

## **Equality target for 2019-2023 (inline with 4 year recommended cycle):**

**Intent:** To maintain and improve upon the already high quality and accessible learning environment for all pupils.

### **Implementation:**

- 1) To become a dyslexia friendly school
  - Dyslexia friendly accreditation paused during lockdown, resources and training accessed and given to staff.
  - School to now move towards accreditation but this process will need to begin again post COVID
  - Main school need is now SEMH and the need for prioritisation lies within this area of need
- 2) To increase all professional's knowledge and skills in identifying needs
  - SEND register is higher than ever – 11% increase since 2019 (time of writing target)
  - Bottom 20% meets have identified and scrutinised the support needed for the these children
  - Forensic investigation of children through observations, diagnostic assessments and tailored interventions have supported children from K status to now under school support
  - Parent SEND morning have begun early identification and support staff in meeting children's needs.
- 3) To provide up to date and relevant CPD for all staff within school
  - Dyslexia level 1 for all staff
  - Dyslexia level 3 for SENCO and TA
  - ELSA training for learning mentor and TA
  - TA well being for education
  - Increase in SALT provide to training staff 1:1 on children in their care and the relevant interventions
  - Increase in Educational Psychologist support to provide training for staff on the children in the care and relevant interventions
  - Whole school dissemination of Zones of Regulation
  - All staff STARS level 1
- 4) To improve accessible resources for pupils with SEND in school
  - Whole school assistive technology offer in every classroom as part of quality first teaching
  - Toe by Toe 1:1 sessions for children with phonological awareness difficulties. Individual resource provided for each child in intervention
  - Small group zones of regulation daily for children with SEMH need
  - Library quiet space at break and lunch time for children with sensory difficulties
  - 1:1 OT written programme for children with DCD delivered daily
  - Wide range of sensory processing interventions and resources used in school – school highly resourced to support these children

- Nurture provision
- Bounce Together to track and monitor interventions taking place
- 1 child in school with a 1:1 adult support
- Two members of support staff in Y6 where need is greatest
- 4 EHCPs submitted awaiting review
- 7 funding forms submitted awaiting review

### Impact:

Progress across 2021-2022 shows children with SEND made progress broadly in line with their peers.

|                                 | No. | %     | Average of Displayed Subjects |            |          | Reading    |            |          | Writing    |            |          | Mathematics |            |          |
|---------------------------------|-----|-------|-------------------------------|------------|----------|------------|------------|----------|------------|------------|----------|-------------|------------|----------|
|                                 |     |       | Sum2 20-21                    | Sum2 21-22 | Progress | Sum2 20-21 | Sum2 21-22 | Progress | Sum2 20-21 | Sum2 21-22 | Progress | Sum2 20-21  | Sum2 21-22 | Progress |
| All Pupils                      | 180 | 100.0 | 49.9                          | 55.9       | 6.0      | 50.0       | 56.2       | 6.2      | 49.7       | 55.6       | 5.9      | 50.1        | 56.0       | 5.9      |
| Males                           | 106 | 58.9  | 49.5                          | 55.5       | 6.0      | 49.6       | 55.7       | 6.1      | 49.1       | 55.0       | 5.9      | 49.8        | 55.7       | 5.9      |
| Females                         | 74  | 41.1  | 50.6                          | 56.5       | 5.9      | 50.7       | 56.8       | 6.1      | 50.6       | 56.4       | 5.8      | 50.5        | 56.4       | 5.9      |
| M                               | 18  | 10.0  | 50.7                          | 57.1       | 6.4      | 50.8       | 57.2       | 6.4      | 50.3       | 56.9       | 6.6      | 51.0        | 57.0       | 6.0      |
| Not FSM                         | 162 | 90.0  | 49.9                          | 55.8       | 5.9      | 50.0       | 56.0       | 6.0      | 49.6       | 55.4       | 5.8      | 50.0        | 55.9       | 5.9      |
| Pupil Premium                   | 22  | 12.2  | 52.3                          | 58.5       | 6.2      | 52.4       | 58.8       | 6.4      | 52.0       | 58.1       | 6.1      | 52.6        | 58.5       | 5.9      |
| Not Pupil Premium               | 158 | 87.8  | 49.6                          | 55.5       | 5.9      | 49.7       | 55.8       | 6.1      | 49.4       | 55.2       | 5.8      | 49.7        | 55.6       | 5.9      |
| SEN Support                     | 35  | 19.4  | 48.1                          | 54.0       | 5.9      | 48.4       | 54.4       | 6.0      | 47.5       | 53.5       | 6.0      | 48.4        | 54.1       | 5.7      |
| Education, health and care plan | 1   | 0.6   | 60.0                          | 67.0       | 7.0      | 61.0       | 68.0       | 7.0      | 56.0       | 64.0       | 8.0      | 63.0        | 69.0       | 6.0      |
| Not SEN                         | 144 | 80.0  | 50.3                          | 56.3       | 6.0      | 50.4       | 56.5       | 6.1      | 50.2       | 56.0       | 5.8      | 50.4        | 56.3       | 5.9      |

