetings

Twenty eight parents were invited to the SEND review meetings led by the SENDCo with class teachers in attendance and the Learning Mentor and SALT key worker as appropriate. The meetings were all in person, apart from two on teams. Three parents were unable to attend the meeting. These have been rescheduled for this half term. One additional meeting was arranged by the SENDCo following the first review meeting to discuss concerns further.

21 parents returned the questionnaire for 23 children (2 sets of siblings).

#### Pupil Voice

- Transitions to high school
- Pupils complete a review form with CT /TA prior to the annual SEND meeting with parents.
- The School Council always has SEND pupil representation on its body as Welfare Officers.
- Pupils are involved in their transitions between classes and schools at the end of the academic year.
- Pupils are given opportunities to talk with their class about their SEND as appropriate eg through power point talks, story books, parent visits etc.
- Emotional Literacy assessments with year 4 and above completed with the Learning Mentor.

#### Complaints

- The school complaints procedure is available on the school website.
- An identified member of the Governing Body is responsible for complaints.

#### SEND and Equalities Governor: Gareth Potter

- Liaises with SENDCo throughout the year to keep abreast of policy and practice.
- Attends year group productions, school council, special events & recognises the inclusivity in all areas.

#### Acronyms

SEND- Special Educational Needs and Disabilities

SENDCo - Special Educational Needs & Disability Coordinator

EHCP - Education, Health and Care Plan

SENIT - Special Educational Needs Inclusion Team

IEP - Individual Education Plan

SLT - Speech and Language Therapy

ADHD - Attention Deficit Hyperactive Disorder

PECS - Pictorial Exchange Communication System



SEMH - Social, Emotional Mental Health