



Shakespeare

Primary School

Shakespeare Primary School

SEN Information Report

2022-2023



SEN Information Report



2022-2023



What would you like to know?

Context.....	4
SECTION A	
Introduction.....	5
SEN Provision.....	6
Support for Emotional and Social Development.....	13
Looked After Children with SEN.....	14
SEN Transition.....	14
Special Expertise.....	14
Consulting with our SEN Pupils, Parents/Carers.....	15
Compliments, Complaints and Feedback.....	15
Evaluation.....	16
SECTION B	
Disability, Accessibility and Equalities.....	17



Context

At the January Census 2022, there were 733 children on roll. 21% of children were on the SEN Register. 49 children (6.7%) received top-up funding from the Local Authority due to their significant needs.

The table below demonstrates the high level in need in comparison to National.

Category	Shakespeare Primary School	Primary National
Percentage of children on the SEND Register	21%	13%
Percentage of children with Top-Up Funding/EHCP	6.7%	2.5%

DFE July 2023

Percentages of children on the SEND Register and in receipt of Top-Up Funding are above National, 51% of children receive Pupil Premium funding and 74% of children are in the bottom 10% of income deprivation.

‘There is a strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND, are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND categories while at school. At the same time, children with SEND are more likely than their peers to be born into poverty, and also more likely to experience poverty as they grow up.’

Special Educational Needs and their Links to Poverty, Joseph Rowntree Foundation (2016)

Legislation

This report reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the Special Educational Needs and Disability Code of Practice (DfE and DoH, 2015).

Links to the legislation:

- [Children and Families Act \(2014\)](#)
- [SEND Code of Practice \(DfE and DoH, 2015\)](#)

The report also reflects the duties set out in the Equality Act 2010 for meeting the needs of pupils with disabilities:

- [Equalities Act \(2010\)](#)



SECTION A

1. Introduction

Definition

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.'

SEND Code of Practice (DfE and DoH, 2015)

Broad areas of need

The SEND Code of Practice 0-25 (DfE and DoH, 2015) identifies four broad areas of need. These are:

Communication and Interaction – Children with speech, language and communication needs and includes children with Autism Spectrum Condition.

Cognition and Learning - Children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health- Children who have an emotional or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties – Children with a hearing impairment, visual impairment, multi-sensory impairment and/or physical difficulties.

School Ethos and Approach

- We endeavour to achieve maximum inclusion of all children, including vulnerable learners, whilst meeting their individual needs.
- An adaptive curriculum ensures learning opportunities for all the children within the school to ensure all children have a full access to the school curriculum.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.

This report has been produced in consultation with:

This report was produced via consultation with parents, children and staff.

The following policies were considered in the development of this report:

- Child Protection and Safeguarding Policy
- Accessibility Policy
- SEND Policy
- Supporting Children with Medical Needs Policy



How this report will be reviewed:

This report will be monitored, reviewed and ratified annually by the Governing Body.

The review date of this report is July 2024.

Key Contacts

Head Teacher – Mr Julian Gorton

Designated Safeguarding Lead and Inclusion Leader – Mrs Amy Brealey

SENDCo – Mr Greg Perry (in post at the time of the report)

SEND Governors – Mr Owain Talbot and Mrs Kathryn Atkins

2. SEN Provision

What kinds of SEN are provided for in school?

We are an inclusive school striving to provide provision that promotes excellent progress from individual starting points for all children. This has included providing provision that has allowed us to meet the needs of children with:

- Social, Emotional and Mental Health needs, including Attention Deficit Hyperactivity Disorder (ADHD)
- Communication and Interaction needs, including Autistic Spectrum Condition (ASC)
- Sensory and Physical needs, including children with visual or hearing impairments and oral motor conditions, such as dysphagia
- Moderate Learning Difficulties, including children who are not meeting milestones within Mathematics and English
- Specific Learning Difficulties, including children with dyslexia

What is the school's approach to teaching children with SEN?

