

Bramhope SEN Coffee Morning

31st March 2025



We will begin promptly at 9am

Outline of the Morning

- **9:00 – 9:10am**

Welcomes and Ground Rules

- **9:10 – 9:30am -**

- Intervention – Lexia
- Daisy Chain – parent Support Training
- MindMate Support
- Local Offer
- Challenges

- **9:30- 9:45**

Q & A and time to share.



Today's
Agenda

Ground Rules and Protocols for SEN Working Group

1. Safe Space for Discussion

- This group is a safe and supportive space where all members are encouraged to discuss a wide range of SEN-related topics, including questions, experiences, and challenges.
- Everyone's input is valued, and there is no such thing as a "silly" question. We are all here to learn from each other and to share knowledge.

2. Maintain Anonymity

- To ensure privacy and respect confidentiality, no names of children, parents, or other staff members will be mentioned during discussions. When sharing experiences or examples, keep identifying details anonymous.

3. Positive and Constructive Atmosphere

- Discussions should remain positive, constructive, and solution-focused. We aim to build one another up and create a supportive environment where feedback is given respectfully.

4. Equal Contribution and Collaboration

- Each member of the group is encouraged to contribute, share their expertise, and offer solutions. Whether this is during the Q & A section of the morning or when you have some time to talk amongst yourselves over a coffee.

6. Welcoming and Inclusive Environment

- The group should be friendly, welcoming, and inclusive. Making new members throughout the year feel comfortable by being open and approachable. Acknowledging that we are all at different stages of diagnosis or are here because we have an interest in SEN.
- Avoid judgment and focus on creating a space where everyone feels encouraged to share and participate.

By adhering to these ground rules and protocols, we will build a strong, collaborative community focused on improving support for SEN children and ensuring a positive environment for all of our parents and staff members.

Intervention Insight

Lexia

Lexia Reading Core5® (Lexia) aims to improve reading skills. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed.



Please set up this device



Enter your teacher's email

Save

Staffing, Access and Assessing Need

As SENCo - I oversee the program as whole and access and deliver training to support staff and teachers.

Mrs Stenton is our lead support staff member. She has dedicated time on a Friday to support and sweep up any children who are struggling to access, have follow up activities to deliver or have achieved a certificate for completing a section.

Access

Every child on Lexia has access to 2 x 15 minute slots in school. Usually as part of their morning or afternoon tasks. This is accessed independently.

The expectation would be that a child on the program also accesses this for at least 30 minutes per week at home.

This can be in 2 x 15 minutes, 3 x 10 minutes etc

Assessing Need - How / Why would a child be put onto the Lexia program?

