



Spring Bank Primary School SEN Annual Report 2022-2023

Executive Summary

This report was written in November 2023 to reflect the academic year from September 2022 to July 2023. Spring Bank Primary is committed to providing a supportive and inclusive learning environment for all its students, including those with special educational needs. Our school embraces a wide range of special needs and is continually expanding its expertise to meet the diverse requirements of our student body.

Diverse Special Needs Expertise:

Spring Bank Primary prides itself on having a dedicated team with specialisms and expertise in supporting children with dyslexia and speech and language needs. We have our own speech and language therapist who attends school every fortnight and have developed targeted interventions and tailored support to support children with dyslexia throughout school.

Increasing Neurodevelopment Diagnoses:

We have observed a notable increase in the number of pupils who are waiting for a Mindmate assessment for autism and/or ADHD following consultation with parents. To meet this growing demand, we are ensuring that all staff in school have undertaken training from STARS on how to cater to their unique needs. We have also invested in specialist equipment to help pupils to self-regulate during lessons.

Increasing SEMH Needs:

Another emerging trend is an increase in pupils with SEMH. We have a Learning Mentor to support children with social and emotional needs throughout school and close links with the Area Inclusion Partnership (AIP) and BARCA therapists through the cluster to offer counselling and small group work, to complement interventions carried out in school such as lego therapy. We have also invested in a safe space in school which can be used flexibly to give pupils with sensory needs, a place where they can self-regulate.

Growth in EHCP Applications:

Spring Bank has experienced a rise in the number of Education, Health, and Care Plans (EHCPs) applications. We work closely with parents and external agencies to ensure each child's specific needs are met comprehensively. Last year, two of our pupils received an EHCP with further applications planned for 2023-2024.

Prioritising Provision:

To ensure that every student receives the best possible support, we have adapted our individual support plans to focus more heavily on provision to enable new provision maps to guide daily practice in the future. We have also purchased a safe space and equipment to support a range of sensory needs in the classroom.



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School characteristics

	2020-2021	2021-2022	2022-2023
Total number of children on school roll (inc N)	205	199	189
Number of children on SEN register for this period	28	28	26
Number of children with EHCPs	1	1	2
% of children on school roll with SEN	15%	13%	14%

- Education Health and Care Plans

	Number
Number of EHCP applications currently in progress	2
Number of EHCP applications planned for 2023-2024	2

2

- Breakdown of SEN register by primary category of need

The primary category of need is determined by what the pupil needs the most support with at school.

	2020-2021	2021-2022	2022-2023
Communication and interaction	8	7	10
Cognition and learning	8	14	9
Social, emotional and mental health difficulties	1	4	5
Sensory and/or physical needs	2	3	2

(Broad Areas of Need taken from SEN Code of Practice 2015)

- Spread of needs across year groups

	2020-2021	2021-2022	2022-2023
Reception on SEN register	0	3	1
Year 1 on SEN register	3	1	5
Year 2 on SEN register	3	3	6
Year 3 on SEN register	3	5	7
Year 4 on SEN register	4	4	2
Year 5 on SEN register	5	3	2
Year 6 on SEN register	8	7	3



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Funding arrangements

	2020-2021	2021-2022	2022-2023
Total funding received by school (elements 1 and 2)	£67,406	£67,406	£63,304
Number of pupils for whom top up (element 3) funding is being claimed	5	5	5
Total funding received by school (top up funding, element 3)	£17,225	£31,320	£47,040
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£84,631	£98,726	£110,344
Total number of pupils who are eligible for SENDIF Funding	0	0	0

Staffing

- Current SEN staffing infrastructure

	Number of Staff	Full Time Equivalents
SENDCo	1	1

- Staff qualifications (relating to SEN)

	Qualifications
Natalie Ryan	NASENCO

- Staff deployment

	Number of Staff	Full Time Equivalents
In class / whole group support	1	2.0
1:1 support	2	1.9
Delivering interventions	All Staff	-
SEMH support	2	1.0

- Training opportunities provided in this period

Staff role	Training accessed and rationale	Desired impact	Number of staff training cascaded to
All staff	Autism Awareness - Level 1	Develop strategies and understanding of the condition to support children in the class.	4 (Rest of staff had training the year before)
Teaching Assistants	Nessy – Dyslexia Awareness	Develop Strategies and understanding of the condition to support children in the class	4
Teaching Assistant	Supporting pupils with SEMH	Develop strategies to support children with SEMH	1



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All Staff	Team Teach Refresher & Team Teach Level 1	Develop techniques in positive handling	All staff (refresher) 6
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Relevant data sets

Here is the data for the achievement at the end of each Key Stage at July 2022:

➤ Foundation Stage Data:

Pupils who achieved a Good Level of Development:

	... Primary
All pupils	8/16
Pupils without SEN	8/16
Pupils with SEN	0/1

➤ Key Stage 1:

% achieving the expected standard: SEN	Reading	Writing	Maths	RWM*	Number of Pupils
... Primary School	29%	14%	14%	14%	6

*RWM=Percentage of pupils who received the age related expectations in Reading, Writing and Maths.

