



Annual Report to Parents and Governors on the Special Educational Needs and Disability 2023



Key Achievements in 2022/2023

- All teachers and teaching assistants are trained on assistive technology. Children with SEN are using assistive technology to support progress and learning.
- Work has started to achieve the Leeds Communication Friendly Award. All teachers and teaching assistants have completed training on stammering and SSD (Speech sound disorder). Some teaching assistants have completed additional speech and language training. Funding for children with SSD has been applied for.
- All teachers and teaching assistants completed the new Level 1 Understanding Autism Training.
- The new Leeds Graduated Approach Toolkit is now fully implemented and has replaced support plans. These plans provide parents with more detailed tracking information about their child's progress.
- Miss Early is now trained as an ELSA Emotional Literacy Support Assistant, continuing our development of SEMH provision across school. The new nurture room is established.
- Health and wellbeing week included mental health day, let's connect day, healthy eating day, physical health day and neurodiversity day.
- Awareness and understanding of neurodiversity has been achieved across school through assemblies, teaching and activities.

Schools have a duty to report to parents and governors on the provision of SEND. Students with special educational needs have learning difficulties or disabilities which can make it more challenging for them to learn. These students may need additional support and provision. At St Joseph's Catholic Primary School, we provide an inclusive environment in which children with SEND are educated alongside their peers and can participate fully in the educational experience. We actively identify any barriers to learning at the earliest opportunity to achieve the best possible outcomes for children. We are committed to high achievement for all, supporting children and their families through SEND provision and personalised learning. Our provision and interventions meet each child's individual educational and well-being needs, enabling them to access a broad and balanced curriculum.

The SEND Code of Practice lies at the heart of St Joseph's SEND policy and sets out the processes and procedures that must be followed to meet the needs of children with SEND. The code describes a graduated approach which recognises that students learn in different ways and have different special educational needs. At St Joseph's, students are recorded on the SEND register according to their broad area of need. This enables personalised support to be put into place or specialist support to be sought to help students overcome their difficulties. Students who have more complex needs may have an EHC Plan, an educational health and care plan.

There are four broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. They may have difficulty saying what they need to, understanding what is being said to them or they may not understand or use the rules of social communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language and communication at different stages of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social communication. They may also experience difficulties with language, communication and interaction which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more aspect of learning. This encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may affect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Key Personnel

SENCo: **K Hulbert** SEND Governor: **R Keinhorst** Acting Head Teacher: **K Choma**

Policies

The school's SEND policy is created and updated in line with the SEND Code of Practice 2014. The policy is reviewed annually and follows the format of all academy policies.

Number of students as identified on the SEND register – June 2023

SEN	Total
SEN support	48
EHCP	0 (1 application)
Number on roll	201
Total SEND	48

% SEND EYFS	% SEND Y1	% SEND Y2	% SEND KS1	% SEND Y3	% SEND Y4	% SEND Y5	% SEND Y6	% SEND KS2	Total
7	8	9	22	6	3	10	5	24	48
25%	28%	30%	26%	19%	12%	33%	17%	21%	24%

EHC plans

389,171

pupils in schools in England. Up by 9.5% from 2022

► [What is this?](#)

EHC plans (percent)

4.3

percent of pupils with an EHC plan. Up from 4.0% in 2022

► [What is this?](#)

SEN support/SEN without an EHC plan

1,183,384

pupils in schools in England. Up by 4.7% from 2022

SEN support/SEN without an EHC plan (percent)

13.0

percent of pupils with SEN support. Up from 12.6% in 2022

The current national average for pupils on the SEND register is **17.3%**. The percentage at St Joseph's Otley is **24%** (including children receiving speech and language support and excluding children supported for nurture in school), which is above the national average.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

SEND Areas of Need at St Joseph's

Primary Area of Need Children on Register	Total
Communication and Interaction (inc ASD)	26
Cognition and Learning	14
Social, Emotional and Mental Health	6
Sensory, Physical and Medical	2
Total in school	201
Total SEND	48