Informed through assessments - WT or Pre year group in both spelling and reading



A Snow Day in the City

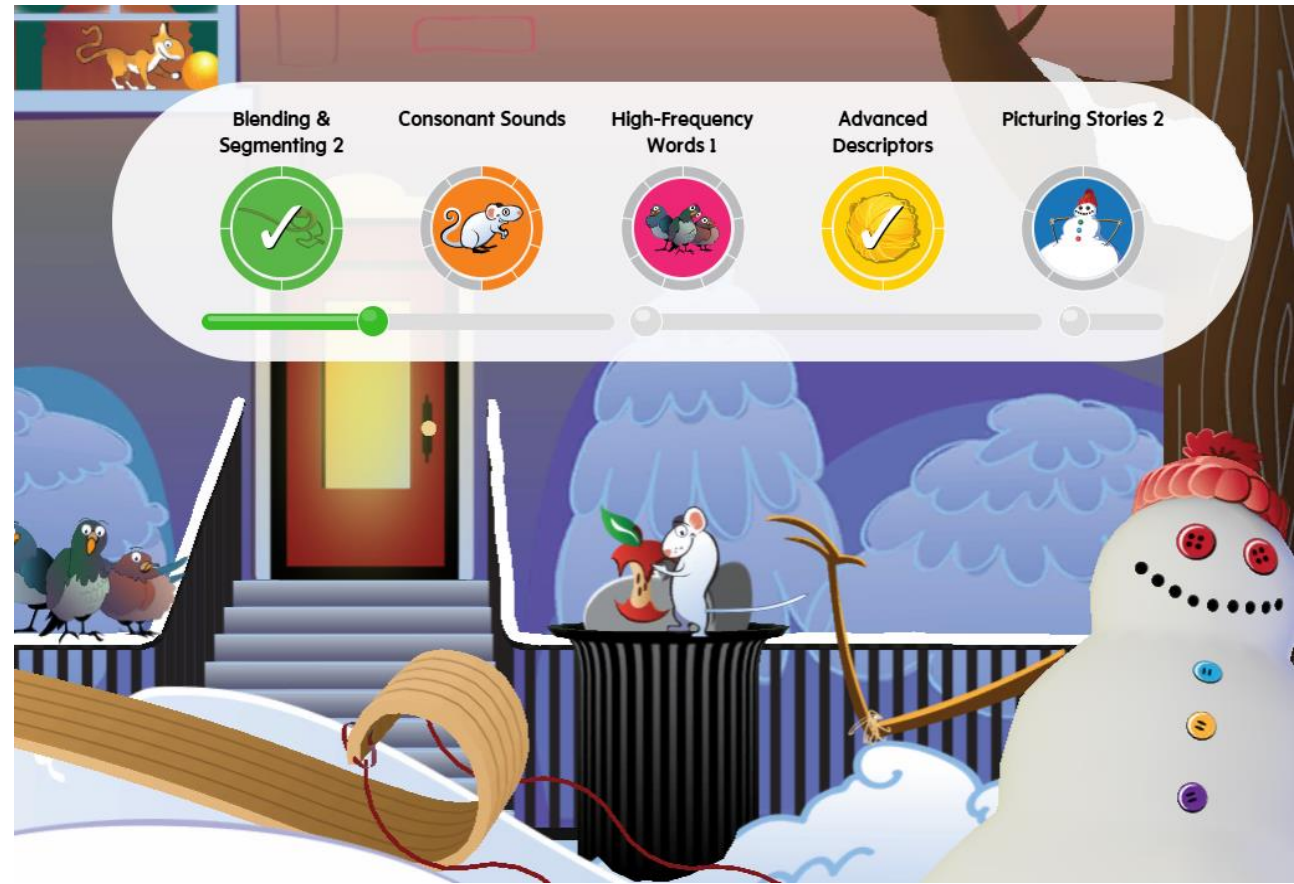
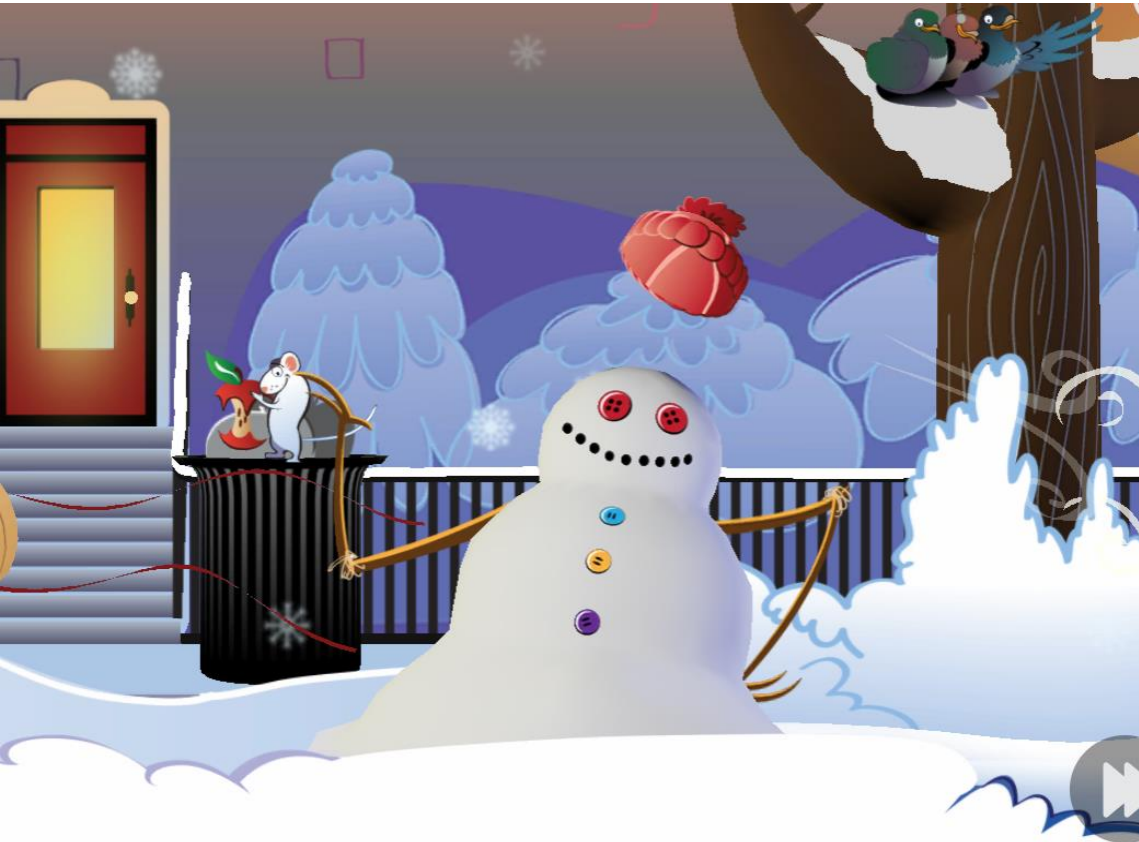


