

Report to governors on special educational needs and disability (SEND)

Beckfoot Priestthorpe Primary School

Statement regarding the overall quality of provision for pupils with SEND

Ofsted 2016 commented, “Extra guidance in groups with a clear plan for improvement in their individual learning passports, as well as good support in lessons by skilled teaching assistants, means that pupils who have special educational needs and/or disabilities make good progress. Observations during the inspection showed this group of pupils to be well integrated and confident in lessons...Both disadvantaged pupils and pupils who have special educational needs and/or disabilities have an individual learning passport which sets out what they need to do to make progress and the provision that the school will make. This focused support helps these pupils make good progress and achieve well.”

During the 2020-21 academic year, our school improvement priorities continued to be:

1. All children make the best possible progress;
2. Children’s outcomes in Maths improve;
3. Children are motivated to learn through a hands on, independent approach to learning;
4. Children learn the knowledge, understanding and skills they need to manage their lives, now and in the future;
5. Children and adults play a role in the leadership of the school.

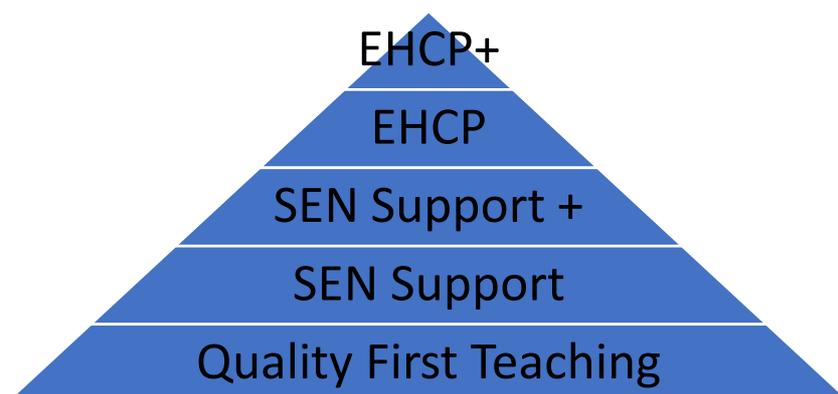
These priorities have helped promote positive outcomes for SEND learners as we address individual learner’s needs based on their own unique starting point. Continued implementation of a child-led creative curriculum has meant that all children are able to direct their own learning, choosing activities and objectives which interest them. This has therefore increased the engagement and focus of our SEND learners. Planned learning objectives are relevant and contextualized so that SEND pupils develop skills and knowledge which are applicable to their everyday lives.

Our ultimate vision for SEND children at Beckfoot Priestthorpe, is to become ambitious, capable and independent learners. We aim to develop resilience in our children so that they are able to aim high and achieve their goals.

1. Update on the school’s implementation of the SEND system

- Beckfoot Priestthorpe’s SEN Information Report to parents can be found on the school website under ‘Our School’ – ‘SEND’.
- This document was updated in June 2021, with the following amendments made:
 - A section titled ‘Will my child get a place at Beckfoot Priestthorpe if they have special educational needs?’ has been added to the report as the first FAQ. This incorporates information from the section in the previous report entitled ‘What are the admission arrangements for pupils with SEND?’
 - Reference is made to the use of virtual appointments and meetings in accordance with COVID-safe procedures in the section ‘How will both you and I know how my child is doing?’
 - Mention is made of annual epilepsy training undertaken by relevant staff under the heading ‘What support will there be for my child’s overall well-being?’
 - Further acknowledgement of COVID restrictions is made in the section ‘How will the school prepare and support my child to join the school/transfer to a new school?’ During the 2020-21 academic year, limited in-person transition visits were possible, and instead, virtual tours/meetings were employed.
 - The link for parents to access the school complaints procedure was updated.

