



## Lawns Park Primary School

Lawns Park: Learning **Positivity**, Learning **Perseverance**,  
Learning **Patience**, Learning **Politeness**.

### SEN Information Report

2024 - 2025

**SENDCO:** Katie Paul

**SEND Governor:** Neil Shackleton

**Contact:** kpaul@lawnsark.org.uk

**Dedicated SEN time:** 4 days per week

**Local Offer Contribution:** <http://www.leedslocaloffer.org.uk>

## Lawns Park Vision for SEN and Whole School Approach

Our vision and whole school approach can be found in our SEN & Inclusion Policy on our SEND Page on our website where you will also find our school Local Offer.

## Our Aims and Objectives

The staff at Lawns Park Primary School are committed to the inclusion of all pupils:

- To provide curriculum access for all.
- Value every individual and enable them to enjoy their learning and achieve everything possible.
- Provide an environment which enables pupils to be happy, safe and healthy.
- Enable every pupil to make a positive contribution to their school and their community.
- Identify and respond to pupil's diverse and individual needs.
- Identify and overcome barriers to learning.
- Set suitable learning challenges for every pupil.
- To ensure that pupils achieve the highest levels of attainment possible.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- Promote the self-worth and self-esteem of all who learn and work at Lawns Park.
- Promote early identification, assessment and provision for children with SEND following a graduated approach.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To set suitable challenges *'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged*

*backgrounds'* (National Curriculum, 2014).

- To work within the guidance provided in the SEND Code of Practice, 2014.

## **SEN Needs**

Children and young people’s SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND and every teaching assistant is a teaching assistant of SEND.

All learners have access to ‘quality first’ teaching. This means that they access lessons that are engaging with high levels of pupil participation and interaction. Questioning is effective and outcomes clearly identified. Opportunities for reflection are built in and pupils evaluate their own progress and next steps. Tasks are differentiated appropriately and challenge level will be ambitious but achievable. A culture of independence is fostered and pupils are encouraged to take the lead in their own learning. A lively range of teaching strategies are used. The classroom environment is stimulating and accessible for all.

We may also provide the following adaptations / interventions:

<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Start/finish boxes Intensive interaction PECS Objects of reference External professional support – SENIT/ STARS Daily check ins Free passes Calm down spaces JIGS Sensory Circuits Sensory profiles
	Speech and language difficulties	Speech and language therapy – Traded SALT Calm down spaces Emotional regulation breaks. Picture Exchange Communication System (PECS) Visual supports – Widget software
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays/paper Concrete apparatus Additional phonic/spelling interventions. Little Wandle SEND intervention

		<p>package.</p> <p>Occupational therapy/physio</p> <p>Writing tools</p> <p>Variations in Font size</p> <p>Writing frames</p> <p>Visuals to support writing</p> <p>Book bands</p> <p>Fluency reading Intervention</p>
	Moderate learning difficulties	<p>Group intervention sessions</p> <p>Same day intervention</p> <p>School marking and feedback policy.</p> <p>Quality first teaching. Enabling environments Numbots/TT rockstars</p> <p>One Minute Maths</p> <p>Sensory and practical learning</p> <p>Different ways of recording</p> <p>Task boards</p> <p>Visual instructions</p>
	Severe learning difficulties	<p>1-1 bespoke learning sessions</p> <p>Adapted teaching and learning tasks.</p> <p>Individual learning plans</p> <p>Funding for Inclusion</p> <p>External support – STARS / SENIT / EYSENIT</p> <p>Alternative timetable Life skills</p> <p>Sensory and practical learning</p> <p>Different ways of recording</p>
<b>Social, emotional and mental health</b>	ADHD, ADD	<p>Quiet workstation</p> <p>Calm down space</p> <p>Placement in the room</p> <p>Short adapted tasks</p> <p>Start and finish expectations</p> <p>Timers to maintain attention.</p> <p>Movement breaks.</p> <p>Development of Life skills</p> <p>TEAMTEACH</p> <p>Calm down room</p> <p>Sensory circuits</p> <p>Brain breaks</p> <p>Chair bands</p>
	Adverse childhood experiences and/or mental health issues	<p>Nurture groups</p> <p>Free passes Daily check ins</p> <p>Zones of regulation</p> <p>Cluster support</p> <p>Counselling</p> <p>MINDMATE support</p> <p>MINDMATE interventions group / 1:1</p>
<b>Sensory and/or physical</b>	Hearing impairment	<p>Placement in the classroom</p> <p>Health care plan</p> <p>Liaising with parents and professionals.</p>

	Visual impairment	Limiting classroom displays Font size Online texts Highlighted buttons on keypads Edges on steps
	Multi-sensory impairment	See our accessibility plan for further details Risk assessment
	Physical impairment	See our accessibility plan for further details. Physio/OT Squiggle whilst you wiggle Care plans Risk assessments

These reasonable adjustments / interventions are part of our contribution to Leeds City Council's local offer.