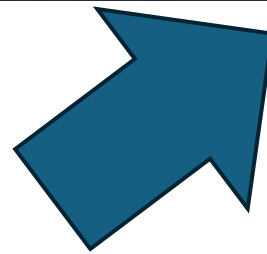
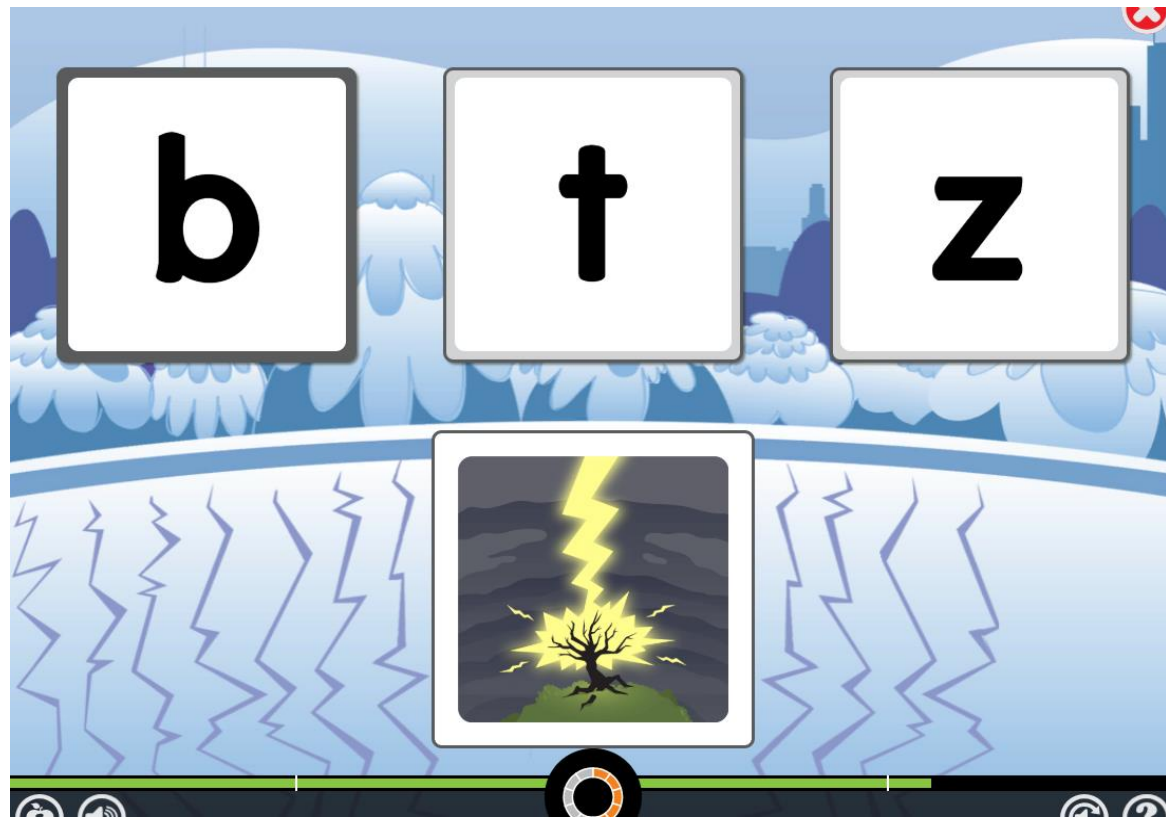
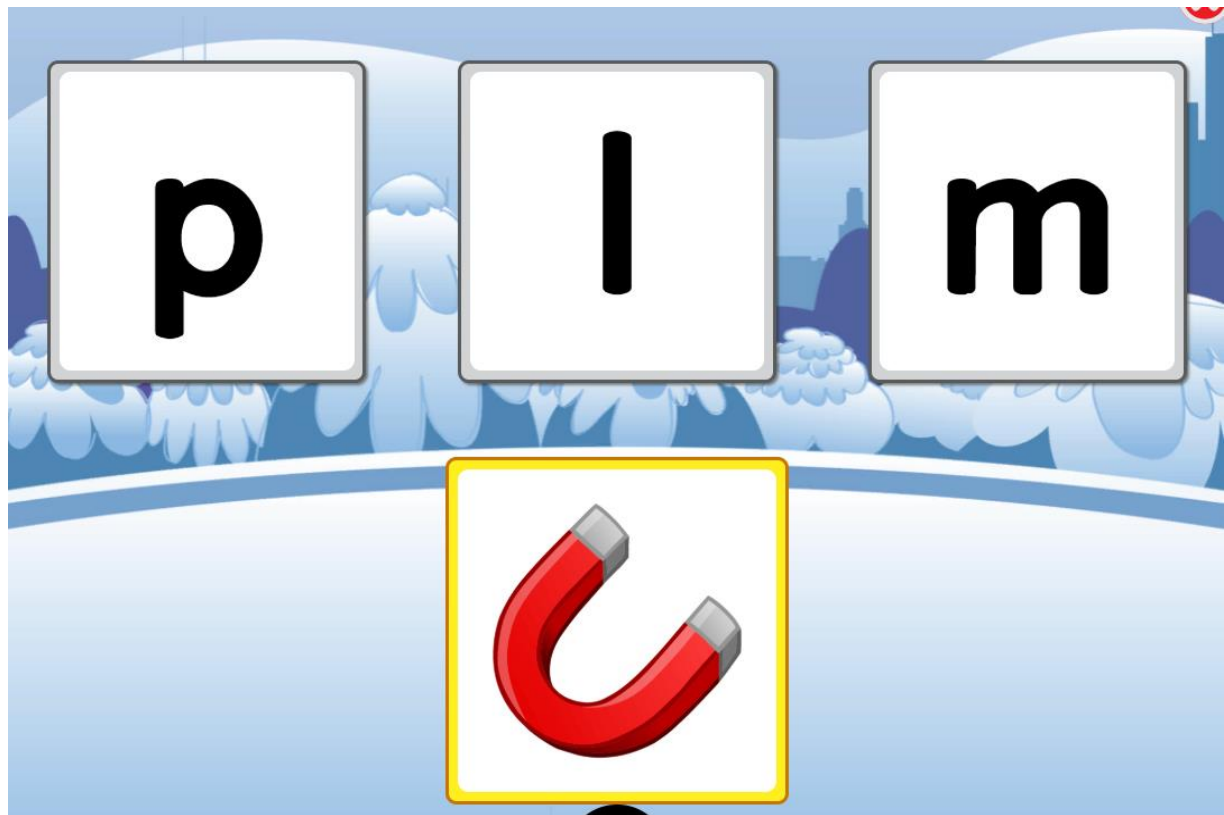
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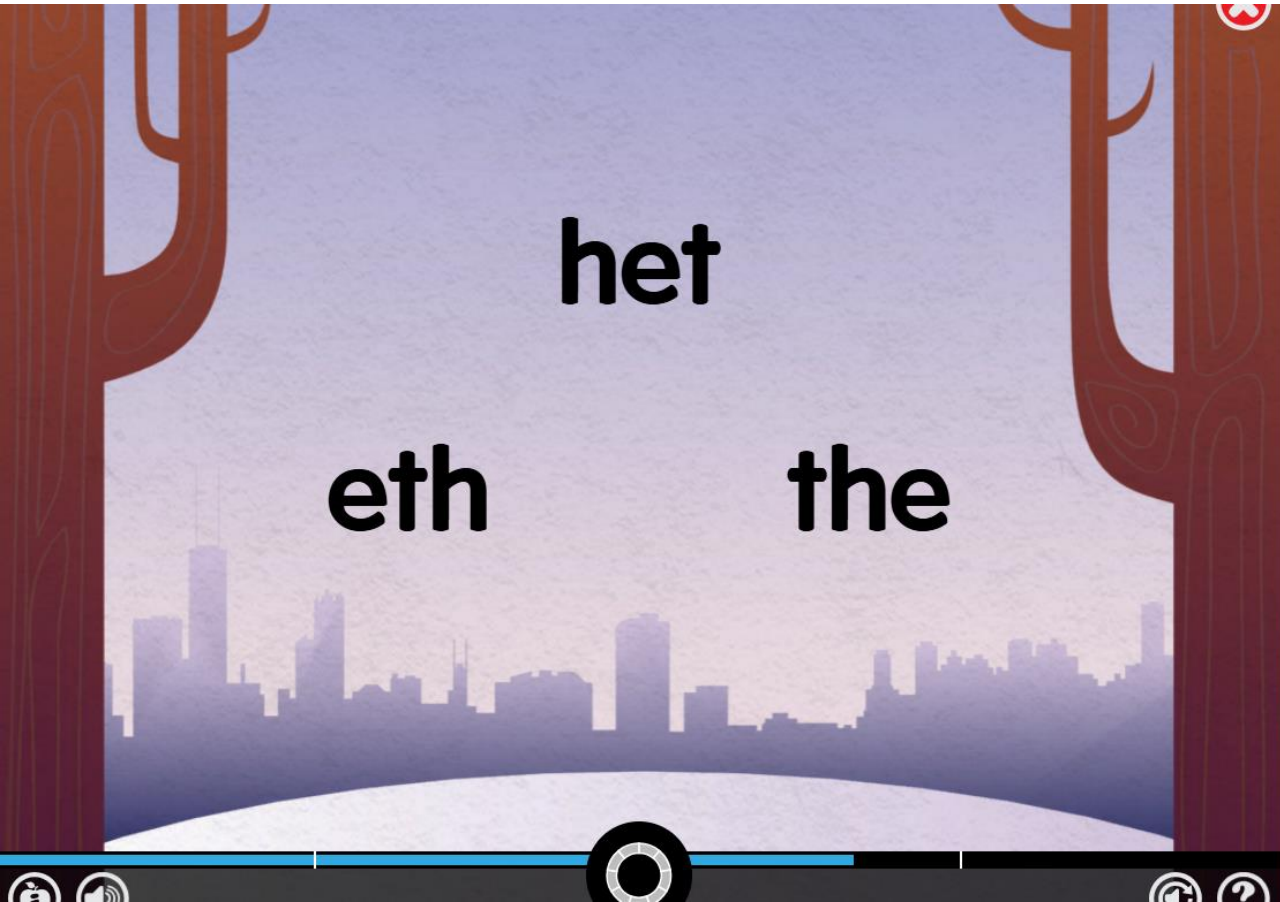


