

# Crossley Street Primary School

## Report to governors on SEND

March 2025

At Crossley Street Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils, based around our four curriculum drivers:

- Initiative
- Diversity
- Community and the Wider Environment
- Personal Wellbeing and Growth

We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and emotional development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND, by working in partnership with parents/carers and listening to pupils.

The legal definition of Special Educational Needs and Disabilities (SEND), refers to children with learning problems or disabilities that make it harder for them to learn than most children of the same age. There are four broad areas of need as set out in the SEND Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health
- Sensory and/or physical

The percentage of our pupils that have special educational needs or disabilities (SEND) is **9.2%**  
The percentage of our pupils that have an education, health and care (EHC) plan is **0.5%**

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
EYFS 2	EYFS 1	EYFS 0	EYFS 0	EYFS 0	EYFS 0	EYFS0	EYFS 0
KS1 2	KS1 0	KS1 1	KS1 0	KS1 1	KS1 0	KS1 0	KS1 0
KS2 5	KS2 0	KS2 6	KS2 0	KS2 3	KS2 0	KS2 1	KS2 0

\* Please note, some children fall into more than one category of need, and as such have been placed into the most prevailing need.

## 2. IDENTIFYING PUPILS WITH SEND

Crossley Street operates on the inclusion of all children wherever possible. Getting to know each child well is paramount for all pupils, regardless of ability. Medical records, assessment tracking, outside agency recommendations and teacher observations are all used to identify children with SEND. This process is under continual review throughout the academic year.

Provision for pupils with additional needs is a whole-school responsibility. All members of staff have responsibilities in identifying and providing full curriculum opportunities for children with additional needs.

Children with additional needs may already have identified additional needs when they enter the school, others may be identified by their class teacher or by a parent or carer. The class teacher will work with the SENCO to provide a tailored programme of work to meet the pupil's needs. If required, an individual provision map or Individual Behaviour Plan will be completed for the pupil. Further intervention may be required from a variety of support services provided by the local authority, such as Educational Psychologists and Speech Therapists.

Children will be given extra support to meet specific targets, using a graduated response approach. This could include extra support in lessons through additional resources, prompts or extra help from an adult. Children may take part in small group work to enable them to practise key skills or to give them support before they begin a new strategy. This is called 'pre-learning' and can give some children a boost in confidence in areas they are finding challenging. Any plans or targets will be shared with parents/carers at parents' evenings or at review meetings with the SENCO as appropriate. Some children may receive support from other professionals such as Education Psychologists or Speech and Language Therapists and some children may be issued with an Educational Health and Care Plan (EHCP). Progress of all children across school and the impact of interventions is closely monitored by the Senior Leadership Team (SLT) and Senior Management Team (SMT).

A comprehensive outline of our SEND offer is available on the school website:

Year 4 and Year 5 are our only currently viable data groups. Below is a breakdown of results for children on the additional needs register. This is contextualised in governor committee meetings and during pupil progress meetings, alongside pupil case studies.

### **Y4:**

23/24 (End of Year 3)

Reading: x1 EXP, x1 GD x4 WTS

Maths: x3 WTS x3 EXP

Writing: x1 EXP x2 WTS x3 PKS

24/25 (Autumn Data Only)

Reading: x4 WTS x2 EXP

Maths: x4 WTS x2 EXP

## Y5:

23/24 (End of Year 4)

**Reading:** x1 PKS x3 WTS x1 EXP x1 GD

Maths x3 WTS x1 EXP x2 GD

Writing x4 WTS x2 EXP

24/25 (Autumn Data Only)

Reading x5 WTS x1 EXP

Maths x2 EXP x4 WTS

### 3. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- How the school is targeting support for pupils with SEND

Each class has a provision map that includes intervention for children in their class. This includes children on the additional needs register, pupil premium children, and any children that need short term targeted provision. Interventions are varied in approach, varying from 1:1 sessions, to small group work. Intervention strategies used include pre-learning, keep up and catch up sessions, recap of previously taught objectives and booster sessions.

Staff at Crossley Street understand the graduated approach and the APDR cycle. Interventions have an entry and exit level so that progress can be measured as the 'Assess' part of the cycle. Intervention sessions are planned carefully, taking into account previous assessments, so that objectives are focused and achievable as the 'Plan' part of the cycle. The intervention sessions take place in quiet spaces if possible, and are organised in a way that children are not missing important curriculum teaching as the 'Do' part of the cycle. Interventions are reviewed regularly to check that they are delivering what the children need.

At Crossley Street, we currently have 1 child that has an EHC Plan..This was reviewed in the Autumn term with all stakeholders happy with progress.

We also have 3 children that are currently awaiting an EHCP assessment and 1 child that has just applied.

### 4. SEND FUNDING

At Crossley Street, we currently have 6 children that receive FFI. Allocation of funds is the responsibility of the Headteacher, along with the SLT and SENCO

Reporting Year 2023/24

Notional Budget £52,502.83

FFI £45,240.00

This money is spent on supporting individual pupils through:

- 1:1 TA support
- Specialist resources
- CPD for staff supporting individual needs

## 4. SEND FUNDING

The school budget, received from Leeds LA, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies

Of the 21 children on the additional needs register, 8 are eligible for Pupil Premium or Pupil Premium Plus. This is being used towards specialised TA support, training of staff, and specialised equipment such as Chromebooks (please see the Pupil Premium Report for a full breakdown).

## 5. STAFF DEVELOPMENT

CPD and training on SEND at Crossley Street Primary School 2023 - 24

- NASENCO Award - Gemma Stanton
- Referral Cycle Teachers
- Mindmate Team Training - Teachers and TAs
- Re-think Formulation Cluster - Learning Mentor
- Intervention recording (Leeds Toolkit) - Teachers
- PACE Training - Teachers and TAs
- SEND Practice and Improvement Group - Gemma Stanton
- Sensory Profiling - Teachers
- Safeguarding Training GS
- Mental Health Mapping
- CPOMs refresher training - Teachers and TAs

## 6. WORK WITH EXTERNAL AGENCIES

- SENIT
- Educational Psychologist
- Occupational Therapist
- LCC Health and Safety Team
- Cluster
- NHS Children's Speech and Language Therapy Services
- NEPAIP
- STARS
- SENSAP
- NHS Public health Integrated Nursing Services
- Oakdale Centre
- Clinical Partners
- Cluster
- Mindmate Spa
- Mindmate Team