We have internal processes for monitoring quality of provision and assessment of need. Through tracking of data, discussions with class teachers and parent/pupil consultation, we continually evaluate the effectiveness of provision that is in place. All children that are working below age related expectations are tracked and monitored by the SENDCo. For some of our pupils with additional needs we use B Squared and are trialing the new 'Stages Not Ages' assessment tool designed by Leeds SENIT team, with some children, to help structure their programs and to measure progress.

The SEND register is reviewed at least termly in consultation with staff. Children identified as needing additional support related to an SEN need are entered onto the register and an appropriate package of intervention or support is identified and personalized to meet individual need. It is at this point also, that children who are already identified on the SEND register have their Individual Provision Maps (IPMs) updated and the effectiveness of the current intervention program is evaluated and any amendments are made. The school provision is reviewed at least termly and relevant staff, parents and pupils are consulted. Amendments are made in response to any changing or newly identified need of pupils. Additionally, specific interventions and/or targeted support is monitored for impact, with children's attainment measured at the beginning and end of support delivered.

An SEN Overview is reported to governors at the Teaching and Learning / Pupil Support Committee. The SENCo meets with the SEN Governor termly, usually with an agreed focus, and minutes of these visits are presented at the full governing body meeting.

### **Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
Parents' Evenings	Child, parent, teacher	2 x per annum
SEN Reviews	SENCO/External Professionals as required	3x per annum
Annual reviews	SENCO/External Professionals as required	Once per annum
Pupil Consultation - verbal	pupil	3x per annum - termly
Parental Questionnaire	parents	Once per annum

IPM Reviews	Child, parent, teacher	At least termly
Meetings/ phone calls as and when required based on need	Child, parent, teacher, SENCO	As needed

### Lawns Park SEN Register

The number of children on the SEN Register remains high and above the national average. In the year 24/25, the number of children on the SEN Register, was 58 which is 25% of the school.

The national average of pupils on the SEND register in primary schools in England for the 2024-2025 academic year was **18.2%**

Academic Year	Number of children on the SEND Register	Percentage of children on the SEND Register	Percentage of children on the SEND Register nationally
2022-2023	44 children on SEND Register	19%	16% (Leeds 15.8%)
2023-2024	50 children on SEND Register	21%	17.1% (Leeds 15.6%)
2024-2025	58 children on SEND Register	25%	18.2% (Leeds 18.4%)

There are also rising numbers of children with more complex needs, including more diagnoses of Autism and ADHD.

Class 2024 – 2025	Numbers of pupils on the SEN Register	% of class on the SEN Register	Number of children in class with Funding
Foundation Stage 1	2	7%	2 - SENDIF
Foundations Stage 2	5	18%	2
Year 1	10	33%	6
Year 2	12	40%	1
Year 3	8	30%	1
Year 4	7	24%	1
Year 5	6	20%	0
Year 6	8	27%	2
<b>Total including FS1 = 236</b>	<b>58</b>	<b>25%</b>	<b>15</b>

### EHCP's

We currently have two children with an EHCP, which equates to **1%** whilst the **national average across all school types in England** was 4.8% in 2023-2024 and 5.3% in 2024/25. These children will be leaving us at the end of the this academic year.

**England (Primary Schools):** The **national average** for pupils with an EHC plan in primary

schools was 3.0% in 2023/24, increasing to 3.5% in 2024/25.

**Percentage of all pupils with an EHCP in Leeds schools: 2.8%.**

The Leeds Funding system has changed this year and this is only to increase the number of EHC's to be applied for so this number is due to rise significantly over the coming years. We have a further 5 children who are in the process of the assessment and have been granted a 'Yes to Assess,' so our numbers are set to rise significantly as will many other schools due to the changes within in the city.