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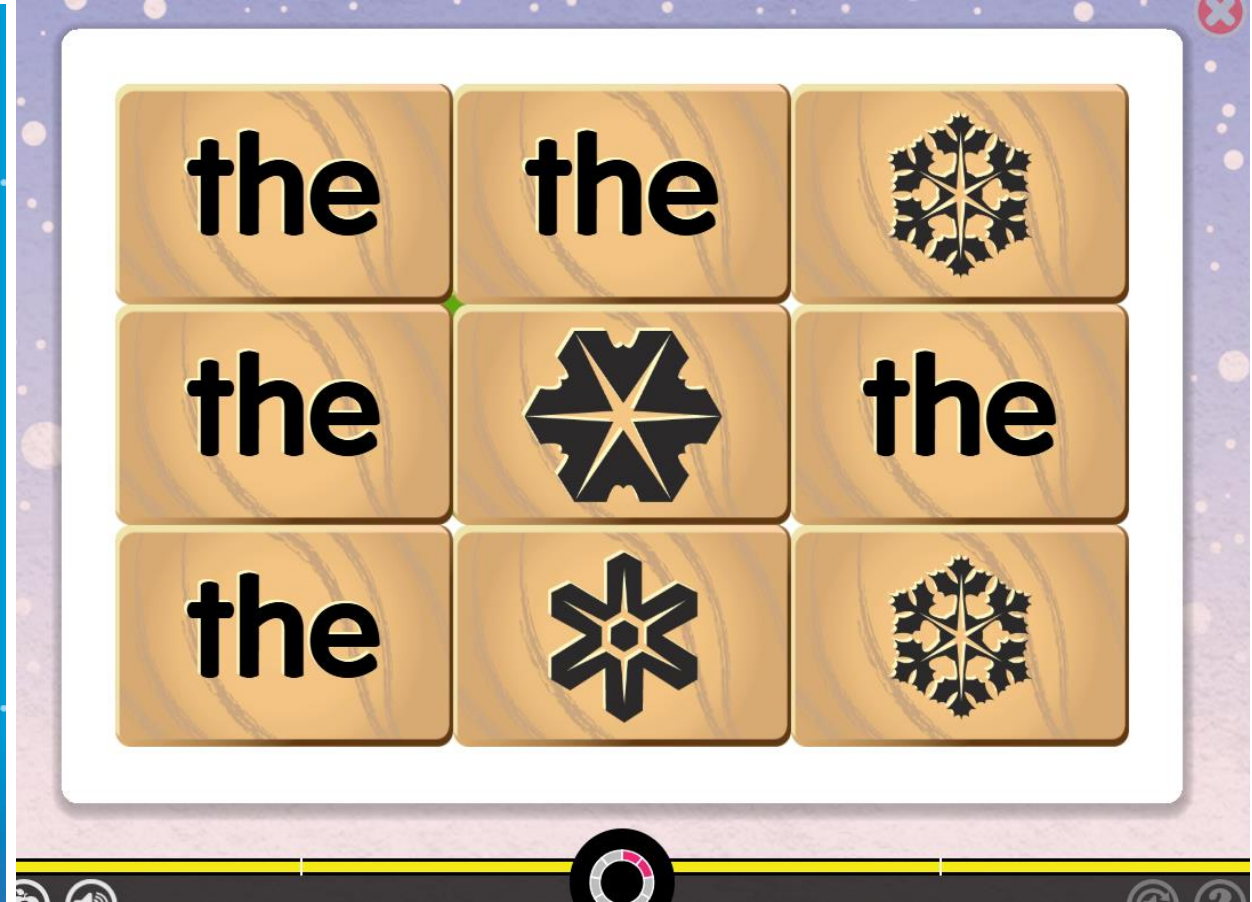