- At Beckfoot Priestthorpe, we implement a graduated approach to pupils with SEND. In line with Bradford's 'Revised Range Guidance', we acknowledge that some children with additional needs on the SEN register simply require Quality First Teaching (QFT). Children with gaps in their learning may be involved in small group 'catch-up' sessions. Any child who has been identified as QFT/SEN Support will additionally have a 'Provision Map', detailing some of their specific needs and how these will be managed in class or through small group interventions. Pupils at SEN Support+ or EHCP will have a 'My Support Plan' (MSP) or Educational Health Care Plan (EHCP) in place (see diagram below):



- Since the date of the last report in October 2020, a successful EHCP application has been submitted to Bradford Education Authority. A further application was made at the end of the summer term; the outcome of which is still outstanding. This academic year, we will continue to collate evidence for another EHCP application.
- Mrs. Sophie Sumpter remains in the role of SENCo and continues to actively seek advice and support from more experienced SENCos within the Beckfoot Trust, as well as members of the Trust Central Improvement Team (CIT). During this academic year, she will undertake the formal NASENCO award. SENCo network meetings are attended (virtually at present due to social distancing restrictions which are currently in place). These meetings provide updates on SEN strategy and procedures, thereby facilitating cohesion in the provision for and assessment of children with SEND.
- During the 2020/21 academic year, we established small group Maths sessions for our SEN learners in Years 4, 5 and 6. This meant that these learners could receive bespoke planning and activities tailored to match their specific learning needs. As these pupils were taught objectives from the Y1/2/3/4 curriculum, it was felt that PIVATs to assess and track mathematical progress was no longer required: teachers were able to track and measure progress using the year-group expectations from which they were working.
- Investment continued to be made in specific and targeted SEN programs/resources, such as Clicker 8, Clicker for iPads and Nessy for Reading and Spelling. These provisions significantly enhanced SEN learners' access to the curriculum, without the need to be removed from the classroom environment for interventions. Evaluations of their impact suggest that those pupils who have engaged consistently with these in-class interventions have made small but significant steps of progress throughout the school year.
- A couple of pupils were referred to Yorkshire Dyslexia for a formal dyslexia screening assessment, following concerns from staff/parents about their reading and/or spelling attainment. The results of these assessments were then used to implement provisions in class (e.g. the use of reading pens, letter prompts, visual organisers).
- Once COVID restrictions are lifted and the mixing of bubbles within school is permitted, we are looking to implement a spelling intervention, targeting our SEN learners who display dyslexic tendencies and for those whom phonic spelling strategies are ineffective.
- Following the disrupted trial of Edukey's Provision Mapping software over the 2019/20 academic year and the fact that this tool was not fully integrated into school practice before lockdown #1, the decision was taken to revert back to staff producing bespoke, personalized provision maps for the SEN learners in their class. This meant that learning plans are fully tailored to the needs of each individual SEN learner and that targets can be more focused.

- Several referrals were made to the Cognition and Learning team at Bradford, as well as the Educational Psychology team, the Physical and Medical team, the SEMH team, the Autism team CAMHS and the Speech and Language team at Airedale Hospital. Visits were made to school by professionals from these teams at the beginning of the academic year (including visits to see those referred in 2019/20). Recommendations made in the professional reports were then embedded into daily practice to improve outcomes for these learners. Due to lockdown #2 and a backlog of cases, the SEN teams at Bradford did not take on any new cases during the summer term of 2021, meaning that there are still a couple of outstanding referrals to be acted on. Where relevant, staff members instead attended virtual 'hub' meetings to discuss their concerns about these children and gain further support/advice. Additional telephone consultations also took place between the SENCo and relevant professionals to gain further advice on pupils already known to the service.
- All pupils with an EHCP attended school for at least part of the week during lockdown #2. For those SEND learners accessing provision at home, a variety of additional measures/adaptations were put in place. These included: regular phone contact with either the SENCo or Parental Involvement Worker (PIW); differentiated learning activities set on Class Dojo; weekly or daily live Zoom sessions with an experienced class teacher; access to Nessy for Reading and Spelling at home and the provision of iPads to complete online learning activities. A comprehensive log of phone conversations was kept to ensure that SEND pupils were supported throughout lockdown.
- All EHCP Annual Reviews took place remotely during this period, via phone consultation and/or Zoom with pupils' parents and other relevant professionals.