Key Facts 2022/23

- The primary areas of need with the greatest number of pupils with SEND are communication and interaction and learning and cognition. This includes children with speech and language difficulties / disorders and those with social communication difficulties and a diagnosis of Autism.
- Children with learning and cognition needs are being identified earlier because of our early intervention approach using the assess, plan do and review cycle.
- There is also an increasing number of children with ASD indicators and diagnosis. Six children have a diagnosis, four in KS2 and two in KS1. A further four children are awaiting diagnosis. The school has conducted STARs Level 1 Understanding Autism Training with all staff and the SENCo is Level 2 Autism trained. All children with a diagnosis have been referred to STARs or been supported by STARs.
- St Joseph's has increased the work carried out with Leeds SENIT. Four children in KS2 and two child in KS1 have supported by SENIT. This work has given St Joseph's additional learning provision and intervention.
- Three children have a dyslexia diagnosis and three children are in the process of having a diagnostic assessment. Eight children showed signs of dyslexia from the dyslexia screener.
- There are an increasing number of children with SEMH needs. Fourteen children have been identified as having an SEMH need. All of these children have been referred to the Cluster/ Mindmate /CAMHs and have received or are waiting to

receive support or are seen by Catholic Care regularly. Additional children have received SEMH support in school through nurture programmes, friendship programmes, Lego Therapy, buddy support, social stories and emotional resources in class. Mindmate and PSHE lessons continue since being awarded Mindmate Friendly status. This needs to be renewed in 2023/24. We have accessed the Leeds Wellbeing Club resources. Our nurture TA is now ELSA trained as an emotional literacy support assistant.

- St Joseph's work with the Area Inclusion Partnership. Two children have received support through this service.

Identification of SEND

- We follow the guidance within the SEND Code of Practice and Leeds City Council for identifying SEND.
- Children not making expected progress are identified by the class teacher and the graduated approach of Assess, Plan, Do and Review begins. This follows the SEND Code of Practice and recommendations by Leeds SENIT Team.
- The number of pupils on the SEND register is under constant review. It is amended according to pupil's progress against their support plan outcomes, pupil progress reviews and information from outside agencies.
- The identification process is monitored half termly via regular communication with the SENCo and pupil progress meetings. Any pupil who does not make progress despite intervention will be identified for the SEND register and parents consulted.
- Children identified as having SEND will be given an individual provision map as part of their graduated approach toolkit, detailing child friendly outcomes and provision to be put in place.
- Standardised assessments are used to assess a child's learning age compared to their actual age. Assessments are conducted for reading fluency, reading comprehension, spelling and maths. In addition, a wide range of needs are assessed using the GL dyslexia screener to understand the barriers to a child's learning. The SENCO can also screen for visual stress.
- Early identification of needs and difficulties is undertaken to give children the best possible outcomes for their education. The Leeds Developmental Journal is used to identify children who are not meeting age related expectations against the Early Learning Goals.
- Staff are aware of pupils with SEND through the SEND Database and CPOMs. Past reporting data is available, if required, to raise staff awareness to support individual children. This information empowers teaching staff to ensure their quality first teaching and additional support meets the child's needs.

Monitoring / Evaluating SEND

- All teaching staff are required to report regularly on the progress of children with SEND. Children with identified needs have a graduated approach toolkit and individual provision map with outcomes. Progress against outcomes is reviewed termly by the teacher with the child and parents.
- Evidenced based interventions in school are delivered by teaching assistants. These are detailed on our school provision map. The impact of provision for each child is monitored on the child's individual provision map as part of the graduated approach toolkit for each child.
- Quality assurance is conducted to measure the impact of interventions and SEND strategies.
- Information on the progress and attainment of children with SEND is monitored by the SENCo, the class teachers and the head teacher through pupil progress meetings and the SEN Performance Tracker.
- Parent and pupil voice is a key element of measurement. Parents are invited to feedback to the class teacher and SENCo each term. Person centred reviews take place with pupils annually and children are involved in their support plans each term.
- As part of gathering evidence of achievement of pupils with SEND, the SENCo carries out SEND learning walks providing the opportunity to share good and outstanding progress and monitor the provision in place.
- Teaching assessments monitor and record progress made in the children's intervention work.
- Class teachers and teaching assistants use B Squared to monitor small steps of progress ongoing and each half term. Online training has taken place and all staff use Online B squared.
- Book reviews are carried out across a range of abilities including children with SEND to moderate levels and assess progress.