Inclusive education means supporting all children to learn, contribute and participate in all aspects of school life alongside their peers. The curriculum includes not only the formal requirements and the Early Years Foundation Stage and National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

First and foremost, we are committed to ensuring all children have access to high-quality first-hand teaching. The learning of all children is coordinated by their class teacher. We also strive to ensure all children have equal access to the school curriculum.

Independence is fostered at a very young age in our Early Years Foundation Stage, with children being taught self-care and how to use tools and equipment, such as a knife and fork. This is encouraged throughout school and is a targeted area for children not yet able to be independent in age-appropriate life skills.



Where necessary, the curriculum is adapted into a multi-sensory approach to allow all children to access the learning with high levels of engagement and confidence.

How does the school adapt the curriculum and learning environment for children and young people with SEN?

We adapt the curriculum and learning environment in accordance with the child's individual needs. The level of support is defined on a 'Wave' system of Wave 1, Wave 2 and Wave 3.

In the first instance, Wave 1 is high-quality first teaching is delivered to all children. The class teacher will use adaptive teaching techniques to ensure the learning is adjusted for individual children to allow them to access the curriculum.

Wave 2 includes targeted, small-group intervention for children working just-below and below age-related expectations. This may include same-day interventions, or targeted interventions which are reviewed regularly with the aim of children keeping up with the learning in class. These may be academic or pastoral interventions.

Wave 3 is identified when children make insufficient progress and Wave 1 and Wave 2 and need highly individualised support including support from outside agencies. This could be a child with a Speech and Language Therapy plan, a child needing daily physiotherapy support or a child who needs specific personal care due to a medical need.

In some cases, the mainstream classroom is not an appropriate learning environment for some Wave 3 children. We find that some children, in particular those with Autistic Spectrum Condition, find the mainstream classroom difficult to learn in. This may be due to the overstimulation from noise, colour and the amount of children in the classroom. To support the needs of these children whilst still ensuring they are receiving an adapted curriculum, we have four in-school provisions available. These include:

- The Shine room in Reception
- The Thrive room in Key Stage 1
- The Explore and Engage rooms in Lower Key Stage 2

The adapted curriculum is planned by the responsible class teacher and reviewed regularly. The placement of a child within the provisions is a decision made in conjunction with parents and carers in the best interest of the individual child. The aim for all children within a provision is to ensure they have access to a full curriculum in-line with their peers and to also prepare any children for transitioning back into the mainstream classroom when appropriate.

How does the school identify, assess and review children/young people with SEN?

All children have access to quality first teaching through our approach. Adaptive teaching techniques used to support SEN children may include:

- Explicit instruction
- Knowledge organisers and graphic organisers
- Rephrasing



- Scaffolding
- Flexible grouping

Quality first teaching allows teachers to meet the needs of some SEN children through these adaptive teaching techniques. However, sometimes additional special education provision will need to be provided beyond this to ensure all children make good progress in-line with their peers.

Where there is a concern there may be a special educational need, evidence will be gathered by the class teacher and Inclusion Leader to help inform how the children will be supported for their educational, social, physical or emotional needs.

How does the school identify need?

- Working in partnership with parents and carers is imperative. We aim to work closely with parents and children to gather a holistic view of the child. All planned provision is made in consultation with parents and carers.
- If a child is in a Nursery setting or other school, we will visit the child.
- If the child is transitioning straight from home, we will carry out a home visit.
- Where necessary, we seek consent of the parent or carer to consult with relevant external agencies to support identification of need and next steps.
- We make use of assessment tools and materials to gather evidence, including the use of NHS Speech and Language Therapy screening, Connecting Steps/BSquared, GL Assessment (Dyslexia screening), SENIT Developmental Journal and SENIT phonics and maths assessments.
- In Early Years and where appropriate in Key Stage 1 and 2, we make photographic and written observations of the child's interactions and learning. In Early Years, these are shared with parents via the Tapestry application.