At KS1 & KS2, children with SEND attained above the local authority for all except Maths in KS2.

KS1:

#### ASSESSMENTS

| Subject | Level | Rothwell St Mary's RC Primary School (3364) |  | Local Authority - Leeds |  | Gap    |
|---------|-------|---|--|-------------------------|--|--------|
|         |       | Value                                       |  | Value                   |  |        |
| Reading | ≥EXS  | 100.0%                                      |  | 27.4%                   |  | +72.6% |
|         | GDS   | 25.0%                                       |  | 3.5%                    |  | +21.5% |
| Writing | ≥EXS  | 75.0%                                       |  | 19.5%                   |  | +55.5% |
|         | GDS   | 0.0%  |  | 1.0%                    |  | -1.0%  |
| Maths   | ≥EXS  | 100.0%                                      |  | 31.4%                   |  | +68.6% |
|         | GDS   | 25.0%                                       |  | 4.7%                    |  | +20.3% |

KS2:

ATTAINMENT & ASSESSMENTS

| Subject                                     | Level          | Rothwell St Mary's RC Primary School (3364) |  | Local Authority - Leeds |        |
|---|----------------|---|--|-------------------------|--------|
|   |                | Value                                       |  | Value                   | Gap    |
| Reading (test), Writing (TA) & Maths (test) | ≥EXS/Exp.Std.  | 25.0%                                       |  | 18.6%                   | +6.4%  |
|   | GDS/High Score | 0.0%  |  | 1.4%                    | -1.4%  |
| Reading                                     | ≥Exp.Std.      | 50.0%                                       |  | 38.0%                   | +12.0% |
|   | High Score     | 25.0%                                       |  | 8.2%                    | +16.8% |
| Writing (TA)                                | ≥EXS           | 50.0%                                       |  | 24.2%                   | +25.8% |
|   | GDS            | 0.0%  |  | 3.1%                    | -3.1%  |
| Maths (test)                                | ≥Exp.Std.      | 25.0%                                       |  | 36.2%                   | -11.2% |
|   | High Score     | 0.0%  |  | 6.5%                    | -6.5%  |

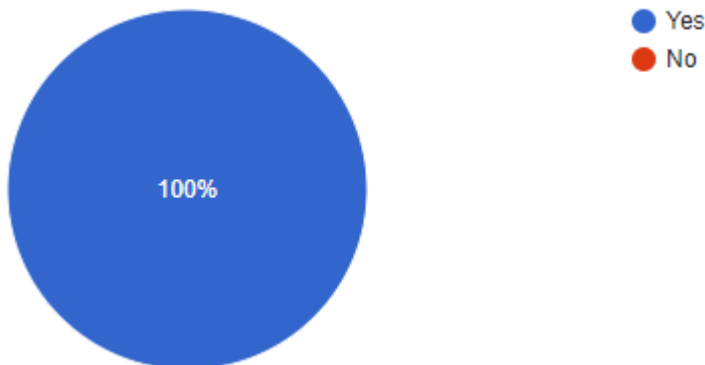
Progress for children with SEND was slower than their peers.

