



Leyland St. James' Primary School – a Christian family where all are valued, children achieve and the future begins.

Our mission is to serve the community through serving our children. Every child is welcome regardless of need, “For whoever so welcomes one such child in my name welcomes me.” (Matthew 8.5) Everyone is valued; everyone has worth. We ensure that every child develops within God’s love.

SEND Report Spring 2022

Arrangements for early identification and assessment of SEN pupils

- Little Wandle Letters and Sounds (Revised) weekly assessments
- Subject criteria to identify the bottom 20% within each cohort.
- Accelerated Reader
- IDL
- Cued Spelling
- NELI

Outcome of school priorities for SEND

- (SIP) CURRICULUM:
 - To review how the curriculum adapted to support and meet the needs of all learners?
 - To review who is involved in the curriculum development of a subject?
 - To review how the curriculum is shaped to enable all children including those with SEND to retain information and how it removes barriers for children (including the use of Assisted Technologies)
- (SIP) SEND
 - To bring SEND further into the classroom to support inclusivity by:
 - Reshaping who is involved in the review of provision and of the ‘plan. Do, review’ process.

- To ensure that children with SEND are fully involved in all aspects of school life.
- Who assess, plan do, review? Is it just the SENCO or is it everybody?

Complaints relating to SEND in last 12 months:

- 0

SEND school CPD arrangements in last 12 months:

- Phonics and Early Reading (all staff)
- Little Wandle Letters and Sounds (Revised) (all staff)
- Bounce Back/Fast Track Phonics (SD/NS)
- NTP training (SK/CP)
- SEND governor role (DP)
- SEND access within National Curriculum subjects,

SEND parent partnership activities in last 12 months:

- EHCP review - 6
- Emergency EHCP review – 1
- Parental Requests for School application to CAHMS – 4
- Parental request for EP support - 2
- Multi-agency report meeting – 1

Impact of partnerships with external agencies and other schools to improve quality of SEND provision in last 12 months:

SALT NHS - The speech and language NHS team are able to work with some children on speech and language. The effectiveness of this can be diminished because parents do not always keep appointments, NHS speech and language only work with children that meet a specific criteria. The language programs that are produced are shared with teachers and Teaching assistants these are monitored by the class teacher, SENDCo and NHS speech and language therapist.

Acorn Specialist teacher service has given advice for complex children's needs.

Governor Commitment:

Thanks is given to Debbie Peacock for her support and guidance re: complex needs and her key knowledge around the support of SEND children within our setting. Debbie Peacock's recent training has supported the SENCo in the production of this information.