2. Identifying pupils with SEND

- Information received about pupils from teachers, parents/carers, previous settings and health care professionals (where appropriate).
- Class teachers, SENCo and Senior Leadership Team monitor progress of all pupils.
- When a pupil is not making expected progress in an area of learning, school identifies any need for additional support. We refer to Bradford's Revised Range Guidance document to assess level of specific need.
- Discussions take place with parents/carers and the pupil.
- Relevant provisions and/or interventions put in place. Referral made (if appropriate). Progress monitored at regular intervals.

In some instances, staff will complete a checklist provided by the British Dyslexia Association to build up a profile of a child's specific strengths and areas for development.

The Senior Leadership Team analyse pupil progress data four times per year following pupil progress meetings. The SENCo, class teachers, parents and external agencies (where applicable) ordinarily review provision maps three times a year. Targets and provision are reviewed and further interventions offered, as appropriate. In addition, annual

reviews are held for each child with an Education Health Care Plan (EHCP) and those involved in the education of the child, including external agencies, are invited to these reviews. All relevant information for each child with SEN is currently stored in individual case logs in a locked filing cabinet, including provision maps and professional reports. Each staff member has relevant information for children within their class in the class Grab File.

Number of pupils with SEND according to primary need:

Category of need	Range(s)	Number of pupils	Total	Approx. % of school roll
Communication and Interaction	TIQFT	0	2	1.02%
	SS	1		
	SS+	0		
	EHCA	0		
	EHCP	1		
Cognition and Learning	TIQFT	0	11	5.61%
	SS	5		
	SS+	3		
	EHCA	3		
Social Emotional and Mental Health	TIQFT	0	2	1.02%
	SS	1		
	SS+	1		
Speech and Language, incl. stammer	TIQFT	1	3	1.53%
	SS	1		
	SS+	0		
	EHCA	1		
Physical Difficulties, incl. medical conditions	TIQFT	2	3	1.53%
	SS	1		
	SS+	0		
	EHCP	0		
Autism	TIQFT	3	5	2.55%
	SS	0		
	SS+	0		
	EHCP	2		
Specific Learning Difficulties	TIQFT	0	2	1.02%
	SS	2		
	SS+	0		
	EHCP	0		

At the start of this academic year, 2 pupils were added to the SEN register (one of whom was new to Beckfoot Priestthorpe); 2 pupils were removed due to them transferring to different settings. Any other changes reflect movement between levels of need based on ongoing assessments made by the SENCo and class teacher. Several children with additional needs joined Beckfoot Priestthorpe during the 2020/21 academic year. Diagnoses received by medical professionals as the year progressed also led to children being added to the SEN register. As outlined in the table above, the majority of pupils on our SEN register have additional cognition and learning needs. However, we also have a significant proportion with diagnosed ASD. There is also an increasing trend in pupils with communication and interaction needs, particularly in EYFS and KS1.

3. Achievement of pupils with SEND

It is not possible to report formal performance data for the 2020/201 academic year due to the COVID pandemic and lockdown restrictions (including the partial closure of schools from January to March 2021).