What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our Inclusion Leader, who will be in touch to discuss your concerns.

You can also contact the Inclusion Leader directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

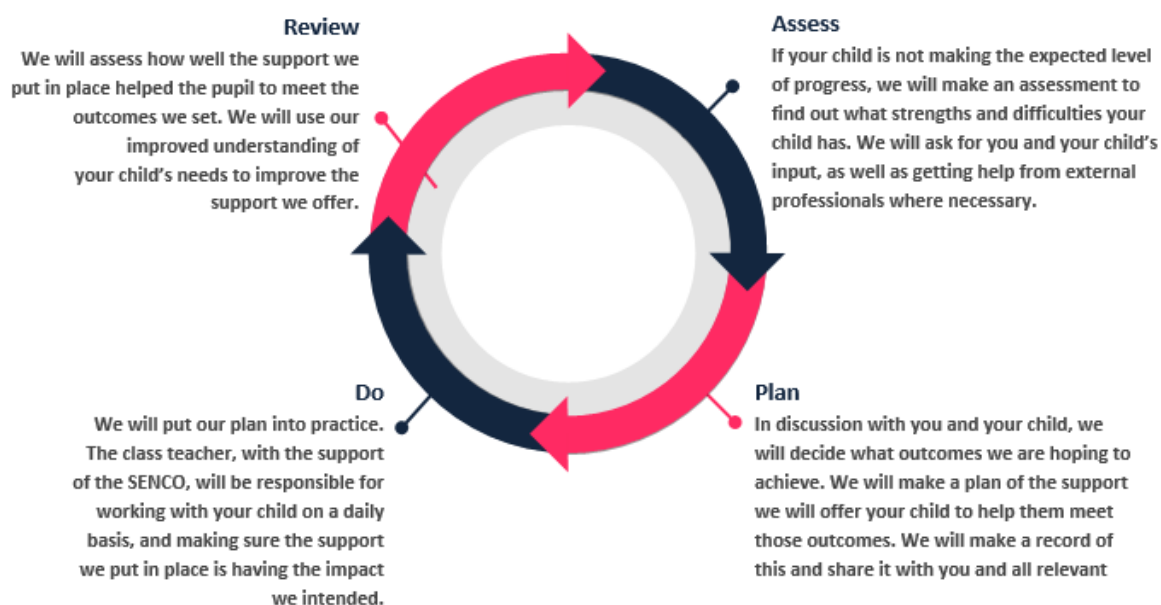
If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.



SEN Support

Where a pupil is identified as having a special educational need, school will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review':

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress



As part of the Assess, Plan, Do, Review cycle, the class teacher will create a Pupil Passport which details what the child can do, what they might need support with and the strategies or provision in place in school. At the bottom of the page, the child will have, as appropriate, targets relating to their areas of needs. Targets may be taken from Connecting Steps/BSquared, NHS SaLT reports or other tracking materials, such as Boxall.

Targets are reviewed and updated regularly by the class teacher on the Pupil Passport. Class teachers meet with parents regularly to describe progress towards targets and offer supporting materials for use at home. Where parents have a concern about the provision for their child, the Inclusion Leader will triangulate a meeting between parents, the class teacher and themselves.

Where school or parents are of the view that the child's SEN or disability needs cannot be provided for adequately, an application for an Educational Health Care Plan (EHCP) Assessment will be made.

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.'

Parents will be an intrinsic part of the application process and will meet with the Inclusion Leader to read through the application for an assessment before it is submitted.

Where appropriate, school will work with representatives from other agencies, such as health, to complete the application.

Percentage of children with an EHCP	Percentage of children awaiting an EHCP assessment
1%	2%

Children in Nursery and Year 5 are prioritised to allow school to make the application in enough time before the transition is made into Reception and Year 7. This allows time for a request to be made for specialist provision, should this be a request from the parents.