Progress 2022 - 2023

SEND Progress 2022 – 2023 Reading

89% of children made expected or greater progress to achieve their targets for the end of year as measured against their IPM outcomes and B Squared % outcomes.

Key Stage	% children with SEN BLW	% children with SEN WTS	% children with SEND EXS	% children with SEND GDS
EYFS	80%	NA	20%	NA
1	31%	15%	38%	16%
2	22%	22%	47%	9%

SEND Progress 2022 – 2023 Writing

88% of children made expected or greater progress to achieve their targets for the end of year as measured against their IPM outcomes and B Squared % outcomes.

Key Stage	% children with SEN BLW	% children with SEN WTS	% children with SEND EXS	% children with SEND GDS
EYFS	80%	NA	20%	NA
1	31%	31%	30%	8%
2	35%	43%	13%	9%

SEND Progress 2022 – 2023 Maths

92% of children made progress to achieve their targets for the end of year as measured against their IPM outcomes and B Squared % outcome

Key Stage	% children with SEN BLW	% children with SEN WTS	% children with SEND EXS	% children with SEND GDS
EYFS	80%	NA	20%	NA
1	31%	31%	23%	15%
2	17%	30%	40%	13%

Attendance

	EYFS	1	2	3	4	5	6	Total
Total	96.5%	94.8%	96.1%	95.4%	96.3%	94.7%	96.3%	95.2%
SEND	88.6%	93.8%	94.2%	95.1%	91.4%	95.3%	96.7%	93.6%

Attendance of SEN children is slightly lower in five year groups and slightly higher in two year groups.

Budget

In addition to the Age Weighted Pupil Unit Fund, our school/academy receives an additional amount of funding to enable us to contribute to the costs of the whole school's additional SEN support arrangements. This is currently the mandatory cost threshold of £6000 per pupil. This is a notional amount of funding and is not regarded as a substitute for our own budget planning and decisions about how much we need to spend on SEN support. Most children with SEN, need special provision which comes to less than £6000.

The budget available to support SEND is at the discretion of the Head Teacher and academy

Funding

- In 2022-23 high needs funding (Funding for Inclusion) was granted for seven pupils. This amounts to £28,979. The allocation is spent on supporting these children with speech, language and communication needs, learning and cognition needs and SEMH needs.
- Five applications have been made this summer term for children in funding application year groups.
- There is currently one application for an EHCP.
- Pupil premium allocation is currently £30520. Five pupils on the SEND register are in receipt of pupil premium.
- Funding for children looked after (CLA) – there are currently three children in school who receive funding. St Joseph's receives funding of £1995 per pupil.

Parental Involvement and Pupil Voice

As detailed in our SEND policy, we welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. We endeavour to foster effective partnerships, valuing parents' views and contributions and work closely with parents to meet their child's needs. We draw attention to the availability of relevant and accessible information such as the Leeds Special Educational Needs and Disability Advice Support Service, MIndmate services and the Leeds Local Offer as detailed in the SEND Policy.

We work with parents through:

Early Intervention Termly support plans/ IPMs Termly parent feedback forms

Meetings between parents and SENCo Parent questionnaires

Parent Questionnaire Results 2023 15 responses

1. My child's Special Educational Needs are met at school

[More Details](#)[Insights](#)

Strongly agree	7
Agree	7
Neither agree nor disagree	1
Disagree	0
Strongly disagree	0



3. Issues raised about my child are dealt with effectively

[More Details](#)[Insights](#)

Strongly agree	9
Agree	5
Neither agree nor disagree	1
Disagree	0
Strongly disagree	0



2. I know who to talk to about my child's needs

[More Details](#)

Strongly agree	10
Agree	5
Neither agree nor disagree	0
Disagree	0
Strongly disagree	0



4. My child is making progress/ is being supported to make progress

[More Details](#)

Strongly agree	8
Agree	6
Neither agree nor disagree	1
Disagree	0
Strongly disagree	0



5. I have the opportunity to discuss my child's needs and progress

[More Details](#)[Insights](#)

Strongly agree	9
Agree	6
Neither agree nor disagree	0
Disagree	0
Strongly disagree	0



7. My child is happy at school

[More Details](#)[Insights](#)

Strongly agree	6
Agree	5
Neither agree nor disagree	4
Disagree	0
Strongly disagree	0



6. I am informed about the support my child receives in school

[More Details](#)[Insights](#)

Strongly agree	8
Agree	7
Neither agree nor disagree	0
Disagree	0
Strongly disagree	0



8. My child feels safe at school.

[More Details](#)[Insights](#)

Strongly agree	9
Agree	6
Neither agree or disagree	0
Disagree	0
Strongly disagree	0



9. My child can access extracurricular activities and trips

[More Details](#)

[Insights](#)



Question	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
My child's special educational needs are met at school.	47%	47%	6%	0%	0%
I know who to talk to about my child's needs.	67%	33%	0%	0%	0%
Issues raised about my child are dealt with effectively.	63%	31%	6%	0%	0%
My child is making progress / being supported to make progress.	60%	40%	0%	0%	0%
I have the opportunity to discuss my child's needs and progress.	60%	40%	0%	0%	0%
I am informed about the support my child receives in school .	56%	44%	0%	0%	0%
My child is happy at school.	40%	33%	27%	0%	0%
My child feels safe at school.	60%	37%	0%	0%	0%
My child can access extra curricular activities and trips.	60%	34%	6%	0%	0%

- 94% of parents think their child's needs are met at school.
- 100% of parents know who to talk to about their child's needs, have the opportunity to discuss their child's progress and are informed about the support their child receives.
- 73 % of parents agree or strongly agree that their child is happy in school however 27% neither agreed or disagreed. This will continue to inform a priority for 2023/24.

Parent responses 2023

Responses

Provision for children with SEN needs is excellent. Ms Hulbert keeps us fully informed and clearly knows my child well. I feel both her and the class teacher are constantly looking for ways to support my child so he can be his best self and feel happy at school.

Truly exceptional teaching and nurturing of my child by all at this school

School have been fantastic with helping with my child's additional learning needs. I feel well supported as a parent and can see my son is happy at school

Excellent care and teaching by all

We are so pleased with our daughters support at St Joseph's. We feel the communication we have had as parents has really helped link her support together holistically. Thank you so much for all your hard work in making journey into school the best it can possibly be!

As a family we have been really happy with all support given from st Joseph's with our child throughout his school years and very grateful to all concerned. In hindsight & perhaps going forward; as a parent and for the benefit of my child - he/we would have ideally had time spent considering sats week - the approach and any additional time that may have been applied for. '

Excellent provision and support for both my child, and me as a parent :-)

Other responses

"We just wanted to say a massive thank you for all you have done for x and ourselves for the last 2.5 years".

"Thanks to your knowledge, skills, professionalism and your care, we finally have a diagnosis".

"We couldn't be more pleased with the support you have given and how supported x is at St Joseph's".

"We will never forget your empathy and kindness you showed to us all throughout our tough and turbulent journey".

“It was really reassuring to have a meeting and know how well you will continue to support our child through his school journey.”

“We just wanted to say a massive thank you for putting all the necessary provisions in place to support x. We are so pleased that he is happy and it is great to see him developing.”

“We really appreciate everything that you are doing and can’t thank you enough for being so inclusive. We understand x difficulties and you have our full support”.

Pupil Voice

In line with the SEND policy:

- Children with SEND play an active part in setting their outcomes and monitoring progress on their individual provision maps and graduated approach toolkits. They feedback termly on how they think they are progressing, what they have found challenging and what they would like to achieve next. They can add any comments which they would like their class teacher or SENCo to be aware of.
- Children have person centred reviews annually and more frequently if required. Children with SEND completed a pupil questionnaire annually to feedback on a wide range of areas.
- We aim to optimise opportunities for participation across all areas of the curriculum and school activities.
- We promote an inclusive ethos across school and encourage social responsibility and understanding amongst all our pupils. In line with the Equality Act 2010, we treat current and prospective pupils according to their needs and make reasonable adjustments as required.

Pupil Questionnaire Results

Question	I agree	Sometimes agree	I do not agree
I am happy at school.	90%	10%	0%
I know how I am doing with my learning.	80%	15%	5%
My teacher understands my needs and how to support me.	100%	0%	0%

I get the support I need to learn.	95%	5%	0%
I can join in all the activities at school.	85%	15%	0%
I know what to do if I am worried about anything.	90%	10%	0%
I have friends at school.	80%	20%	0%
I feel safe at school.	90%	10%	0%

- 100% of children with SEND agree that their teacher understands their needs and 95% agree that they get the support they need to learn.
- 90% of children with SEND always agree and 10% sometimes agree that they are happy in school.
- The majority of children agree with the statements on the questionnaire.
- The lowest scores were 80% of pupils feel they have friends in school and know how they are doing with their learning. These areas will inform priorities for 2023/2024.

Approach to Teaching

- All teachers are teachers of pupils with SEND
- High quality first teaching
- Graduated approach to identification and provision
- All staff have appropriate training
- SEND policy is reflective of the SEN Code of Practice 2014
- An inclusive curriculum
- High aspirations for all children
- Monitoring progress and data
- Involvement with parents
- Pupil voice

Adaptations to Curriculum and Learning

- We are committed to improving the outcomes for all pupils including those with SEND.
- Quality First Teaching with inclusive approaches are at the heart of this.
- All staff hold high aspirations for all our pupils.
- Pupil and parental voice is central to practice.

- Staff have attended training to achieve the best possible teaching and learning approaches for pupils with SEND.
- We provide a curriculum that offers a combination of entitlement and choice.
- We provide flexible learning pathways for pupils with SEND.
- High quality / evidence-based interventions and provision are now securely established across school.
- Individual provision maps are now completed for each child with a support plan a to detail and evaluate the effectiveness on provision.

Expertise and Training of Staff

Staff have accessed:

- ELSA Emotional Literacy Support Assistant - TA
- Level 1 Making Sense of Autism Training - All staff
- Level 2 Understanding Autism Training - SENCo
- DLD Training – All staff
- Stammering Training Allied Health – Whole School
- Dyslexia Level 1 training (Except staff joining 2020-21) -Whole school
- Autism Tier 1 training (Except staff joining 2020-21) -Whole School
- Lego Therapy Training -TAs
- Anxious Young children -Whole School
- Wellbeing Leeds Educational Psychology – Teachers
- Mindmate /Wellbeing briefings – All Teachers and TAs
- Number sense and First Class number -TA's
- Dragon Hunters- TA's
- LCC Reading Intervention - TAs
- Therapeutic Story Writing – TA's
- Lexia - Whole School
- Mental Health First Aid Training - SENCo and VW
- B Squared training to move to online monitoring – July 2021
- Team teach to be planned for September 2021

This training has ensured that staff have effective ways to support children within the classroom and in specialist interventions.

Evaluating the Effectiveness of Provision

- Observations of provision are undertaken on learning walks.
- Observations of interventions are conducted during the year.
- All evidence-based interventions have pre and post test data.

- Teachers closely monitor progress against year group expectations and small steps of progress on B Squared, pre and post interventions.
- Individual provision maps evaluate the effectiveness.

Involvement with Other Professionals

St Joseph's works with:

The Otley Cluster of Schools, including support from mental health practitioners

Educational Psychology Service

Away with Words Speech and Language Therapy

STARs

Leeds SENIT

Leeds North West Area Inclusion Partnership

Mindmate

CAMHs

Transition

We recognise that there are many points of transition for all pupils which need to be managed carefully. Pupils with SEND will often need additional and different support to manage these.

Children New to School

Parents meet with the head teacher, teacher and SENCo if appropriate. Information is sought from any previous school and nursery. The reception teacher and SENCo visit settings, as appropriate. CPOMs is used to record transfer between settings. Children have settling in days and their starting date is decided on their birth month and year and additional needs. A buddy system is used as required.

Transition between Classes in School

Transition between year groups is planned for and personalised according to need. Enhanced transition planning and programmes of transition are put into place for those children who need it. This may include visits to the next year group or phase, additional meetings with parents, notice of pupil voice and transition books. STARs transition books are completed for children with ASD.

Transition to High School

Transition to high school is now done through the Ambassador Programme. Additional visits can be arranged for the child and parents. SENCo meets with the SENCo from each high school to discuss the child's individual needs. The Educational Psychology team have supported transitions.

Arrangements for complaints from parents and children with SEND

Our policy states, if a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Head teacher or SENCo, who will be able to help and advise. If required, they will advise on formal procedures of complaint.

Link to Leeds Local Offer

<https://leedslocaloffer.org.uk/#!/directory>