The table below shows end of year outcomes for SEND pupils from Y1 to Y6, based on teacher assessments in Reading, Writing and Maths:

Year group	Outcome	Reading	Writing	Maths
1	Working at ARE	-	-	-
	Working below ARE	100%	100%	100%
2	Working at ARE	60%	20%	20%
	Working below ARE	40%	80%	80%
3	Working at ARE	60%	40%	40% (20% GD)
	Working below ARE	40%	60%	60%
4	Working at ARE	-	-	25%
	Working below ARE	100%	100%	75%
5	Working at ARE	71.43%	14.29%	28.57%
	Working below ARE	28.57%	86.71%	71.43%
6	Working at ARE	25%	-	25%
	Working below ARE	75%	100%	75%

As can be seen in this table, the majority of SEN learners did not achieve age-related expectations (ARE), especially in Writing and Maths. Attainment in Reading has been much more positive amongst our SEN learners, particularly in Years 2, 3 and 5. Outcomes for SEN pupils in Years 1 and 4 are also a concern. These groups of pupils therefore need to be targeted over the coming academic year.

Although not evidenced in this table, prior to lockdown#3, SEND learners were making steady progress across the curriculum. Spelling progress had already been identified as an issue amongst SEND learners and therefore resourcing and implementing a suitable spelling intervention program will be a focus for the coming year.

Maths continues to be a whole-school priority, so small group, focused Maths sessions for SEND learners, particularly those in Years 4, 5 and 6, will resume over the 2021/22 academic year.

4. SEND funding

Element 1 Core Educational Funding (AWPU)	General provision for all pupils including SEN Quality First Teaching
Element 2 Notional SEN Budget	To cater sufficiently for the SEN of pupils in school, including a contribution of up to £6k to make special educational provision specific to a child or young person SEN Support
Element 3 High Needs 'Top Up'	Top Up funding from the LA to make special educational provision for individual children and young people with EHC plans.

The diagram above shows the breakdown of funding for children with SEND within the Bradford Authority.

The Head Teacher, in collaboration with the SENCo, is responsible for managing and allocating this budget. Over the last academic year, the SEN budget has been used to purchase:

SEN purchases	Cost
Clicker 8 upgrade (10 licences)	£205.92
Clicker Writer for iPads	£270
Nessy for Reading and Spelling (20 licences)	£300.00
3 x 3 hours of consultation from Bradford's Educational Psychology team	£738
Scanning pens	£360.80
Referral to Yorkshire Dyslexia to complete a formal dyslexia screening (x2)	£760
Miscellaneous SEN resources (specialized stationery, ear defenders, sensory toys, etc)	£121
Edukey Provision Mapping software (renewal – subscription cancelled for the 2021-22 academic year)	£756

The remainder of the budget is spent on consultation from Bradford's specialist services (High Incidence Team), as well as additional staffing in order to provide small group and 1:1 interventions as per children's EHCPs and provision maps. Money is set aside to provide training for the delivery of these interventions as and when appropriate.

Six children who are on the SEND register are also eligible for additional Pupil Premium or Pupil Premium Plus funding. The combined funding has been spent providing these children with additional small group support in class, targeting their specific area(s) of need.

5. Staff deployment and development

The class teacher has responsibility for meeting the needs of all children within their class, including those with SEN. Lessons are fully inclusive and adaptations which are SEN-friendly are implemented. All classes have a part-time teaching assistant based within the class to help deliver specific programmes to children, in line with their provision maps or in response to a programme from an external agency. In addition, the children with EHCPs have 1:1 support, in line with the requirements of their statement. This has enabled pupils with SEND to receive support and make progress against their targets. Due to staff resignations, two new SEN support assistants have been employed over the course of the last academic year to support children with EHCPs and facilitate delivery of their contents.

Staff have attended a range of SEN and pastoral courses throughout the academic year, including:

- Child Protection (whole school)
- Epi-pen training (whole school)
- Asthma Awareness (whole school)
- SENCo Updates (SENCo)
- Epilepsy Awareness
- Cognition and Learning 'Hub' meetings
- Attachment and Trauma training.

In addition to this, teaching staff have also received in-house training from the SENCo and members of the Central Improvement Team on scaffolding and the use of Colourful Semantics to aid sentence structure and development among our SEN learners. Evaluation of the impact of this training is ongoing, with a follow-up training session scheduled for teaching assistants this academic year.