For more detailed information, go to the Local Offer [Leeds Local Offer](#).

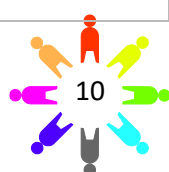
Provision, approaches, curriculum and learning environment

All children in school have access to quality first teaching. Within classroom planning, teachers detail how they will adapt teaching to support the learning of all children.

Where children need specific adaptations using a highly differentiated approach, or if they are accessing one of our provision rooms, an additional ‘Adaptive Teaching’ plan will be created to explain the strategies that will be used to ensure the child/children can access the curriculum. This may include the use of aids such as overlays, visual timetables, laptops and pencil grips.

Examples of what support in school may look like:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Symbolic exchange Intensive interaction
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Lexia reading intervention Pencil grips Writing slopes
	Moderate learning difficulties	Graphic organisers Word banks Extra time to complete work Explicit instruction Tasks broken down into ‘bitesize’ chunks Use real examples



	Severe learning difficulties	Support with personal care, including feeding and changing
Social, emotional and mental health	ADHD, ADD	Quiet workstation Short burst activities
	Adverse childhood experiences and/or mental health issues	Play Therapy Nurture intervention Child counselling
Sensory and/or physical	Hearing impairment	Minimising background noise Visual aids
	Visual impairment	Blinds in the classroom Reduced environmental stimulation
	Physical impairment	Standing frames and walking aids

Planning and provision is monitored regularly by the SENDCo and Senior Leadership Team to ensure the quality remains high. This includes the monitoring of teaching adaptations to ensure they reflect appropriate strategies to engage SEN learners. Teachers regularly review the outcomes of children in their class on the SEN Register to ensure adapted teaching is impacting their progress and attainment. In addition to this, progress is evaluated regularly with parents. This includes parents' evenings and other review meetings, depending on whether the child receives top-up funding or has an EHCP.

A holistic approach to addressing all needs is adopted, with careful recording of both primary and secondary needs and appropriate next steps for all areas of need.

Where children need additional support from an adult, this may include full one-to-one supervision, individual or group intervention, learning support in class by a TA or alternative room provision, depending on the child's needs. Additional staffing is funded through the Notional Inclusion Budget and FFI Top-Up Funding (Funding for Inclusion).

All adults in school have received STARS Autism Tier 1 training. In addition to this, adults working with SEN children have received training in Symbolic Exchange, Intensive Interaction and Visual Support.

Progress is measured for all children in the Early Years Foundation Stage at four intervals across the academic year. This includes a baseline assessment against the DfE Development Matters and the school's EYFS Progression Models. Where children are working at Wave 3, they may have additional systems in place to record their progress, as previously stated. This may include the SENIT Developmental Journal or Connecting Steps/BSquared and these will be reviewed regularly throughout each half term to assess outcomes and promote progress.

Children in Years 1-6 are assessed against the National Curriculum at three intervals in the academic year. Again, where additional systems are in place due to a high level of need, children's outcomes will be tracked frequently by the class teacher.

Adjustments are made to the environment to ensure it meets accessibility requirements for all pupils. For example, where children remain incontinent beyond Nursery, the care suite



has been adapted to include an electronic bed where children's intimate care can be provided for in a dignified and safe environment. School will also work with other agencies, such as Portage Workers, Physiotherapists and the LCC Access Team to adapt the learning environment for children's individual needs.

Individual Pupil Risk Assessments (IPRAs) are developed for children where their SEN or disability put them at risk of hazards without specific control measures in place. These are developed alongside the Inclusion Leader, class teacher and parents as well as any other agencies involved with the child. IPRAs also include Positive Behaviour Support Plans where positive handling may be used to support a child.

An inclusive approach is used for all children. This means where possible and appropriate, children remain in the mainstream classroom to ensure they have equal opportunity to social interaction.