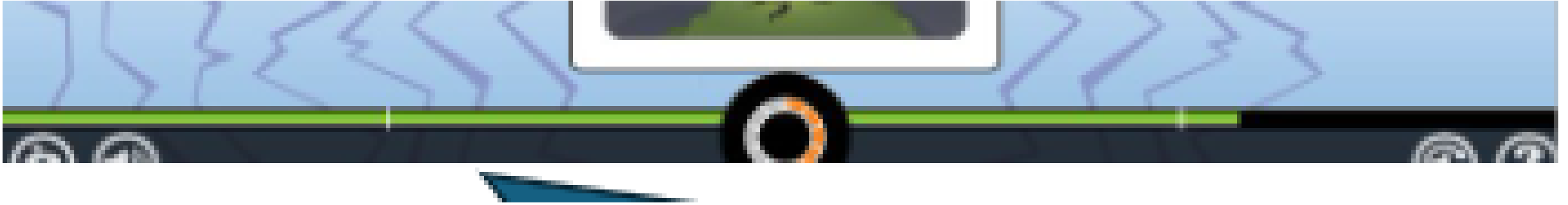


Blue bar - focus vocabulary



Yellow bar - supportive scaffolds

Progress Bar



Auto Placement

Lexia uses an algorithm to auto place the children. This auto placement covers HFW, CEW and phonetic patterns, it may well feel tricky to some children, however when placed, the program will follow the individual child's gaps.