6. Interventions for pupils with SEND

Interventions offered this year have included:

- In class support
- Small group lessons
- Reading support (e.g. 20:20 Reading, Alphabet Arc)
- Small group Maths led by a teacher
- Spelling groups
- Phonic group work (for small groups of children across Year 1 and 2)
- Fine motor & handwriting support
- Vulnerable children groups
- Ginger Bear (promoting oral and social interaction)
- Sensory provision
- Clicker 8
- Nessy for Reading and Spelling
- Talk and Draw

The aim of these interventions is to help small groups of children 'catch up' so that they can make accelerated progress relative to their starting point. It is difficult to measure the overall impact of these programmes for the 2020/21 academic year due to COVID-related disruptions to children's learning. Qualitative measures and discussions with staff, however, suggest that these interventions have had a largely positive impact on pupil outcomes. Key headlines include:

- Talk and Draw sessions delivered by our Parental Involvement Worker (PIW) have boosted pupils' confidence and self-esteem, helping them integrate more effectively within their year group.
- Small group Maths interventions have improved pupils' confidence and enjoyment of Maths, enabling them to make progress of +1 year (approximately), at a level relative to their starting point.
- Analysis of Nessy data shows how pupils who have engaged frequently and consistently with this program since March 2021, have made on average 5 months of progress in their word reading this academic year. Spelling progress is slightly lower, with pupils making on average 3 months of progress over the same period.

- Phonic group support across Years 1 and 2 has meant that SEND pupils have been supported in a small group context, allowing them to repeat and further consolidate key phonic sounds. One of the Y2 pupils on the SEN register actually met the expected standard on the Phonics Screening Assessment completed in December 2020. However, all made significant progress, being able to accurately segment and blend more words than prior to the targeted intervention.

Measuring the overall impact of these intervention programmes will continue to be a priority for the coming school year, hopefully without disruption due to national lockdowns. Therefore, we will be able to more clearly ascertain the true impact of each intervention programme.

7. Pupil voice

Pupils are encouraged to evaluate their work within lessons, reflecting on their learning and achievements. Pupils' views are obtained as part of our termly monitoring and progress reviews. Children may attend all or part of any meeting which parents deem appropriate. Pupil Voice will be obtained as a matter of course when applying for an Educational Health Care Plan (EHCP). Pupils with SEND say that they enjoy coming to school and that having an adult available to support them 'helps them with their learning'.

8. Parent/carer/family voice:

Under normal circumstances, parents/carers are invited to attend and contribute to various meetings throughout the year, e.g. Parent's Evenings (where we review pupil provision maps), as well as Annual Reviews and External Agency meetings. These meetings have taken place virtually this year due to social distancing restrictions which have remained in place. Health care plans are written with the involvement of a range of professionals and also with families.

Parents/carers on the whole are happy with the support their child receives from school. Feedback from parents/carers at annual review meetings prior to the COVID pandemic suggest that the school prepares pupils with SEND effectively for transition to a secondary setting. Plenty of opportunities for visiting new settings are arranged and secondary staff are invited to attend EHCP reviews of children in Year 6.

During the 2020/21 academic year, the Year 6s had limited transition opportunities, however, extensive phone and email conversations were held with the relevant secondary SENCOs, including the secure transfer of pupil SEN files to their chosen secondary setting.

9. Work with external agencies

In some instances, an outside agency may be called into school to further support the needs of learners. This year, we have consulted a wide range of agencies to help support learners and their families, such as:

- Learning Support Service
- Autism Support Service
- Social, Emotional and Behavioural Difficulties Service
- Physical Difficulties Service
- Educational Psychology team
- Speech and Language Therapy Service
- School Nursing Service

- Child Development Centre
- Occupational Therapists
- Child and Adolescent Mental Health Service.

Where appropriate, these external agencies have provided school with written feedback on their observations and assessments. This feedback has been used to inform pupils' provision maps, as well as supporting applications for EHC Plans or My Support Plans.