During the Reception Baseline Assessment (RBA) and KS2 SATS, access arrangements will be made as appropriate for children on the SEN Register. This could include having a reader or a scribe. In addition to this, class teachers will work with parents to devise suitable organisational elements, such as the space where the test will take place.

Please see the school's accessibility plan here [Accessibility Plan](#).

How are children with SEN engaged in all activities?

All children have the opportunity to access engagement opportunities in school, such as school visits or visitors, where school can suitably negate risk. Where necessary, the IPRA will be adapted to ensure it details control measures to reduce the risk of hazards during the visit or other activities. All of our extra-curricular activities during school hours are available to all children as appropriate.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will endeavour to make whatever reasonable adjustments are needed to make sure that they can be included.

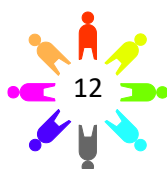
How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.



3. Support for Emotional and Social Development

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- We provide extra pastoral support through the additional provision of Behaviour Support Workers and Learning Mentors
- We run emotional literacy groups for children who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our PSHE Curriculum, 'You, Me, PSHE'
- We offer family support from the Inner East Cluster via the school's Pastoral Team

4. Looked After Children with SEN

The Designated Teacher responsible for Looked After and Previously Looked After children is Mrs Amy Brealey.

Mrs Brealey will work with alongside the Inclusion Leader and class teachers to help them understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

5. SEN Transition

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term.

Between schools

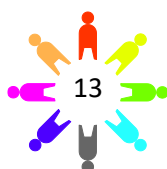
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Before starting secondary school

The SENCO of the secondary school allocated to the child will have a meeting with our Inclusion Leader. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Additional and/or tailored transition days in the new school
- Learning how to get organised independently
- Plugging any gaps in knowledge



6. SEN Specialist Expertise

Inclusion Leader and Special Education Needs Coordinator

The Inclusion Leader for the school is Mrs Brealey, who is also Deputy Head Teacher and Designated Safeguarding Lead. Mrs Brealey works alongside teaching staff, the Pastoral Team and the Safeguarding Team to coordinate and manage the provision for children with SEN.

Assistant SENCO

Our Assistant SENCo is a member of the support team. She supports children who have Speech, Language and Communication needs. She has had Autism Tier 3 training as well as Designated Safeguarding training and other training related to her role.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Leader to meet the needs of pupils who have SEN. Class teachers plan, implement and monitor the provision for children with SEN in their class. They ensure all children in their class make good progress against their individual starting points.

All class teachers have received STARS Autism Tier 1 training.

Learning Support Assistants (LSAs)

We have a team of Learning Support Assistants who are trained to deliver SEN provision.

In addition to this, we have Learning Support Assistants who are trained to deliver interventions such as TalkBoost language intervention, The Nuffield Early Language Intervention and Little Wandle phonics intervention.

Learning Support Assistants have had other training to support them in their role of working with children with SEN, including Intimate Care, Makaton, training for Sensory Circuits and other training packages available from STARS.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- An NHS in-house traded Speech and Language Therapist
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services, such as SENIT and STARS
- Voluntary sector organisations



7. Consulting with SEN Pupils, Parents and Carers

Consultation with children

- The SENDCo, teachers and support staff will work together with the child to ensure the planned provision is effectively in place to ensure outcomes are met.
- Where possible, we endeavour to actively involve all SEN children when setting their outcomes. Their progress and ongoing support will be shared with them in an appropriate way.
- Pupil Voice is gathered by the SENDCo and class teacher to review developments to the SEN provision for the child.