DAISY CHAIN

Daisy Chain

Wednesday 12th March, we welcomed Michelle from Daisy Chain into school. She is a parent trainer and first came to be part of Daisy Chain through struggling to find support as a parent to an ASD child.

The focus of the training was specifically around ASD, the different strands to ASD and what ASD burnout can look like.

3 Pillars of ASD - Sensory , Ridgid Learning and Communication and Interaction

The differences between Burnout, Meltdown and Shutdown

Primarily focusing on how meltdown and shutdown are responses to overload and lack of primary needs eg sleep / trauma or illness. In meltdown and shut down we see behavioural communication first, followed by the episodes of meltdown and shutdown.

Whereas burnout has a more physical effect, leading to mental health support and episodes where the body can physically become so fatigued that the person dealing with that burnout cannot achieve basic daily tasks.

Daisy Chain offer and recommendations

Daisy Chain offer a Free 24 hour phonenumber - this is a phonenumber where parents can access support to discuss any challenges that you as parents are facing eg eating, sleeping, public overwhelm, meltdown, shut down and burnout support along with many other areas of support that they can offer.

Recommendations

- [Autismcentral.co.uk](https://autismcentral.co.uk)
- ZigZag Facebook page - Parental Support Group
- Mind Charity - Can offer 6 free therapist support sessions for whole family.
- Daisy Chain helpline - <https://daisychainproject.co.uk/national-telephone-support-service/>

I will share some more information from the training on our school website once I receive the slides.

MindMate – Support for families



Leeds MindMate Neurodiversity information hub: new content

MindMate are excited to share their newly structured, detailed content about [autism](#) on the [Neurodiversity Information Hub](#), the one stop digital information resource for neurodivergence in children and young people across Leeds, and beyond.

Updates include:

- Introduction to autism and a downloadable 'quick guide; to support families with or without diagnosis.
- Detailed information on autistic communication and different social interaction styles
- Strengths and Challenges experienced in autism including internalised and externalised
- Information on sensory processing differences
- Information regarding assessment processes leading to diagnosis of autism

- <https://www.leedslocaloffer.org.uk/advice-and-support/parent-carer-support-groups>
- <https://www.leedslocaloffer.org.uk/advice-and-support/localised-cluster-support/clusters>
- <https://www.leedslocaloffer.org.uk/advice-and-support/organisations-providing-information-advice-and-support-families/henry-5-12>



SEND parent carer monthly information drop-in

- A monthly drop in for parents and carers to speak to services to receive information and advice about what is available in Leeds to support their family.
 - Leeds Local Offer
 - SENDIASS
 - Leeds Parent Carer Forum
 - Carers Leeds
 - Child Health and Disability Team (CHAD)
 - Leeds Speech and Language Service
- **Dates and times of drop in**
- Wednesday 2nd April, 10.30 till 12.30 at NSPCC, 5th Floor, St John's Offices, Albion Street, LS2 8LQ
- Wednesday 21st May, 10.30 till 12.30 at Plus Net, 17 Marlborough Street, Leeds, LS1 4PE (free parking)
- Each drop in will host a workshop for parents and carers.

If you require further information about the drop in sessions please email LLO@leeds.gov.uk or join the [Leeds Local Offer facebook group](#).

CFL's
Easter
guide

Leeds
CITY COUNCIL

we are
child friendly
Leeds

FREE / LOW COST* ACTIVITIES HAPPENING ACROSS LEEDS

Don't miss Leeds Young Film Festival!

Studio 12 is a free-to-access music studio for 16 to 30 year olds

Miffy's 70th birthday free exhibition is still at Leeds City Museum!

Kids eat free at Ninja Warrior Leeds 5 - 27 April with booking code KIDSEASTER

week 1
5 to 12 April

<p>5 - 17 Medieval Easter! Royal Armouries, LS10, open 10:00 to 17:00, booking required</p> <p>7 E1 Family Rave with Boomchikkaboom* Project House, LS12, 14:00 to 15:30</p> <p>7 - 11 Lego, Duplo, crafts, colouring Leeds Kirkgate Markets, LS2, 11:00 to 15:00</p> <p>9 Ancient Roman/Chocolate coins workshop! Leeds Discovery Centre, LS10, 10:00 to 12:00 & 13:00 to 15:00</p> <p>8 - 10 Den building Leeds Kirkgate Markets, LS2, 8:00 to 15:00</p> <p>8 - 10 Miffy Crafts Leeds City Museum, LS2, 10:00 to 12:00 & 13:00 to 15:00</p> <p>8 - 10 LEGO - Build the Change Leeds Industrial Museum, LS12, 10:30 to 12:00 & 12:30 to 14:00</p>	<p>8 - 13 Drop in the Ocean UR experience (ages 7+) Leeds City Museum, LS2, 20 min slots from 10:00, book on arrival</p> <p>9 Freedom4Girls Reusable pads sewing workshop (ages 14+) Leeds Central Library, LS1, 13:00 to 15:00</p> <p>9 Bluey & Bingo story time Merion Centre, LS2, 30 min sessions at 11:00, 12:00, 13:00, 14:00 & 15:00</p> <p>11 Facepainting, arts & crafts Extra Motorway Services, LS9, 11:00 to 15:00</p> <p>11 National Board Games Day! Activities in Leeds Libraries across the city!</p> <p>12 Willy Wonka (U)* Hyde Park Picture House, LS6, 11:00 to 13:00, pay what you can</p> <p>12 Play with Paint!* Seagulls, LS11, 13:00 to 15:00</p> <p>12 - 13 CANVAS: The Play Tent Wellington Place, LS1, 10:00 to 14:00, booking required</p>
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week 2
13 to 21 April