➤ Key Stage 2:

Average Scaled Scores: SEN	Reading	GPS**	Maths
... Primary School	N/A	N/A	N/A

**GPS=Grammar, Punctuation and Spelling

The two children in Year 6 were not entered for SATS and therefore no scaled scores are available for 2022-2023

% achieving the expected standard: SEN	Reading	GPS	Maths	Writing Teacher Assessments	RWM	Number of Pupils (RWM)
... Primary School	0%	0%	0%	0%	0%	2

*RWM=Percentage of pupils who received the age related expectations in Reading, Writing and Maths.

**GPS=Grammar, Punctuation and Spelling

Attendance (September - July)

Whole-school attendance rate	92.74%
Attendance rate for those on SEN register	86.04%



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Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	5
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	5
Total number of school days lost to fixed-term exclusions (all pupils)	0
Total number of school days lost to fixed-term exclusions (SEN cohort)	26

Alternative arrangements

Number of SEN pupils who are on a reduced timetable	3
Number of SEN pupils receiving their education off-site	1
Number of SEN pupils who are being taught out of their chronological cohort	1

The quality of teaching and learning

All teachers have performance management objectives and these are reviewed regularly throughout the year by the Headteacher and other members of the Senior Leadership Team. Monitoring of lessons takes place through drop in sessions with a focus on inclusion and provision for pupils with SEND. Monitoring of support staff is carried out through drop ins and observations of interventions. Monitoring is also carried out by analysis of data for pupils with SEND through the use of progression steps for children with complex needs. Termly pupil progress meetings with staff enable leaders to identify barriers and to plan next steps in collaboration with the class teacher and SENDCo. There are additional termly SEN meeting for parents to discuss with the class teacher and SENDCo the current provision and the progress their children are making.

Additionally support staff are observed as part of the monitoring cycle - to review the quality of the teaching and learning for children with complex needs.

- Range of interventions currently in place

Description	Nessy (Dyslexia) - Writing
Analysis of effectiveness / impact Progress is monitored through assessments on the programme. Intervention is enabling pupils to close gaps in sounds which is having a positive impact on reading and writing in class.	
Description	Specialist 1:1 Speech and Language Therapy
Analysis of effectiveness / impact Children accessing specialist therapy have developed their range of speech sounds and have had success in developing their ability to both create these sounds and blend sounds together to formulate coherent speech. Children have progressed from speaking words to speaking in sentences over 4 word level - competently and independently.	
Description	Floppy Phonics/Phonics International reading intervention
Analysis of effectiveness / impact School follows the Floppy's Phonics programme. Pupils in EYFS and KS1 have daily teaching of the programme whole class and some children are identified as needing extra intervention, either through extra phonics sessions or daily reading with an adult one to one. Two children reached the expected standard in reading in KS1 as a result of this intervention.	
Description	SEMH - Learning Mentor
Analysis of effectiveness / impact. School continue to offer a range of different therapeutic interventions for individuals, which include Lego Therapy and Talk and Write. This is alongside outside BARCA agencies from the Headingley and Kirkstall Partnership Cluster who offer specialist workers to come for therapy and behaviour support.	



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The Learning Mentor has supported families in overcoming a range of barriers (such as bereavement, self-esteem, strategies to support with anxiety).

Compliance with statutory duties

	✓ / □
The accessibility of school trips and extra-curricular activities	✓
Whether the school's website is compliant with statutory requirements	✓
Is the school's building fully accessible?	✓
Are pupils with EHCPs receiving their statutory right to provision?	✓
Are annual Reviews for EHCPs have been carried out and any paperwork has been submitted to the authority within the timescales?	✓
Are all written professional recommendations being implemented?	✓

Summary

SENCO's priorities for next academic year

Move from a target driven approach with support plans to a provision based approach
Ensure professional recommendations form the basis for individual provision plans
Develop the knowledge and expertise of new teaching assistants through training
Making effective use of the safe space to meet sensory needs
Positive regard training for all staff – embedding strategies to support SEMH pupils
Purchasing equipment to support pupils with ADHD/Autism
Ensuring staff feel confident using team teach through refresher sessions
Ensuring Sensory Circuits are part of provision for SEMH pupils
Access further training through STARS –eg. Intensive interaction for identified pupils
Improve wellbeing of SEN pupils through a focus on provision