



SEND Annual Report for Greenside Primary School

SENCO	Emily Hair –Assistant Head Teacher, SENCo	Period	2024-2025
SEN Governor	Chris Barr	Date of report	July 2025

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 with SEND and EHCPs has greatly increased over the last 3 years and we are above national average for SEND support and EHCP. We have worked effectively with the Local authority to discuss need and FFI funding has increased. This year we have our SEND provision room, The Cloud Room Unit and have our SEND Specialist teacher, who has been providing English Maths and Bespoke intervention daily for our SEND pupils. Ofsted (June 2024) emphasised that Greenside was highly effective in meeting SEND needs and showed a very inclusive environment that was forward thinking in meeting the needs of neurodiverse pupils.

“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

As a school our main area of need is 'communication and interaction' which has guided our whole school staff CPD and whole school SEND focuses. As a school, we have seen an increase in Neurodiversity referrals and diagnoses. School staff have an excellent understanding of children's needs and provision is highly effective as children make good progress. However, it is important to note that some SEND children may still remain below year group age related expectations because of their lower starting points or SEMH needs.

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/Intervention Manager – 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 (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 19 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	Primary Pupils with SEN	National Picture
Jan 2025 Census Data	25.1%% Overall 18.3% SEN Support 3.2% EHC Plan 6.8% once agreed and written by LA	17.1% Overall 14.1%% SEN Support 3% EHC Plan	19.5% overall 14.2% (SEND Support) 5.3% (EHC Plan)

SEND Register Profile	Number of Pupils
SEN Support only (No FFI)	47
SEN Support with Funding for Inclusion (FFI)	23
Education Health and Care Plan (EHCP)	9 EHCPs + 4 awaiting final EHCP, 6 awaiting to be assessed by EP
Total	70

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

	SpLD	MLD	SEMH	SLCN	ASD
Leeds	6.7	13.0	14.4	47.5	9.5
England	8.5	13.9	18.4	34.8	11.7
Greenside School	21.4	7.1	27.1	31.4	10.0

	22/23	23/24	24/25
Total number of children on school roll	302	299	277
Number of children on SEN register for this period	59	64	70
% of children on school roll with SEN	19.4%	21.4%	25.1%
Number of children with statements of SEN / EHCPs	12	13 +3 Awaiting decision	9 + 4 awaiting final EHCP 6 awaiting to be assessed by EP

Breakdown of SEN register by primary category of need:

	22/23	23/24	24-25
Cognition and learning	14	15	17
Physical and Sensory	4	25	5
Social Emotional Mental Health	18	6	18
Communication and Language (inc ASC)	23	17	30

Children with Diagnoses:	22/23	23/24	24/25
ADHD only	1	2	2

ASC only	10	9	7
Dual Diagnosis of ADHD and ASD	9	6	5
Dyslexia Diagnosis	7	5	7
Dyspraxia	2	1	2
Cerebral Palsy	1	1	1
Epilepsy	0	0	1

Spread of needs across year groups:

	22/23	23/24	24/25
Reception on SEN register	6	10	6
Year 1 on SEN register	9	6	11
Year 2 on SEN register	4	10	9
Year 3 on SEN register	8	6	13
Year 4 on SEN register	8	8	6
Year 5 on SEN register	13	11	11
Year 6 on SEN register	11	13	14

Spread of needs across gender:

	22/23	23/24	24/25
Male	39	42	43
Female	20	22	27

Commentary: There has been a significant change in Leeds legislation requiring pupils with FFI funding to have an EHCP. Although we currently have 9 EHCPs in place, we are awaiting an additional 10. These are either pending reports from SENSAP or awaiting assessments by the Educational Psychologist. Unfortunately, the statutory 20-week EHCP process has not been met by the Local Authority, and in many cases, it has taken over a year from submission to finalisation. This delay has significantly impacted our ability to secure funding, as funding can only be requested once an EHCP is in place.

Over the past three years, the number of pupils receiving SEND support has steadily increased, and we are now above the national average. This year alone, our SEND register has grown by 3.7%. This increase is due to both new admissions with identified SEND needs and our proactive early identification processes.

Our highest area of primary need is Speech, Language and Communication Needs (SLCN). To address this, we continue to work closely with our traded Speech and Language Therapist to ensure pupils' needs are met. We also have a higher-than-average number of pupils with Social, Emotional and Mental Health (SEMH) needs, including those diagnosed with ADHD.

Our numbers for Specific Learning Difficulties (SpLD) are significantly above national averages. This may be attributed to the effective screening tools used by our SENCO, which help identify SpLD and support families in obtaining a formal diagnosis. We have used Pupil Premium funding to support private dyslexia assessments for two of our SEND PP pupils. In line with Leeds Dyslexia Guidelines, we implement dyslexia-friendly teaching strategies and provide resources such as coloured books and overlay rulers. Staff have received training to adapt classroom materials accordingly.

We have accessed support from the Inclusion SENIT team for two pupils with SEMH needs and received STARS consultations for two pupils with Autism. These interventions have been invaluable in developing tailored programmes and training staff.

Our partnership with the 'Away with Words' Speech and Language service, through Cluster traded hours, has ensured that most pupils on our caseload have been reviewed. NHS referrals have been picked up for those not yet seen.

Additionally, we have used the Pudsey Cluster for emotional wellbeing referrals and accessed services such as CAMHS and Targeted Mental Health in Schools (TAMHS). We have also supported two pupils through Early Help interventions.

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 award and training courses.

4. Funding arrangements

	22/23	24/25	25/26
Total funding received by school (elements 1 and 2)	£89,206.34	£93,829.48	£98,690.56

Number of pupils for whom top up (element 3) funding is being claimed	24	24	23
Total funding received by school (top up funding, element 3)	£123,088.00	£200,506	£215,818.00
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£212,294.34	£294,335.48	£314,508.56

FFI Funding by year group

Year Group (as at April 2023)	April	Total
Reception	1	£7,772.00
NC Year 1	4	£19,720.00
NC Year 2	2	£25,984.00
NC Year 3	5	£25,694.00
NC Year 4	3	£36,714.00
NC Year 5	5	£35,380.00
NC Year 6	3	£50,750.00

Budget By Need

Band	Need	Apr	Sep	Jan	Total	
A	Cognitive		3	4	4	£24,824.00
E	Communication		16	15	15	£148,770.00
G	Medical		1	1	1	£16,472.00
F	SEMH		4	4	4	£25,752.00
Total			24	24	24	£215,818.00

FFI has increased by £20,173.08 this is due the SENCO's working closely with the FFI 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

	23/24	
	Staff	FTEs
Inclusion Leader and Special Educational Needs Co-ordinator	1	0.8
Higher-level teaching assistants (HLTAs)	2	1.9
Teaching assistants	19	mix
Family Support Liaison Officer	1	1

SEND Budget Spend

Expenditure	Cost/Annual total
-------------	-------------------

19 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 Oasis 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, 1 st Class @ Maths, On track maths, Clicker 7, multi-sensory maths, SENIT Phonics programme, Cracking Writing, Word Wasp, Catch up reading, ALK, Alphabet ARc	£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)
- Smaller classes in Y5. (EEF moderate impact for low 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 Trainin Talking Mats ADHD Awareness Metacognition Sensory Circuits Key Word Readers Pathological Demand Avoidance (PDA) Anaphylaxis & Epi Pen Emotional Based School Avoidance SENIT Maths Speech Sounds STARS Double Empathy Epilepsy training SEND: Supporting & Scaffolding Learners SENIT reading support STARS – Cartooning and social stories Alpha to Omega SENIT maths assessment SEND: Hearing Impairments Mindmate Support Team – supporting anxiety
SENCo	2 x SEN network meetings and 2 x Ed Psych cluster meetings. SEND Annual Conference ECT Conference and training Executive Functioning
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

Expected Standard

Year Group	No. of pupils	24/25 Reading Teacher Assessment	24/25 Writing Teacher Assessment	24/25 Maths Teacher Assessment	24/25 RWM Combined
EYFS	6 (x1 assess EHCP)	50%	50%	83%	ELG = 50%
1	11 (x1 EHCP)	64%	36%	55%	36%
2	9	33%	22%	44%	22%
3	13 (x1 EHCP, x2 assess EHCP)	31%	15%	38%	15%
4	6 (x1 EHCP, x1 assess EHCP)	0%	17%	0%	0%
5	11 (x2 EHCP x2 assess EHCP)	73%	36%	64%	36%
6	12 (x4 EHCP, x1 await EHCP))	33.3%	33.3%	58.3%	16.7%

National Averages (2025)

KS2	National
Reading	42.3%
Writing	31.9%
Maths	39.7%
RWM	23.7%

Higher Standard

Year Group	No. of pupils	24/25 Reading Teacher Assessment	24/25 Writing Teacher Assessment	24/25 Maths Teacher Assessment	24/25 RWM Combined
EYFS	6 (x1 assess EHCP)	0%	0%	0%	
1	11 (x1 EHCP)	9%	9%	18%	9%
2	9	11%	11%	11%	11%
3	13 (x1 EHCP, x2 assess EHCP)	15%	8%	0%	0%
4	6 (x1 EHCP, x1 assess EHCP)	0%	0%	0%	0%
5	11 (x2 EHCP x2 assess EHCP)	18%	0%	18%	0%
6	12 (x4 EHCP, x1 await EHCP))	16.7%	0%	16.7%	0%

National Averages (2025)

KS2	National
Reading	12.9%
Writing	2.8%
Maths	8.4%
RWM	1.6%

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. However additional meetings occur when needed, as well as ISAR (Inclusion and Sen Additional Support Record) reviews, FFI reviews and EHCP reviews.

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 24 to July 25	Impact

<p>Communication and interaction (Speech and Language difficulties and/or Autism)</p>	<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>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>
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> * Active Literacy KIT *Scrimbling intervention for children with difficulties with fine motor skills *Phonics interventions (linked to Phonics tracker) *1:1 frequent readers *Numicon *Alphabet Arc * Key word readers * WASP reading * Reading fluency Model * Maths circle intervention *Phonological awareness *Lightning squad *Start finish boxes. *White Rose Maths tuition *SENIT Phonics * RWI Get Writing * RWI Fresh start 	<p>SEND Specialist teacher has lead on some literacy based interventions. 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>

	<ul style="list-style-type: none"> * Early Bird Readers *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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 and Tier Group 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	22-23	23-24	24-25
Whole School	95.36%	95.31%	96.15%
SEND	93.55%	93.12%	95.29%
CLA	n/a	n/a	n/a
Pupil Premium	90.93	91.43%	91.82%
EHCP	85.43%	90.14%	86.93%

The attendance of pupils with SEND (95.29%) is not significantly different to their non-SEND (96.15%) 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 with provide home learning and lots of wellbeing check in for him and the family.

10. 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

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	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>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
SEND Governor	<p>The SENCO and SEND governor should meet 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 • 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)	3
Parenting Programme (2 on Incredible Years current cohort, 1 waiting)	3
Emotional wellbeing work/Therapeutic play (3 open, 1 waiting)	4

Counselling (1 open, 3 closed, 6 waiting)	10
Silver Cloud (adult or young person online CBT intervention – SEMH support)	0
Mind mate spa for neurodevelopmental assessment or Right to Choose	10
Targeted/Third Sector support	0
CSWS	2
Universal Early Help support (West Hub)	1

12. Compliance with statutory duties

ISAR reviews were completed for pupils in Reception who had top-up funding. 23 pupils with top up funding had SEND reviews throughout the school year. 6 Annual Review for a pupils with an EHCP were held this year. Five pupils Next Steps meeting for EHC were held and agreed EHCP put into place.

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

ECH Plans

Current Total EHCP	EHCP agreed to assess, awaiting for EHCP plan	EHCP agreed to assess, awaiting for Educational Phycologist	Awaiting decision to assess
9	4	4	2

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	1	This pupil has complex medical needs and an EHCP in place which states tutoring at home, which is funded by the LA
The number of SEND pupils receiving their education off-site	1	This pupil attended an OASIS from end of July 2024 till Nov 2024.
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 4.

13.SENCO Summary

What has worked well this year:
<ul style="list-style-type: none"> • The introduction of the SEND unit has had positive impact on how we meet the children's SEND needs and for all children in school. The learning is more tailored and bespoke to their needs and allows more flexibility to meet their individual interest. The children taught in the unit have responded well to the smaller class size and support. • We have had confirmation from the LA that the addition FFI funding will continue to be added to provide a SEND teacher and the cloud room unit resource next academic year. The children accessing the unit have made progress from their starting points. • Children who access the SEND cloud unit have had the offer of parents evening. End of year reports have been written by the SEND specialist teacher if they access particular subjects or sessions in the cloud unit. • The induction tutor and mentor have continued to support and guide the SEND specialist teacher and the ECT 1 paperwork has been completed in line with the appropriate body. The SEND specialist teacher knows what needs to be developed to continue to develop the cloud unit provision further. • Staff continue to show resilience in supporting cohorts with challenging pupils in school • Key pupils with SEMH needs have made significant progress during the year. One pupil has been successfully reintegrated from Oasis alternative provision. • SENCO has worked very closely with the Local authority and the FFI team and submitted numerous individual provision maps to gain more funding for pupils. • SEND pupils continue to be very well supported and through use of Individual Provision Maps, pupils are achieving well and making progress. • SEND children have taken part in many extra-curricular activities, such as bowling, athletics, 'Deaf Friendly event', Inclusive Bowling, Ice skating and Inclusive swimming event. • The Introduction of Visual restorative conversations has worked well in supporting pupils who have been placed on red and need reflection time. As well as 'cartooning' as part of the restorative practice has been effective in supporting pupils in reflecting on behaviour incidents. • Current documents are linked on the IPMs to ensure all staff have access to up-to date information. • SENCO has been involved in a pilot with the LA for a screening tool to assess the ability of the tool to screen for ADHD and detect difficulties with Executive Functioning, as well as to predict probable diagnosis. • SENCO has been part of the working party for the SEND review tool. The Leeds SEND Review toolkit is a self-evaluation tool for Headteachers, Senior Leaders and SENCOs to review the quality of provision for CYP with SEND in their setting. The tool was produced in collaboration with Leeds Council and our partners in schools.(one being Greenside) It

places CYP with SEND at the centre, supporting settings to embed a focus on SEND as fundamental to school improvement practice.

- Parents/carers have been offered opportunities to participate in events at their Greenside that deepen their understanding of how the setting promotes Emotional, Mental, Health and Wellbeing, through Mindmate Support team
- WORD WASP specialist teacher for pupils with Dyslexia has shown impact and progress made by individual pupils.
- Bespoke transition for x3 year 6 pupils moving to Specialist school has been very effective and pupils have been on many visits.
- SENCO has visited 4 specialist schools to evaluate SEND provision (alongside the SEND specialist teacher and TAs)
- Summer Transition Nurture Programme: this is for SEND pupils and any other pupils who would find transition into the next class difficult. It is run by the TAs that will be working in the pupil's class next year. The programme focuses on Growth Mindsets, Social Stories (photobook) and supporting pupils with any worries they may have. This has been highly praised by our parents of pupils with additional needs.
- All statutory duties have been completed well within the time frames and successfully. The EHCP annual review was a success, and the parents/carers felt the process was clear, transparent and easy to do. Securing 10 EHCPs for pupils has been extremely beneficial in order for these pupils to have the specialist curriculum and support they need.
- We have made a high number of successful referrals to cluster and there has been some effective collaborative work with family support workers, play therapists, the emotional wellbeing worker and counsellor.
- We have established clear pathways and procedures in relation to supporting emotional health and wellbeing in school. SEMH needs are monitored as closely as academic progress.

SENCo's Priorities for 2024-25 academic year:

Next years' action plan will include the key priorities:

- Continue to provide support and training for the new specialist teacher (ECT 2).
- Further develop the resources and environment to meet the needs of the children accessing the provision through fine motor skills station eg shoes laces, buckles, working walls and using metacognition strategies.
- Continue to secure further funding by working with the LA and SEND team and by visiting other schools and provisions.
- Continue to develop the cloud room SEND provision to support pupils within the curriculum and use as a teacher base. Provision to provide a safe, supportive, and enriching environment for children with SEND, enhancing their learning experience and personal development
- To develop SEND specialist teacher role in monitoring interventions and give more regular feedback on successes and areas for improvement.
- Increase the number of evidence-based interventions used rather than bespoke.
- Develop systems for supporting pupils to transfer learning from interventions back into the classroom.

- Develop dyslexia friendly practices in school via training and working with the literacy
- Continue to improve the progress of pupils working 2 or more years behind chronological year group – how can progress be improved?
- To use the EFSIM screening tool for executive functioning and ADHD and train staff on understanding of executive functioning.
- Work alongside 'Away with Words' Speech and Language Therapy to develop practice in supporting pupils with Communication needs.
- Develop SEND coffee mornings to support parents and carers of pupils with SEND
- To continue to develop whole school understanding and celebration of neurodiversity in relation to SEND as we have seen a significant increase in the number of pupils with these needs and the severity of them.
- To embed whole school understanding of the SEMH needs of our pupils, in particular ADHD.
- Personalised staff development based on performance management and monitoring so that staff have the appropriate knowledge and skills to support children in their class well.

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 2025. 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 2025
- Care & Control policy
- Children & Family Act 2014

- Equality Act 2010
- Mental Capacity Act 2015

SEND Information Report – July 2025 Greenside Primary School

Written by Emily Hair

Co-Deputy Head/SENCo