PROGRESS

| Subject | Level            | Rothwell St Mary's RC Primary School (3364) |  | Local Authority - Leeds |      |
|---------|------------------|---|--|-------------------------|------|
|         |                  | Value                                       |  | Value                   | Gap  |
| Reading | Avg. Prog. Score | -1.9  |  | -0.6                    | -1.3 |
|         | Conf. Int.       | ±6.2 -8.10 to +4.30                         |  | ±0.3 -0.90 to -0.30     | n/a  |
| Writing | Avg. Prog. Score | -1.8  |  | -1.5                    | -0.3 |
|         | Conf. Int.       | ±5.9 -7.70 to +4.10                         |  | ±0.3 -1.80 to -1.20     | n/a  |
| Maths   | Avg. Prog. Score | -2.3  |  | 0.2                     | -2.5 |
|         | Conf. Int.       | ±5.7 -8.00 to +3.40                         |  | ±0.3 -0.10 to +0.50     | n/a  |

Survey of parents with children with SEND showed the following:

- 1) The school meets your child's needs:



- 2) Your child is making progress at school:

- Yes
- No



3) Your child is happy in school

- Yes
- No



4) In what way do you feel the school meets your child's needs?

consistent and constant support from all staff. Immediate action taken if necessary and follow up communication

They initially changed entry to school for him to help his anxiety. He has seen the school counsellor. I feel his teachers especially have gone above and beyond to help him and how he manages emotionally especially last year in reception.

They work with me to help my child have a happy time at school.

Takes her needs into consideration, gives her extra support where needed, encourages independence. She is starting to make progress in some areas. I feel she seems happier this year so far.

St Mary's is a wonderful school with kind caring & patient staff, they have OT & diagnosis recommendations. They continually try new ways to help support

Following Samson's formal diagnosis, the school has taken on board recommendations and put in place an appropriate support package for his specific needs. In addition, we have been pleased to see the extra support offered by his class teacher as well as regular informal check-ins with ourselves after school.

5) In what way do you feel the school needs further development to meet your child's needs?

Extra funding. We've previously spoken about getting an appointment with an educational psychologist I feel (I may be wrong but) this would of already happened had the funding been available

I think that the school is doing a great job.

We're still collaboratively trying to work out which approaches work best. In some areas (eg personal organisation) she still needs additional support though agree that independence should be encouraged. She is still very behind in many areas where we suspect progress could be made, though it's a case of finding what works and it's not straightforward, so this isn't a failing on the part of school.

Nothing specific, just continued implementation and development of the current support package. Where possible keeping continuity (Samson can find it unsettling when he has different teachers who interact with him differently). We are also particularly keen to ensure that support transitions and continues at this level as he progresses into new years with new teachers.

6) How does the school and family work in partnership?

Phone calls and e-mails to discuss solutions to any difficulties either party may have. I've been introduced to other families in a similar situation this would not of happened if school hadn't of match made a meeting.

Support has been available even in school holidays my child's needs can change very quickly and this needs to be communicated just as quick. School have suggested items (chewelry) that have been a massive help at home and in social settings I wouldn't of known about its existence if I hadn't of been told about it.

I'm currently attending a parenting course that school have provided although this is not a help to our situation with james I can see how it would be beneficial to others just because it's not the right fit for us doesn't mean that it isn't for others and school have given my family nothing but un judgmental support and encouragement I feel like we are so lucky to have and be in receipt of all the help and support we received from school

By looking outside of the box and understanding each families needs are different. Some might be complex but remembering that we're all part of God's family and working together makes us whole. I appreciate the school so much for the support they give my family.

Share insights/suggestions on what works, monitor progress, communicate with each other, hold regular catch-ups. The SEN coffee mornings are useful as it makes us feel less "alone".

We have an amazing partnership, we stay in touch and we always feel we can ask for help.

Teachers are open to regular check-ins which is good, along with informal check-ins after school.

Created and reviewed by:

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