Consultation and partnership work with parents and carers of children with SEN

- Termly parents' and carers' evenings take place where progress towards outcomes is shared and collaboration between teachers and parents or carers will take place to plan next steps.
- Teachers will meet regularly with parents to discuss progress and review the Pupil Passport.
- School adopts an 'open-door' policy, where parents and carers are welcome to come into the setting to discuss any concerns they may have.
- The SENDCo will review a child's SEN Support Plan and report progress to the council if the child is in receipt of FFI Top-Up Funding. These will take place every term for children in Early Years and once per year for children in Year 1 to Year 6.
- Six-monthly reviews will take place with parents and carers for any child with an Education and Health Care Plan (EHCP). Any relevant outside agencies are invited to the meeting. School may call an emergency meeting if they feel the EHCP needs urgently reviewing before this time.
- School may hold coffee mornings and share training videos to support them with understanding their child's SEN. For example, this may be to share parental support videos from Leeds Community Health Care in relation to complex communication needs.

8. What should I do if I have a complaint about my child's SEN support?

Please see the school's Complaints Policy here: [Complaints Policy](#)

Complaints about SEN provision in our school should be made to the class teacher the first instance. This may then be escalated to the SENDCO , Acting Inclusion Leader and Head Teacher. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice 0-25 \(DfE and DoH, 2015\)](#) .



9. Evaluation

How does the school evaluate the effectiveness of SEN provision?

The provision for SEN is evaluated using a range of strategies. These include:

- Regular and robust evaluation of policy and practice
- Book scrutiny to look at the work of SEN children
- Monitoring of planning and learning walks to check how the teaching of the curriculum is being adapted for children with SEN
- External audit of SEN provision
- Monitoring attendance of children with SEN
- Regular reviews of the SEN Register to ensure correct identification of need

Outcomes of the evaluation of SEN provision in 2022-2023

SEND Characteristics 2023

SEND Primary Need	SEND Support (151)
Moderate Learning Difficulty	44
Severe Learning Difficulty	1
Social, Emotional and Mental Health	23
Speech, Language and Communication Needs	76
Hearing Impairment	1
Visual Impairment	1
Multi-Sensory Impairment	1
Physical Disability	1
Autistic Spectrum Condition	3

Attendance

Attendance of children with SEN was broadly in-line with the rest of the school and National.

Shakespeare – all children	Shakespeare – children with SEN	National
93.43%	93.22%	93.80%

Outcomes at KS2

The table below describes attainment of children with SEN at KS2 in Summer 2023 in comparison to the non-SEN group.

Subject	SEN Support	Non-SEN
Reading	42%	44%
Writing	29%	60%
Maths	50%	66%



Development points for SEN provision for 2023-2024

- Continue to use a range of techniques in the identification of SEND Primary Need, in particular ensuring that any child with a high probability of having Dyslexia through screening is identified and recorded as having a Specific Learning Difficulty.
- Continue with close tracking of attendance of children with SEN and in particular those who are persistent absentees. Support will be identified to reduce barriers and improve attendance.
- Writing continues to be an area of development for the school. The 'Writing' curriculum team will continue to consider and plan for adaptations that can be made to the writing curriculum to ensure children with SEN have improved attainment.



SECTION B

Disability and Accessibility

1. Admissions

- Any prospective children whose EHCP names the school will be admitted before any other places are allocated.
- School will not discriminate against prospective children with a SEN need or disability.
- School will work with other settings and outside agencies to ensure the transition into school is well-planned and any equipment and resources needed are procured in advance.

Please see Leeds City Council Admissions information here: [Leeds City Council Admissions](#)

Please also see admissions information from the Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS) in Leeds here: [SENDIASS](#)

2. Accessibility

- School will make reasonable adjustments to ensure all children with disabilities have full access to the same curriculum as their peers.
- School will work with outside agencies, such as the Portage Team and Physiotherapists, to improve the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services the school provides.
- School is committed to ensuring we challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion through our curriculum.

Please see the school's Accessibility Plan here: [Accessibility Plan](#)

3. Equalities

School priorities making all members of our community feel welcomed and valued. We aim to promote inclusion and equality whilst tackling discrimination.

Please see the school's Equality Policy here: [Equality Policy](#)

