

## **Yeadon Westfield Infant School**

### **Report to Governors on SEND provision 2023-24**

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of the school SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND.

As with all children at our school, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed lessons with clear differentiation and the identification of any children with additional needs highlighted. Provision analysis outlines additional Wave 2 and Wave 3 provision for individual children or groups. Examples of this provision include phonics groups, nurture intervention or Speech and Language support. In most instances the provision is carried out by the class teacher, teaching assistant or Inclusion Worker.

The school's SEND Policy is reviewed annually.

#### **Key Personnel**

SENDCo: Dawn Lowry

SEND Governor: Gavin Phillis

#### **External Agencies**

Speech and Language Therapists- NHS Speech and Language Therapists and Away with Words, CAMHS/TAMHS, Educational Psychology Team, SENIT, Stars, Mindmate

#### **Liaison**

Strong links exist with parents/ carers. Transition meetings take place between SENDCOs when pupils move to the Junior School. This is to ensure accurate and efficient transfer of records and information to minimise the disruption of support for pupils. Separate transition and induction visits are set up for pupils with SEND where required.

#### **September 2023**

Number of Pupils on Roll: 153 [including Nursery]

Percentage of SEND pupils: 20.2%

Please be aware that the number of children on the register can change throughout the year.

## **Category of need September 2023**

Speech, language and communication needs: 29 (including 6 children with an autism diagnosis)

Medical: 5

### **Parent Communication**

Parents and carers are updated termly on their children's progress by the SENCo, the Inclusion Worker and Class teacher.

### **What we offer:**

- High quality support from trained adults
- Regular academic monitoring
- Staff available to speak with parents/ carers daily.
- Regular termly meetings for parents/carers of a pupil on the SEN register
- A committed Governing Body who oversees Pupil Welfare.
- Strong links with Westfield Juniors. Transition arrangements in place.
- In-school transition is smooth. Pupils and staff know each other very well.
- Strong links with other professionals including Educational Psychology, Health Visitors and SENIT [Special needs support team]
- Regular training to up-skill staff in order to support various needs.

### **Spending on SEND:**

In 2023-24 the SEND budget is £102,300. This includes £38,500 which is SEN additional funding blocks. This is a sum that each school receives to cover general SEND support. It varies from school to school and links to the number of children with additional funding. The more children that you have with additional funding then the greater this amount is. The remaining £62,800 is from Funding for Inclusion (FFI). FFI is applied for in Nursery, Reception, Y1 and then again in Y3, Y5 etc. This is funding that we apply for on behalf of a child that we think needs more specialised support. We currently have 10 children with additional funding; the amount varies depending on the needs of the child. Schools generally spend more than the allocated funding to provide specific support for vulnerable pupils. We have employed additional teaching assistants across the school to meet specific needs. The needs of our children can range from support for medical conditions as well as personal care and support with communication. We have a number of vulnerable children, and we provide staff to ensure that all children in the school community are kept safe.

Our budget for in class (teaching assistant) support for this year is £249,560. There are specific staffing ratios in EYFS which must be followed; 1 adult to 13 children in nursery. The majority of our budget is spent on staffing. We maintain a significant number of experienced teaching assistants. Teaching assistants are used to do small group work, one to one and paired support sessions throughout the week. We spend a portion of our budget on resources to support SEND pupils. We train staff and cover the supply costs. Where possible staff attend after-school training, and we utilise in house expertise. We use Away with Words (Speech and Language Therapist provision) to support speech and language needs in school. Children are assessed by the therapist and programmes are delivered by the school Inclusion Worker. The cost to school for the therapist is £3690. This equates to 9 days per year.

### **Progress of pupils with SEND**

Children with SEND make good progress from their starting points as evidenced in pupil progress meetings. This can often be from lower starting points than the majority of children and so these children do not always reach age related expectations by the end of Y2. Children on the Special Needs Register have a range of needs and some of these can be medical and have little impact on cognition and learning. Other children can have complex needs and then the opposite is true. We see each child as an individual and provision is tailored to meet their needs and encourage progress.

#### Data 2022-23

28 children on the Special Needs Register

#### Nursery- 1 child

0% at age related expectations

#### Reception- 9 children

38% achieved their GLD (Good Level of Development) (73.5% of all children)

#### Y1-10 children

Phonics check-70% (91.2% of all children)

#### Y2-8 children

87.5% at age related expectations in reading (86.3% of all children)

75% at age related expectations in writing (82.4% of all children)

87.5% at age related expectations in maths (92.2% of all children)

Reading, Writing and Maths combined 75% at age related expectations (78.4% of all children)

### **Disability Duty**

Under the Disability Equality Duty schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally.