

Yeadon Westfield Infant School

Report to Governors on SEND provision 2020-21

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

SENCo: Dawn Lowry

SEND Governor: Suzanne Akeroyd

External Agencies

Speech and Language Therapists

CAMHS/TAMHS

Educational Psychology Team

SENIT

AIP

Stars

Liaison

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

November 2020

Number of Pupils on Roll: 185 [including Nursery]

Numbers of Pupils with SEND: 18

Percentage of SEND pupils: 10%

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

Category of need

Speech and language: 13

Profound and Multiple Learning Difficulty: 1

No specialist assessment: 2

Social, emotional and mental health: 1

Medical: 1

Parent Communication

Parents and carers are updated termly on their children's progress by the SENCO and class teacher.

What we offer:

- High quality support from trained adults
- Regular academic monitoring and termly reports to parents
- 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 oversee 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 2019/20 the notional SEND budget was £36,309. We received £37,375 extra funding for 4 children as part of FFI [Funding For Inclusion]. This is an extra-ordinary amount due to our circumstances. School has spent more than this in order to provide specific support for vulnerable pupils. Two of the children have had the equivalent of full time TA support; one had two to one TA support.

We spent £223,575 on in class support. There are specific staffing ratios in EYFS which must be followed; 1 adult to 13 children in nursery; 1 adult to 15 children in Reception. 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, one to one and paired support sessions through-out the week. We spend a portion of our budget on resources to support SEND pupils. We spend some of our budget on training for staff and covering the supply costs. Where possible staff attend after-school training and we utilise in house expertise.

Progress of pupils with SEND

Children with SEND make good progress as evidenced in pupil progress meetings. As this can often be from lower starting points than the majority of children, these children do not always reach age related expectations by the end of Y2.

Attainment 2020

GLD All- 78%	SEND 0% (2 children)
Y2 Reading All-89%	SEND 33% (6 children)
Y2 Writing All-87%	SEND 67%
Y2 Maths All-89%	SEND 83%

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.