We have a minimum of another 6 to start next year.

### **Staff development**

---

We are committed to developing the ongoing expertise of our staff.

This year we have had training on:

- Neurodiversity Training – Mindmate
- Understanding Behaviour as Communication – Mindmate
- Intimate Crae Training
- Zones Of Regulation – EP
- Intensive Interaction Training
- Sensory Support - STARS
- Little Wandle SEND Program
- STARS Autism Training
- Diabetic training
- Gastronomy feeding training
- Mind Mate – Class workshops

We have continued to work very closely with EYSENIT and the EY STARS team for setting support within the Foundation Stage to meet the changing needs of our new cohorts. The knowledge we have learnt from these specialists is now being put into practice across Foundation Stage with new starters and across school where suitable.

We have a Traded Speech and Language Therapist who we work closely with and who supports staff in delivering personalised programs. However this service is stretched with number of speech and language cases growing each year and therefore some cases are referred to community speech and language for assessments.

Next year, we have identified we need additional training / investment into: SEN Networks, Makaton training, Sensory Circuits, Dyslexia and Capacity Building Training, further work on Zones of Regulation and working closely with Mind Mate to support children, staff and parents with 1:1 workshops, coffee mornings, small group sessions, class sessions, staff training and assemblies.

## **Staff deployment**

---

Considerable thought, planning and preparation goes into utilising our support staff to ensure children become confident individuals, successful learners and responsible citizens.

Teaching assistants are deployed to each classroom as part of Wave One quality first teaching. In addition, and in line with pupils needs, should there be a need for additional support over and above that which is deployed to a class, staff are allocated to support as directed by the allocation of resources to meet the needs of the cohort and individuals.

Currently TAs are deployed as such –

FS1	2 TAs
FS2	2 TAs
Year 1	3 TAs
Year 2	2 TAs
Year 3	2 TAs
Year 4	1 TAs
Year 5	1 TAs
Year 6	3 TAs

Additionally, TAs deliver interventions and targeted support sessions both 1:1 and in groups.

Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or pediatricians
- Child Development centre.
- Private assessment agencies.
- School nurses
- Child and adolescent mental health services (CAMHS)
- Cluster attendance and family engagement
- MINDMATE
- SENIT
- SENSAP
- Speech and Language Therapy
- Early Years SENIT
- STARS
- Social services
- Voluntary sector organisations

## **School Partnerships and Transitions**

---

During 24-25, we have worked with different feeder settings to welcome a number of children and young people with special educational needs or disabilities. We have also supported a number of children and young people with SEN transition successfully to:

- Their next class within our mainstream setting
- Mainstream Key Stage 3 settings
- Another mainstream primary setting

Arrangements included:

- Home visits for children new to Nursery and Reception
- Stay and Play sessions
- SENCo meeting with previous setting or transferring setting
- SENCo meeting with parent prior to child starting
- High School transition information/meetings
- SENCo organising extended transition programmes with High School SENCos
- Meetings with external agencies

## **Complaints**

At Lawns Park Primary School we pride ourselves on having strong, effective relationships with parents and being able to work together with parents to resolve any worries and concerns quickly and to parents satisfaction should they ever arise.

Our complaints policy however is based on the standard Leeds Local Authority Complaints procedure. A copy of which can be found on our website.

<https://www.lawnsark.org.uk/policies/>

## **Challenges this year**

This year we have seen a significant rise in children with complex communication needs in our lower aged cohorts and therefore staff development and training has been required to help develop staff expertise and the environment, to meet the needs of all pupils. We continue to work closely with external agencies to look and plan provision for these cohorts, as they progress through the school.

We also have had a significant amount of children with recent diagnosis of ADHD and Autism through the Right to Choose Scheme after being on waiting lists for many months / years. This number is growing more and more with further parents seeking a diagnosis for their child.

As with all schools in Leeds, FFI funding can no longer be applied for due to a change in the funding system. This greatly impacts our budget, as new children with SEN join us with no funding, yet need support.

The number of EHC applications have rocketed – a further 5 applications have been put in this year. SENSAP have requested / advised we only put in Children in Year 6 however this is far too late for children to get the correct provision and SENSAP are overloaded. We have a minimum of a further 6 applications to put in next year.

## **Further Development**

Our strategic plans for developing and enhancing SEN provision are tracked using an improvement plan which is updated every term. Legislative Acts considered when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005