<p>13 Sloth Lane (U) - Autism friendly films showing* Hyde Park Picture House, LS6, 10:00, pay what you can</p> <p>13 Railway Children Return (PG)* Leeds Industrial Museum, LS12, 14:30 to 16:00, prices in blog (deal for Armory residents)</p> <p>14 - 19 Lego, Duplo, crafts, colouring Leeds Kirkgate Markets, LS2, 11:00 to 15:00</p> <p>15 - 16 Movie Club: Film tricks & edits (ages 7 to 12)* Carriageworks, LS2, 4 times available per day</p> <p>15 - 17 LEGO - Build the Change Leeds Industrial Museum, LS12, 10:30 to 12:00 & 12:30 to 14:00</p> <p>16 Make it Move - animation workshop Leeds Discovery Centre, LS10, 10:00 to 12:00 & 13:00 to 15:00</p>	<p>16 - 19 Leeds Film Festival Short Films Leeds Kirkgate Markets, LS2, 11:30 to 14:30, 83 mins runtime</p> <p>17 Facepainting, arts & crafts Extra Motorway Services, LS9, 10:00 to 15:00</p> <p>18 Easter Egg Hunt* Skelton Grange, LS10, 11:00 to 14:00</p> <p>19 - 20 CANVAS: The Play Tent Wellington Place, LS1, 10:00 to 14:00, booking required</p> <p>20 Sylvanian Families (U) - Autism friendly film showing* Hyde Park Picture House, LS6, 10:00, pay what you can</p> <p>21 Crafts sessions for ages 3+ John Lewis, LS2, 11:00, 12:30 or 14:00</p>
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The 'Safe Places' app shows registered safe locations near you

Register with Healthy Holidays for FREE activities and a healthy meal from 71 providers across Leeds for children eligible for free school meals

BOOK NOW

SEE ALL THE DETAILS...

<https://wearechildfriendlyleeds.com/category/holidays/>

National figures- context

Over 1.5 million pupils in England are identified as having SEND

Overall proportion of pupils with SEN

Of all pupils in England in January 2024:

- 13.6% had special educational needs (SEN) support, but didn't have an [education, health and care \(EHC\) plan](#) (up from 13% in 2023)
- 4.8% had an EHC plan (up from 4.3% in 2023)

Primary school pupils with SEN

At state-funded primary schools (including academies) in January 2024:

- 14.1% of pupils were classed as having SEN, but didn't have an EHC plan
- 3% of pupils had an EHC plan

Secondary school pupils with SEN

At state-funded secondary schools (including academies) in January 2024:

- 12.9% of pupils were classed as having SEN, but didn't have an EHC plan
- 2.7% of pupils had an EHC plan

Types of need

- Speech, language and communication needs were the most common primary type of need for those with SEN support, applying to 291,742 pupils (25.6%).
- Autistic spectrum disorder (ASD) was the most common primary type of need for pupils with an EHC plan, applying to 132,249 pupils (33%).

National Figures

Gender

In January 2024:

- 62% of pupils with SEN support were boys
- 72% of pupils with an EHC plan were boys

- **FSM eligibility**

- Pupils with SEN are more likely to be eligible for free school meals (FSM) than those without.

In January 2024:

- 38.3% of pupils with SEN support were eligible for FSM
- 42.2% of pupils with an EHC plan were eligible for FSM
- 21.4% of pupils with no SEN were eligible for FSM

National Challenges: staffing

- The UK is currently facing a significant crisis in supporting SEND children due to profound staffing challenges in schools. A recent survey revealed that almost every state school in England is grappling with a shortage of support staff, with only six out of 922 schools surveyed reporting that they had no issues. In addition to recruitment struggles, schools are experiencing a severe turnover, losing essential support staff to better-paying work in places like supermarkets. Caring for children with severe learning difficulties is a skilled, challenging job, and requires a competitive salary that in many cases is not funded by councils.
- The impact is dire: over half of SEND coordinators cannot find suitable candidates for teaching assistant roles, while three-quarters of school staff say that more learning support assistants are needed. This not only affects the quality of education but also places additional stress on the existing staff, which could cause even more to leave the profession.

