



SEND Annual Report for Greenside Primary School

SENCO	Emily Hair –Co-Deputy Head, SENCo	Period	2025-2026
SEND Governor	Chris Barr	Date of report	July 2026

Aims:

- *highlight our context of Special Educational needs and Disability (SEND) pupils and how they are supported in school*
- *analyse our school's data against national standards and identify our school's current strengths and development areas*
- *use data effectively to make decisions about future provision, including whole class teaching to meet the needs of children with SEND*

1. Executive Summary

At Greenside Primary school we pride ourselves on the care, compassion and nurture that we provide for all children, including those with additional needs. Support for pupils with Special Educational Needs at Greenside Primary School continues to be a high priority for all stakeholders. The school prides itself on the inclusive ethos that runs throughout the school. We endeavour to ensure that all of our children have access to a wide, enriching curriculum that is adapted and accessible, to enable them to achieve their full potential. We actively encourage our children to have high aspirations, that enable them to become fully immersed in learning opportunities. We openly promote our school values through assemblies, whole class, small group work and in everyday practice in our classrooms. Our Values and Curriculum Drivers form the basis of our whole school positive relationship policy, which is rooted in an understanding of Positive Regard, trauma informed, emotion coaching and restorative practices. Staff work to personalise learning across the curriculum to ensure it is appropriately challenging for all pupils.

The number of children identified with SEND, including those with EHCPs, has increased significantly over the past three years, with the school now above the national average in both areas. We have worked closely and effectively with the Local Authority to ensure needs are accurately identified, resulting in increased SEND funding.

Over the last two years, we have further strengthened our provision through the development of our SEND provision room, the Cloud Room Unit lead by our SEND Specialist Teacher. This has enabled the delivery of daily English and Maths teaching, as well as bespoke interventions tailored to individual pupils with SEND.

Ofsted (June 2024) recognised Greenside as highly effective in meeting the needs of pupils with SEND, highlighting our inclusive ethos and forward-thinking approach to supporting neurodiverse learners. In March 2026, our School Improvement Advisor undertook a NOVAC monitoring and evaluation visit, as SEND focus. They noted the forensic approach of the SENCO and recognised that staff have the knowledge and skills to effectively support pupils with SEND, due to the high-quality training and development provided across the school.

“Pupils with special educational needs and disabilities (SEND) are very well supported. The school understands pupils' individual needs. It ensures that teachers are able to meet these within their lessons. This enables these pupils to have full participation in all aspects of school life. Pupils with SEND are encouraged to be independent learners. To support this, they have access to a variety of resources. For example, the 'Cloud Room' is a dedicated space for pupils with complex social and emotional needs. Here, pupils receive the support that they need to understand and manage their emotions. Pupils are respectful and understanding of different needs.” Ofsted June 2024

Formative assessment is an integral part of the high quality teaching and learning that takes place across the school. Teachers use the 'B squared' assessment system for SEND children working below the year group expectations and this ensures that teaching supports all children to make good progress and focuses on developing the key skills and knowledge that each child needs. Staff training remains a key priority so that staff are confident in meeting the needs of all children. This professional development encompasses a range of key areas such as speech and language, Autism, ADHD, Dyslexia and SEMH support.

2. Leadership and Management/Staffing:

The SEND Team coordinates and provides all different types of support for children to enable them to enjoy, achieve their potential and fulfil aspirations during their time at Greenside Primary School. We have the belief that all children come first and we will support children so they can achieve, with a little help from us.

The SEND team also supports parents/carers and works with outside agencies to ensure all children's additional or different needs are met and that they are receiving the full support they need.

SENCO – Emily Hair (Co-Deputy head)

Description: Promotes, develops and leads inclusion in school and ensures our children are supported well in their learning and well-being. Also measures pupils' progress and ensures that children's needs are met and they are supported.

Manager for Teaching Assistants (TAs):

- Support staff organization/pay/hours
- Appraisal Leaders of TAs
- Identifying areas for TA training
- Timetables
- Training/Inset Rota

Special Needs Coordinator:

- Ensuring children's entitlement is met
- FFI applications
- External agency referral and meetings
- SEND Pupil Profiles
- Early Help Assessments
- EHCP reviews and Inclusion and SEN Additional Support Record (ISAR) reviews

Intervention Manager:

- Identifying children who have barriers to learning
- Organising intervention programmes and staff to provide intervention
- Analysing data and reporting to Senior Leadership Team SLT/Governors on success and next steps
- Provision Maps

Teacher with responsibility for 'Looked After' children:

- Liaise with social care
- Ensure Personal Educational Plans (PEP's) are in place

- Attend review meetings

SEND Specialist teacher & Intervention lead (Mr McLachlan)

To plan and support pupils with diverse learning needs, helping them access the curriculum and reach their full potential. He works closely with staff, families, and external agencies to create inclusive, tailored learning strategies and ensure appropriate interventions are in place.