10. Complaints relating to SEND

Information about the complaints procedure and how to access the procedure is available on the school website. Over the 2020/21 academic period the school received no formal complaints regarding SEND. Parental concerns about provisions made for specific children were raised informally with the class teacher and SENCo.

11. Are there any concerns regarding provision for pupils with SEND?

This year, our main concerns will continue to be linked to classroom provision for our SEN learners, particularly with regard to Maths and spelling. Continued implementation of a child-led curriculum means that careful planning is required to ensure that children with additional needs are provided with sufficient opportunities to practise and develop the skills outlined in their provision maps. As the year progresses, the school may find that they need to purchase additional support from the Local Authority to supplement the basic offer.

12. Priorities for the coming year

What needs to improve	How it will be improved	Outcomes
Staff fully aware of children on the SEN register: their area(s) and level of need.	Liaison with classroom staff. Distribute copies of SEN register and pupil provision maps. Thorough discussions about pupils' needs and existing interventions. Make new referrals/seek expert advice where appropriate.	Children with SEN are well-supported within the school setting. Staff are confident in meeting the needs of their SEN learners. Outstanding referrals are made and appropriately actioned.
Ensure that all children with SEND have clear, achievable small step targets to work towards in Maths, and that Maths provision is pitched at an appropriate level.	Small Maths group provision to be continued for SEN learners. Objectives and activities planned for by a teacher. Termly review of progress for children with SEND. O Track amended to allow input of previous year group levels?	Children with SEND make meaningful progress in Maths, which can be tracked. Gaps reduced for children with SEND.
Ensure that provisions identified in children's 'provision maps' /	Lesson drop-ins and observations with a focus on SEND provisions.	Children with SEND make at least good progress.

<p>EHCPs are being delivered in class.</p>	<p>Book scrutiny to monitor progress of children with SEND. Trust SEND leads to work on distilling end of key stage targets into annual targets that are measurable and can be tracked. Scrutiny of Nessy admin reports.</p>	<p>Staff are confident in planning for and providing opportunities for the development of their SEND learners.</p>
<p>Evaluate the use of scaffolding techniques and Colourful Semantics to promote independence among SEN learners.</p>	<p>Liaise with staff, gathering feedback about trial use of Colourful Semantics resources and task planners. Deliver scaffolding training to TAs. Adapt/modify resources as appropriate. Observations of pupils using the resources. Book scrutiny.</p>	<p>SEND children able to work with increased independence. Quality of written work improves. Staff feel confident planning activities for SEN learners, which they are able to access without constant adult support.</p>
<p>Further development of spelling programme for SEND learners displaying dyslexic tendencies.</p>	<p>Establish spelling intervention group (as 'bubble' restrictions allow). Use of precision teaching methods. Staff training, as and when appropriate.</p>	<p>Needs of children showing dyslexic tendencies are more fully met. Spelling of these target children improves.</p>
<p>Closer parental involvement and engagement with target setting and provisions for SEND learners.</p>	<p>SEND provision maps to be sent home more consistently. Continued use of Class Dojo to communicate SEND referrals to parents. Referral paperwork to continue to be sent home for parents/carers to review and add their input. Virtual/in-person meetings between SENCo and parents (as COVID restrictions allow). Details of specific intervention programmes (e.g. Nessy) to be shared with parents so children can access interventions at home.</p>	<p>Greater parental awareness of how they can support their children at home. Parents feel more involved and informed about their child's progress and provision made within school. Closer partnership between home and school.</p>
<p>Further professional development of SENCo.</p>	<p>Completion of NASENCo Award. SENCo to continue to liaise with other SENCos in the Trust, as</p>	<p>SENCo will feel confident in the role. SENCo will be kept up-to-date with changes in legislation,</p>

	well as members of the Central Improvement Team. Attend SENCo Network meetings. Share good practice.	paperwork and referral procedures.
--	--	------------------------------------