Family Support Liaison Officer Mrs. Middleton

Mrs. Middleton works to remove barriers to learning for children and is in charge of day-to-day attendance procedures.

Advice and support for parents:

- Signpost parents to other agencies when required
- Supports Parents with parenting programs

Support for Pupils:

- works with pupils who are identified through weekly supervision meetings to offer: Individual support and group work for children:
- Specializes in nurturing opportunities and pupils with social and emotional needs:
- Friendship, self-esteem, social skills, nurture group, attendance, lunchtime, Draw & Talk programmer, Lego Therapy

SEND Specialist TAs –

They work across the key stage or 1 to 1 supporting pupils with SEND needs and providing interventions and speech therapy for individual pupils.

Designated Teacher for Child Protection –Sarah Fuller, Dale Lockwood, Emily Hair, Martin Phillips, Emily Middleton

Higher Level teaching Assistant (HLTA) –Habiba Begum, Minal Patel

is timetabled to cover PPA, provide some support in class and run intervention groups.

Teaching Assistants -

We currently have 22 TAs who work across the school supporting individual pupils in class, as well as running intervention groups.

3. School Characteristics

Proportion of pupils identified with SEND.			
Source*	Greenside School	Leeds Primary Pupils with SEN	National Picture
Jan 2026 Census Data	25% Overall 18% SEN Support 5.4% EHC Plan 7.9% once agreed and written by LA	19.4% Overall	20.8% overall 14.8% (SEND Support) 6.0% (EHC Plan)

- The percentage of pupils with an EHC plan has increased to 7.9%, from 6.8% in 2025.
- The percentage of pupils with SEN support (no EHC plan) has increased to 18%, from 17% in 2025.

SEND Register Profile	Number of Pupils
SEN Support only (No FFI)	43
SEN Support with Funding for Inclusion (FFI)	26
Education Health and Care Plan (EHCP)	15 EHCPs + 7 waiting to be assessed by EP
Total	69

Primary schools: Proportion of pupils with SEN Support by primary type of need (%)

	SpLD	MLD	SEMH	SLCN	ASD
Leeds	6.7	10.6	15.6	49.7	9.1
England	8.0	12.4	19.5	35.3	12.4
Greenside School	17.6	10.8	25.00	29.4	17.6

	23/24	24/25	25/35
Total number of children on school roll	299	277	276
Number of children on SEN register for this period	64	70	69
% of children on school roll with SEN	21.4%	25.1%	25.0%
Number of children with statements of SEN / EHCPs	13 +3 Awaiting decision	9 + 4 awaiting final EHCP	15 EHCPs + 7 waiting to be assessed by EP 22 in total

Breakdown of SEN register by primary category of need:

	23/24	24/25	25-26
Cognition and learning	15	17	14
Physical and Sensory	25	5	5
Social Emotional Mental Health	6	18	18

Communication and Language (inc ASC)	17	30	31
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Children with Diagnoses:	23/24	24/25	25/26
ADHD only	2	2	1
ASC only	9	7	7
Dual Diagnosis of ADHD and ASD	6	5	5
Dyslexia Diagnosis	5	7	12
Dyspraxia	1	2	2
Cerebral Palsy	1	1	1
Epilepsy	0	1	1

Spread of needs across year groups:

	23/24	24/25	25/26
Reception on SEN register	10	6	7
Year 1 on SEN register	6	11	6
Year 2 on SEN register	10	9	12
Year 3 on SEN register	6	13	8
Year 4 on SEN register	8	6	15
Year 5 on SEN register	11	11	8
Year 6 on SEN register	13	14	13

Spread of needs across gender:

	23/24	24/25	25/26
Male	42	43	23
Female	22	27	26

Commentary: There has been a significant change in Leeds policy, which now requires pupils receiving SEND Funding to have an EHCP in place. While we currently have 15 EHCPs finalised, a further 7 are in progress. These are either awaiting reports from SENSAP or Educational Psychologist assessment. The Local Authority has not consistently met the statutory 20-week timeframe, with many cases taking over a year from submission to finalisation. This has had a direct impact on our ability to secure funding, as requests can only be made once an EHCP is finalised.

Over the past three years, the proportion of pupils identified with SEND has steadily increased, and we are now above both Leeds and national averages, with 25% of pupils on the SEND register. This includes 18% at SEN Support and 5.4% with an EHCP, rising to a projected 7.9% once pending plans are finalised. The register stayed similar to last year, reflecting both increased admissions of pupils with identified needs and robust early identification processes within school.

Our current SEND register includes 68 pupils: 42 at SEN Support (no funding), 26 at SEN Support with funding, and 15 with EHCPs, with a further 7 awaiting Educational Psychology assessment.

Speech, Language and Communication Needs (SLCN) remain our highest area of need, although this is lower than Leeds averages (29.4% compared to 49.7%), reflecting a broader spread of need across the school. We continue to work closely with our traded Speech and Language Therapist, 'Away with Words' service, to ensure regular review and targeted support. NHS referrals have been made where required.

We have a higher proportion of pupils with SEMH needs (25% compared to 15.6% in Leeds) and Autism (17.6% compared to 9.1% in Leeds), alongside a significantly higher proportion of pupils with Specific Learning Difficulties (17.6% compared to 6.7%). This is likely due to the effective screening and identification processes used in school, including proactive work with families to secure diagnoses. Pupil Premium funding has supported private dyslexia assessments where needed, and staff consistently apply dyslexia-friendly approaches in line with Leeds guidance.

The profile of need has shifted over time, with notable increases in SEMH (from 6 pupils in 23/24 to 17 in 25/26) and communication and interaction needs (from 17 to 31 pupils).

We have accessed a range of external support to meet needs effectively, including IAT (Inclusion Advisory Team) involvement for pupils with SEMH, STARS consultations for pupils with Autism, CAMHS, TAMHS, and Pudsey Cluster referrals. These partnerships have strengthened provision, supported staff training, and enabled tailored interventions.

Overall, the data reflects a growing and increasingly complex SEND profile, with strong systems in place for identification, intervention, and multi-agency working to meet pupils' needs effectively.

Identifying Pupils with SEND

Early identification

We believe that early identification of special educational needs. Whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all our children. Most teachers are experienced in ensuring accurate identification and the SENCO supports and oversees the accuracy of this to ensure early screening whilst avoiding over-identification. This is an area for development to build capacity.

To support us in our early intervention for Reception (EYFS):

1. In the summer term, we collect transition reports from the present setting of all pupils due to start Reception in September and the Reception teacher or SENCO carry out transition visits.
2. Attend transfer reviews we are invited to for pupils with SEND transferring to us.
3. Invite parents to attend a meeting in June where they are encouraged to inform us of any issues.
4. Ask parents to inform us of any issues on the admissions form.
5. Speech and language (S&L) trained TA screens all children in September who have been identified as having S&L needs, this informs us as to who needs a referral to the private SLT.

These steps allow us to meet the parents and staff currently working with the children which gives us the opportunity to discuss the child's strengths and needs. This also enables us to plan for any additional resources, interventions or referrals that need to be made.

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data each term to identify children who are not meeting age related expectations.
2. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Any member of staff can raise a concern about a child which will then be acted upon.
4. Listening to and liaising with parents.

School has a number of tools to support us in the identification of need and the monitoring and measurement of impact of interventions. These include:

- B Squared progression steps
- The Boxall Profile
- The Dyslexia Portfolio
- The Yorkshire Assessment of Reading for Comprehension
- Salford reading Test
- SENIt Keyword readers/SENIT Phonics

In addition, the SENCO has gained valuable knowledge and understanding of the identification process through her studies on the NPQSL and NPQH award and training courses.

4. Funding arrangements

	24/25	25/26	25/26
Total funding received by school (elements 1 and 2)	£93,829.48	£98,690.56	£98,690.56
Number of pupils for whom top up (element 3) funding is being claimed	24	23	29
Total funding received by school (top up funding, element 3)	£200,506	£215,818.00	£232,754.00
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£294,335.48	£314,508.56	£331,444.56

FFI Funding by year group

Year Group (as at April 2023)	No.of pupils	Total
Reception	3	£21,634.00
NC Year 1	1	£19,720.00
NC Year 2	4	£26,100.00
NC Year 3	2	£26,854.00
NC Year 4	6	£47,386.00
NC Year 5	3	£39,498.00
NC Year 6	5	£51,562.00

Budget By Need					
Band	Need	Apr	Sep	Jan	Total
A	Cognitive	3	4	4	£24,418.00
E	Communication	16	15	16	£156,020.00
G	Medical	1	1	2	£16,820.00
F	SEMH	4	4	7	£35,496.00
Total		24	24	29	£232,754.00

FFI has increased by £8,294, this is due the SENCO's working closely with the Funding team and submitting individual costed provision maps to highlight shortfalls and need of school to ensure support is in place for the pupils.

5. Current SEN staffing infrastructure

	25/26	
	Staff	FTEs
Inclusion Leader and Special Educational Needs Co-ordinator	1	0.8
SEND Specialist teacher	1	1
Higher-level teaching assistants (HLTAs)	2	1.9
Teaching assistants	22	mix
Family Support Liaison Officer	1	1

SEND Budget Spend

Expenditure	Cost/Annual total
22 Teaching Assistant hours per week. Annual total	1 Full Time TA= £20,351
HLTA 32.5 hours per week x2 HLTAs	£28,974
Family Support Liaison Officer	£27,690
Resourced provision annual cost to school – CLOUD ROOM	£1000, sensory resources
Sensory resources e.g fidgets, wobbles seats, wobble stools, putty, foam, ear defenders, sensory tube, TheraBand's	£1000
Cost of Meadows x1 pupil	£1,925
Evidence based interventions	£250
Specialist technology to support learning in class (e.g. radio aid for hearing impaired)	£1,400
X4 laptops, reader pens, iPads, writing slopes,	£3,000
Resources to support individual pupils with SpLD e.g coloured books, overlay reading ruler, cutlery, writing slopes, standing desks, Irlens resources, dyslexia resources, working memory intervention programme.	£250
Specialist dyslexia assessments x2	£690
Specialist intervention programme subscriptions or app purchases - Working memory, Clicker 7, multi-sensory maths, SENIT Phonics programme, Cracking Writing, Word Wasp, Catch up reading, ALK, Alphabet Arc, bubble maths, key word readers	£250

Traded Speech and Language service – Away with words	£3300
Staff CPD e.g trauma informed, Positive Regard, Youth First Aid Mental AID, Draw & Talk, Team Teach, Stars Autism, B Squared Assessment, Working Memory, Leo therapy, Sensory Circuits, Attachment Disorder, Makaton. STARS Training	£1200
Specialist toilet seat and toilet foot stools	£60
SLA for SENIT & SEN annual conference	£720
TAs lunchtime cost to run Cloud room provision	£2,071

In terms of value for money, this expenditure ensures that all students can access the curriculum.

- Pre and post teach is delivered through the TA team (EEF moderate cost for high impact)
- Resources are adapted to support access to learning
- Teaching assistants support in class (EEF moderate cost for moderate impact)
- Teaching assistant interventions, including homework club (EEF moderate impact for moderate cost)
- Purchase and delivery of a range of numeracy and literacy-based intervention packages covering reading comprehension, vocabulary and phonics (EEF high impact for low cost)
- Mentoring (EEF low impact for moderate cost)
- Bespoke disability interventions e.g. speech and language therapy programmes (EEF High impact for low cost)
- SEMH intervention and support work (Moderate impact for low cost)
- TA lunchtime hours support to enable our most vulnerable children to access the same enrichment activities as their peers over lunch.
- Access to cluster services

6. Staff training and Qualifications

Staff role	Training accessed
All teaching staff, inc TAs	Team Teach for key staff Tier 2 Autism Training Executive Function Key Word Refresher & Intervention Metacognition Sensory Circuits Key Word Readers Pathological Demand Avoidance (PDA) Anaphylaxis & Epi Pen Emotional Based School Avoidance SENIT Maths Colourful semantics Gestalt Training EP – ARC framework for SEMH Dyslexia STARS Double Empathy Epilepsy training Diabetes training SEND: Supporting & Scaffolding Learners STARS – Cartooning and social stories EBSA training

SENCo	NPQH 2 x SEN network meetings and 2 x Ed Psych cluster meetings. SEND Annual Conference ECT Conference and training Executive Functioning IMP Training Working party for IPM universal provisions Cluster EFSim
Family Support Liaison Officer	Re-think Model Training Boxhall Training Team Teach EBSA Training

The impact of CPD is that our Teachers and TA team are becoming increasingly skilled and knowledgeable over time. This helps us to meet needs more precisely. The CPD is focused around areas of increasing need in the school, for example, we now have most members of staff who are qualified as Level 2 Autism practitioners to reflect the growing numbers of students on the spectrum across school. These members of staff also work with the STARS team on an ongoing basis. The Zones of Regulation strategies and restorative work using STARS recommended cartooning and restorative conversations has had positive impact this year. This allows TAs to develop a range of teaching strategies so that pupils can identify their own emotions and use strategies to manage different emotions, which is enabling independence to be developed in the classroom.

	Qualifications
Special Educational Needs Co-ordinator	BSc(Hons) in Psychology & Sociology BA (Hons) QTS Early Years NPQSL
High-Level Teaching Assistants (HLTA)	HLTA award Foundation Degree QTS
Teaching Assistants (TAs)	NVQ's Varying Levels
Family Support Liaison Officer	NVQ

7. Progress made by Pupils with SEND

The SENCO keeps track of the attainment of the SEND cohort each term. End of year attainment:

SEND

SEND

Expected Standard

Year Group	No. of pupils	Spr. Term Reading Teacher Assessment	Spr. Term Writing Teacher Assessment	Spr. Term Maths Teacher Assessment	Spr. Term RWM Combined
EYFS	7 (x1 EHCP, x2 assess EHCP)	71%	43%	86%	GLD = 43%

1	7 (x1 assess EHCP)	71%	29%	71%	29%
2	12 (x1 EHCP)	58%	42%	75%	42%
3	8	25%	13%	25%	13%
4	15 (x4 EHCP, x3 assess EHCP)	33%	20%	27%	20%
5	8 (x2 EHCP)	25%	13%	0%	0%
6	13 (x4 EHCP, x3 assess EHCP)	62%	46%	62%	39%

National Averages (2026)

KS2	National
Reading	43%
Writing	34%
Maths	42%
RWM	26%

Higher Standard

Year Group	No. of pupils	Sum. Term Reading Teacher Assessment	Sum. Term Writing Teacher Assessment	Sum. Term Maths Teacher Assessment	Sum. Term RWM Combined
EYFS	6 (x1 EHCP, x2 assess EHCP)	14%	14%	14%	
1	7 (x1 assess EHCP)	0%	0%	0%	0%
2	12 (x1 EHCP)	17%	8%	17%	8%
3	8	13%	0%	13%	0%
4	15 (x4 EHCP, x3 assess EHCP)	7%	7%	7%	7%
5	8 (x2 EHCP)	0%	0%	0%	0%
6	13 (x5 EHCP, x2 assess EHCP)	15%	8%	31%	8%

National Averages (2026)

KS2	National
Reading	12%
Writing	3%
Maths	9%
RWM	2%

8. Interventions

There are a high number of interventions in place across school as well as the use of 'Responsive Intervention' occurring on a daily basis. Pupils on the SEND Register have a SEND Individual Provision Map (IPM) that identifies pupils' individual learning targets. These are worked daily in a 1:1 or small group session. SEND IPMs are reviewed termly and always sent home to parents. Parents of pupils with SEND meet with the class teacher twice a year as part of parent consultation evenings and with the SENCO once a year.

Interventions have shown that pupils have made progress and have been effective in transferring the learning into whole class learning. The interventions work best when they have been short sessions and have had class teacher's input in setting objectives.

Type of need	Intervention programmes being delivered this year	Delivered by	Number of students Sept 25 to July 26	Impact
Communication and interaction (Speech and Language difficulties and/or Autism)	<ul style="list-style-type: none"> • Social stories • Social communication group work • Lego Therapy • Talking mats • Cartoon conversations • Anger/anxiety gremlin • Black Sheep Press communication programmes • Mentoring • Individualised work depending on need (e.g. personal care) <p>*Narrative Groups and SALT interventions.</p>	<p>Autism lead practitioner, Autism L2 qualified TAs, and other experienced TAs. Year teams do some mentoring work.</p> <p>Send specialist teacher</p>	<p>22 (some have had multiple interventions in this section)</p>	<p>Assessed through student and TA voice.</p> <p>Most felt like the interventions had helped them and could do more or understand more than they could at the start of the intervention.</p> <p>Able to sometimes identify feelings and articulate them but struggles to regulate independently.</p> <p>All have developed their own ways of articulating and managing their feelings</p> <p>School have used individual and group intervention record sheet to show impact.</p>
Cognition and Learning	<p>*Scrimbling intervention for children with difficulties with fine motor skills</p> <p>*Phonics interventions (linked to Phonics tracker)</p> <p>*1:1 frequent readers</p> <p>*Numicon</p> <p>*Alphabet Arc</p> <p>* Key word readers</p> <p>* WASP reading</p> <p>* Reading fluency Model</p> <p>*Phonological awareness</p> <p>*Start finish boxes.</p> <p>*SENIT Phonics</p> <p>* RWI Get Writing</p> <p>* RWI Fresh start</p> <p>* Early Bird Readers</p>	<p>SEND Specialist teacher has lead on some literacy based interventions.</p> <p>Teaching assistant deliver other interventions .</p>	<p>50 students (some have done more than one in this area)</p>	<p>Assessed through a combination of test results and progress data, or student/staff feedback.</p> <p>School have used individual and group intervention record sheet to show impact. These show the individual progress pupils have made and numerical data can be provided.</p>

	*Pre and post teach English, Maths and Science			
SEMH	<ul style="list-style-type: none"> *Anger/anxiety gremlin *Zones of Regulation * 5 Point Scale *Mentoring * Sensory circuits *Friendships groups * Forest School * Autism awareness group * Lego Therapy * Draw and talking * CAMHS * Cluster well being worker * Cluster counselling 	TA Team Family Support Liaison Officer SENCO Cluster	some students have had more than one provision in this area	Monitored through staff/student feedback Many students felt that these interventions gave them strategies that work for them. The others have been referred on for cluster support
Sensory and physical needs	<ul style="list-style-type: none"> *Standing breaks *Physiotherapy exercises * Personal care * Sensory audits and adaptations *Sensory equipment * Movement breaks * Speed typing * Handwriting intervention * Sensory Circuits 	TA team (training has been delivered for physical handling and physiotherapy work)	4(some students have had more than one provision in this area)	Measured through observations to ensure that needs are met and adaptations are working.
DAHIT/VI interventions Visual/Hearing impaired	English/literacy support Speech and language Practical language input with DI Life Skills Mentoring PSHE deaf-related Radio Aid Enlarged scripts.	Advice from VI and HI team	X2 students	Measured by progress of students and access to the curriculum.

Given the vast range of interventions and their effectiveness in supporting students to understand and be able to put strategies in place promptly to support identified needs, we provide excellent value for money. Over three terms, 100% of students on the SEND register have engaged with some form of relevant intervention.

Quality Assurance of Interventions

The SENCo, SMT and subject leaders monitor the progress of children taking part in interventions. Their progress is monitored and tracked. Responsive Intervention means pupils can access quick intervention in addressing any previous learning not met. Pre-teaching interventions are supportive in ensuring SEND pupils are included within the lessons.

9. Attendance

Exclusion % by group	23-24	24-25	25-26
Whole School	95.31%	96.15%	95.31
SEND	93.12%	95.29%	92.45
CLA	n/a	n/a	99.7%
Pupil Premium	91.43%	91.82%	87.14
EHCP	90.14%	86.93%	82.82

The attendance of pupils with SEND (92.45%) is not significantly different to their non-SEND (95.31%) peers. Attendance for EHCP is low but we are working to support the family with this, using emotional based school avoidance strategies. We also have a child on SEND register with medical needs (Cancer) and has extremely low attendance due to his medical needs, however during this time we provide home learning and lots of wellbeing check in for him and the family. One pupil has had a diabetes diagnosis which has impacted his SEMH needs and attendance. A further two pupils are on reduced timetables due to EBSA. The attendance has attendance plans in place for children under 90% attendance – persistent absence, to ensure they are fully supported, tracked and attendance procedures and policy followed.

10. Exclusions

Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	9
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	9

11. Description of SENCO's current quality assurance arrangements

Provision

Any child identified on the SEND register receives additional support as appropriate. This is outlined on the whole school map. All children on the register have individual provision maps (IPMs) and targets. These are written by the class teacher in conjunction with the TAs and SENCO. Children with speech and language needs have speech and language support plans set by a speech and language therapist from the private company Away with Words which is bought in as part of the cluster. Children with behavioural, social or emotional needs are supported and monitored by the Learning Mentor. Children with medical needs have a health care plan. All low-attaining children are discussed at pupil progress meetings and interventions are put in place so that no child is overlooked. Arrangements for individual students are very thoughtfully planned and tailored to their needs.

Quality Assurance and Performance Management of Tas	<p>Teaching assistants are part of the performance management cycle. Their targets are reviewed and assessed in the autumn term each year. Teaching assistants are given feedback as part of teacher lesson observations. Interventions are monitored by class teachers and the SENCo. This is done both informally and formally. Pupil voice is gathered on effectiveness of interventions.</p> <p>Other ways;</p> <ul style="list-style-type: none"> • Part of weekly whole school CPD (3.30 – 4.30pm) • EP Support • SENSit Support • Pupil Profile Meetings • TA Appraisal targets and observations
Quality Assurance and Performance Management of All Staff	<ul style="list-style-type: none"> • Teaching staff have been observed by a Senior Leader. • Learning walks have taken place with SENDCo. • Monitoring of SEN folders • Review of support plans • Review of EHCP arrangements • Review B squared assessment data • Book scrutiny by SENCO and tier group leaders • Termly meetings with governor • Vulnerable groups pupil progress meetings. • Visits from SIA Duncan Grant -NOVAC
SEND Governor	<p>The SENCO and SEND governor should met in the autumn, spring and summer term to discuss SEND in school.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • the school SEND context – including in relation to Leeds and National • the SEND data and trends including pre and post COVID • the SEND action plan and monitoring of this • the SEND policy and Information Report 2 • the SENCO role – supporting other staff • Resources • Training • Interventions • Parent and Pupil involvement and voice

Referrals to Pudsey Cluster to support SEMH needs by SENCO, FSW and Learning Mentor

Total no. of requests to cluster from Greenside Primary – 17

- referrals/requests for support

These have resulted in the following outcomes:

Allocated support from Cluster referrals	No. of Pupils
Cluster Family Support Worker (2 open, 1 waiting)	7
Parenting Programme (Cygnet)	1
Emotional wellbeing work/Therapeutic play (3 open, 1 waiting)	6
Counselling	6
Silver Cloud (adult or young person online CBT intervention – SEMH support)	2
Mind mate spa for neurodevelopmental assessment or Right to Choose	10
Targeted/Third Sector support	0
CSWS	4
Universal Early Help support (West Hub)	3

Agencies accessed this year:

- Speech and Language Therapist – Away With Words
- Specialist Speech and Language Therapist – NHS
- SENIT (Special Educational Needs Inclusion team)
- SEMH Inclusion
- STARS (Specialist Training in Autism and Raising Standards)
- DAHIT (Deaf and Hearing Impairment Team)
- EP (Educational Psychologist)
- Counselling support from cluster
- Family support from cluster
- CAMHS (Child and Adolescent Mental Health Services)
- Early Help
- Mindmate support

12. Compliance with statutory duties

	✓/x
All provision is in place for pupils with EHCP plans	✓
Annual reviews have been conducted on time	✓
The school's SEND policy reflects reality within the school	✓
The school has responded to all professions recommendations made	✓
Students with disabilities have accessed all relevant school activities, including trips.	✓
All relevant information is available on the school website	✓

ECH Plans

Current Total EHCP	EHCP agreed to assess, awaiting for EHCP plan	EHCP agreed to assess, awaiting for Educational Psychologist	Awaiting decision to assess
15	0	7	1

SEND Individual Provision Maps (IPM)

All children on the register receive a SEND support plan or an individual behaviour plan. These detail SMART targets being led by EHCP outcomes, BSquared assessments and any outside agency involvement or recommendations. Targets are set 4 times a year.

These are quality assured by the SENDCo and staff need to continue to focus on making their targets SMART, supported by the SENDCo next year.

Almost all children are making progress in line with their support plans. This is due to them being highly child led and specific to their needs. These targets range from academic needs to social emotional needs and other plans may list reasonable adjustments required. Where children have not made progress against their support plans, advice has been sought from specialist staff or external agencies.

The number of SEND pupils on reduced timetables	4	One pupil has complex medical needs and an EHCP in place which states tutoring at home, which is funded by the LA. Other three have or are awaiting an EHCP had have highly complex needs and EBSA.
The number of SEND pupils receiving their education off-site	0	
The number of children held back a year or more	1	Pupil August birth and parental decision before they started in reception. They are currently in year 5.

13.SENCO Summary

What has worked well this year:
<ul style="list-style-type: none">• The Cloud Room (SEND unit) has continued to develop and strengthen provision. It has had a positive impact on meeting pupils' SEND needs, offering more tailored and bespoke learning. Pupils, particularly those working below key stage standards, have accessed daily English and Maths teaching. The smaller group size and increased adult support have enabled greater flexibility and responsiveness to pupils' individual interests and needs. Our SEND Specialist Teacher has successfully completed their ECT and has driven high-quality interventions both within the Cloud Room and across the school.• The introduction of a focus on executive functioning has increased staff awareness and understanding of how to recognise and support these needs. The SENCO has been involved in the EFSIM pilot, an online screening tool that identifies executive functioning skills through interactive tasks.• The implementation of OPAL has had a significant impact on inclusion during unstructured times. SEND pupils are far more engaged at playtimes, supported by TAs, and are developing key skills in social interaction, friendships, and collaboration.• Pupils with EBSA have benefited from reduced timetables and carefully planned integration approaches. This has supported improved attendance, as pupils feel more secure and gradually reintegrate at a pace that meets their needs.• Away With Words Speech and Language Therapy has trained all TAs in Gestalt language processing and Colourful Semantics, which are now embedded across the school.

- Many SEND pupils have accessed extra-curricular opportunities, including SEND-specific events such as Aqua sessions, bowling, and Nerf tournaments, alongside deaf-friendly events. SEND pupils have also successfully attended residential visits, including a pupil with complex medical needs, supported through appropriate adaptations.
- The SENCO has completed Inclusive Mainstream Practice (IMP) training and is now part of the Leeds working party to further develop universal provision across schools.
- Whole-staff dyslexia training (INSET) has ensured dyslexia-friendly strategies are embedded in classroom practice across the school.
- Strong partnership working with the Local Authority and SEND funding team has ensured funding is secured appropriately. The SENCO has submitted detailed individual provision maps to successfully secure additional funding for high-needs pupils.
- Pupils accessing the Cloud Room have had full access to parents' evenings, and reports are written by the SEND Specialist Teacher where relevant.
- Staff continue to demonstrate resilience and commitment in supporting pupils with a wide range of needs.
- SEND pupils are well supported through Individual Provision Maps, with clear evidence of progress and achievement.
- The use of visual restorative approaches, including cartooning, has been effective in supporting pupils to reflect on behaviours and repair relationships.
- SEND documentation is now linked centrally within IPMs, ensuring staff have easy access to up-to-date information.
- The SENCO has contributed to the development of the Leeds SEND Review Toolkit, supporting self-evaluation and strengthening SEND provision across settings.
- The SENCO has also supported another local school with their SEND review process, demonstrating strong system leadership.
- Parents/carers have had opportunities to engage with emotional wellbeing support, including sessions with the MindMate team.
- The Word Wasp dyslexia specialist teacher has supported pupils effectively, with clear evidence of progress.
- Transition support has been highly effective. Bespoke programmes for pupils moving to specialist provision (including Year 6 and one Year 5 pupil) have included extensive visits and carefully planned transitions.
- The Summer Transition Nurture Programme has been highly valued by parents, supporting pupils with change through social stories, growth mindset work, and familiarisation with new staff.
- All statutory duties, including EHCP annual reviews, have been completed in a timely and high-quality manner. Parents report that processes are clear and supportive. Securing EHCPs has ensured pupils can access the appropriate level of provision.
- Effective use of cluster support and external agencies (e.g. family support, play therapy, counselling) has strengthened outcomes for pupils and families.
- Clear systems and pathways are now in place for supporting SEMH needs, which are monitored as closely as academic progress.

SENCo's Priorities for 2026-27 academic year:

Next Year's Action Plan – Key Priorities

A key priority for next year is to further develop the SENCO role so that it becomes more strategically focused, rather than primarily operational. This remains a challenge due to the volume of SEND-related paperwork and the number of meetings required with parents, staff and external agencies. However, the current SENCO will take on a more strategic leadership role alongside her Deputy Head responsibilities, with an internal appointment supporting the operational aspects of the SENCO role.

The new SENCO will also lead the Cloud Room provision, delivering core subject teaching in the mornings.

Key priorities include:

- **Mental Health and Wellbeing**
 - Embedding emotion coaching approaches across school
 - Developing self-esteem, particularly for neurodivergent pupils
 - Continuing partnership with the MindMate Support Team, including targeted class work and parent workshops
- **Enhanced Provision in the Cloud Room**
 - Introduction of a sensory classroom
 - Development of Bucket Time approaches to support attention, engagement and communication
- **Executive Functioning**
 - Continuing to embed understanding of executive functioning across school
 - Supporting staff to identify and implement appropriate strategies for pupils
- **Assessment and Tracking**
 - Introduction of the “Stages Not Ages” assessment toolkit for pupils working below key stage expectations
 - Moving away from B-Squared to ensure a more needs-led and developmentally appropriate approach
- **Communication and Consistency**
 - Use of Widgit Online to ensure consistent visual support across the school
- **Quality First Teaching**
 - Further strengthening of foundational skills across the curriculum
 - Ensuring high expectations and consistent provision for pupils with SEND in all classrooms

Views of Parents/Carers

Parent/carer voice Parents are an integral part of our work in SEND. High needs students have a keyworker TA who is in contact regularly with home throughout the year via communication diary or meet & greet and the beginning or end of the day. This partnership covers all aspects of a pupil's provision, including EHCP reviews and supporting external agency work.

- The SENDCO is available to pick up on any concerns. This includes weekly phone calls to parents of students where need is very high at that point in time.
- Email groups exist for the whole SEND register, for year groups and for types of SEND where we can email out courses, opportunities and information about the Leeds Local Offers.
- Parent meetings are arranged where needed by either school or home and conducted in person, by phone or over Teams
- A termly IPM parent survey is sent out to gain feedback of how parents are feeling about our provision and this feeds into the SEND development plan.
- Parents phone and email the SEND office regularly.
- Transition meetings with school/parents to ensure that provision is in place before a pupil moves to us.

Student voice

Student voice is obtained at least twice annually through IPM reviews; high needs students will be met with at least termly for their views. Student voice is also sought at the end of each intervention cycle so we can evaluate the effectiveness of additional work with them and amend accordingly.

The use of Talking Mats are used to establish areas in which pupils feel safe and where they need support, assessing likes & dislikes.

SEND pupil voice monitoring and evaluation is carried out by SENCO and highlights pupil felt safe and enjoyed school. They liked the cloud room and used it often. Many identified lessons such as music and Spanish an area of difficulty and they found it hard to participate in the lessons.

SEND policy and website

Policy was reviewed in March 2026. Minor changes were made to reflect structural and procedural changes within the SEND area e.g. assessment plays a stronger role in current provision to drive more direct and specific intervention. Our Website meets statutory requirements and has links for signposting and supporting parents with pupils with SEND.

Accessibility

In line with the Equalities Act 2010 and Autism Act 2011, the school ensures that disabled students are not treated less favourably. We firmly believe in equality of opportunity and access to the curriculum, with the intent to enable our SEND students to access the fullness of school life and beyond. Reasonable adjustments are made to ensure that disabled students have full access to school life and the curriculum. Reasonable adjustments can be for sensory reasons (e.g. uniform adaptations, ear defenders), for learning reasons (e.g. pre-teach, coloured overlays, reader pens, flash cards) or for access reasons (e.g. speech to text, writing slopes, larger font texts, radio aid).

Accessibility is also enabled through the work of teaching assistants and learning. We also liaise with a wide range of health and social care professionals to ensure that high needs students have their provision regularly reviewed so that it always reflects current need. The school building has facilities to support such as changing facilities, lift access and disabled toilet are available. The Cloud room and recent new rooms for interventions also provide a quieter space for students during lunch and break time if they feel they need it.

Steps taken to prevent discrimination

At Greenside positive steps are taken and reasonable adjustments made so that SEND pupils can access and participate in the full curriculum and all other activities offered.

Complaints process

Any issues raised linked to SEND within school either verbally or informally in writing are responded to by the class teacher, SENCO or head teacher by email, phone call or face to face meeting as appropriate. This is carried out as promptly as possible following the initial contact with school so that the concerns can be addressed in a timely manner. If a formal complaint is received this will then follow the school complaints policy. The head teacher and/or SENCO will contact the parent for a meeting to try to resolve the complaint as quickly as possible.

Any concerns or complaints have been taken seriously, investigated and where needed actions taken to address them. At times we have worked closely with outside agency's (such as SENDIASS) to build the parent relationships.

Relevant school policies underpinning this SEN Information Report include:

- Inclusion/SEND policy 2026
- Care & Control policy
- Children & Family Act 2014
- Equality Act 2010
- Mental Capacity Act 2015

SEND Information Report – July 2026 Greenside Primary School

Written by Emily Hair

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