National Challenges: increasing need

- The number of pupils requiring SEND support in the UK continues to rise, placing significant pressure on existing educational infrastructures. Recent government data reveals a 13% increase in the number of SEND pupils from 2022 to 2023, totalling over 1.5 million students.
- This escalation not only strains the physical capacities of schools but also the resources available for tailored educational support. SEND support and EHC plans serve distinct purposes: SEND support offers supplementary assistance within the school environment, whereas EHC plans involve more intensive, individually tailored interventions following a statutory assessment. The increase in students needing these services shows an expansion in demand that outpaces current educational provisions.

National Challenges: reduction in health services

- The DfE schools' survey showed the second most common barrier to providing adequate SEND support was a lack of access to external specialist support or professionals.
- The reduction of wider support services, like CAMHS, has left schools to source their own specialists.
- While nearly nine in 10 parents surveyed said their child was getting the required medical support, this dropped to around half for mental health and educational psychologist support, a parent, pupil and learner voice survey found.
- DfE's school survey found 44 per cent of special school teachers said they were able to access the external support they needed for "all or most" of the time.
- But this dropped to 24 per cent for primary teachers, and 19 per cent of those in secondaries.

National Challenges: funding

- Funding, or lack thereof, sits at the heart of many of these problems. Recent debates in the Commons have highlighted a bleak situation across the UK, with MPs from all sides expressing frustration over delayed assessments and a severe shortage of special school places.
- This significant rise in EHCPs has far outpaced the availability of provisions, leading to substantial budget overruns, with councils paying for expensive transport to distant schools or even private school places. While the government is increasing funding and committing to opening 60 new special schools, many feel it is not enough, with Education funding campaign group f40 suggesting an additional £4.6 Billion was needed. Similarly, last year The National Education Union stated that funding would need to be £3 Billion higher to meet previous standards. The stark reality is that while funding has increased, many allege that it falls critically short of what is required to prevent the deepening crisis in SEND education.

National Challenges: EHCPs

- The effectiveness of Education, Health, and Care Plans (EHCPs) is crucial for supporting children with special educational needs, yet timely access to these plans remains a significant challenge. The statutory 20-week timescale for finalising new EHCPs was only met in 50.7% of cases in 2022, showing a low adherence to legal deadlines. A 2024 freedom of information request revealed that 20,000 cases across England were waiting longer than the 20-week window, with 3,000 waiting for longer than a year. Such delays can have profound impacts on children's education, leaving them without the support they need for extended periods.
- These problems are compounded by both increasing need and stagnant funding, leading to many difficulties for parents and children. As this service is run by local councils, the scale of the problem can also vary dramatically, with some councils having a considerably worse rate of missing targets (such as Leicestershire hitting the 20-week target just 3.8% of the time in 2023).
- Even when children have an EHCP in place problems can continue, with 35,000 children in 2023 officially lacking suitable provision, and 15,000 officially logged as unknown.

National Challenges- schools

National school survey

- Most heads say they are being forced to reduce the number of teaching assistants or hours worked by teaching assistants, even though the role is crucial in offering individual support to children with SEND.
- Nearly four-fifths (78%) said they had needed to do so in the last three years due to funding pressures, while a further 84% anticipated they would be forced to do so in the next three years. For example, more than four-fifths (85%) said that they were having to subsidise healthcare provision from their own budgets.

“Schools face a perfect storm of growing demand to support more pupils with special educational needs at the same time as costs have increased massively and are still rising.”

“The funding we receive for pupils with SEND is simply not enough, and it’s astonishing that the per pupil SEND funding has not increased for more than a decade. This puts huge pressure on our dwindling school budgets.”

“There just isn’t capacity within special schools in our area, meaning we are supporting even more pupils with complex needs within our mainstream settings. We believe in inclusion and are currently doing our best with the limited funds, but, put simply, it is not good enough for the children with the most complex needs - they deserve so much more than we can give them.

Local/Regional Challenges- Leeds Local Authority

- Last year, Leeds saw an 86% increase in requests for EHC needs assessments, with 1,497 requests received compared to 803 in 2021. This trend has accelerated further this year, with an additional 23% increase between January and June 2024 (1,002 requests) compared to the same period in 2023 (813 requests).
- This surge in demand also coincides with a shortage of EPs, recognised by the Department for Education as a national issue and something we are experiencing locally in Leeds.
- Some new provision but SEN capacity has not increased with demand.
- Removal of Funding For Inclusion, leaving a funding gap from March 2025. Not all children previously in receipt of FFI will receive an EHCP. Delays in EHCPs further exacerbate the funding gap.
- The local authority is operating at a deficit, running into £millions.

What is the new government doing?

- The government is reviewing the current intervention schemes. But education secretary Bridget Phillipson has also hinted at a wider-shake up, saying “we need to have a conversation about how we look to reform the system overall”.
- Schools minister Catherine McKinnell pointed to announcements already introduced, such as the curriculum and assessment review which will look at improvements for SEND children and Ofsted inspections from next year probing how inclusive schools are.
- Ministers have also moved SEND policy from the families to schools directorate.
- McKinnell said while ministers are “listening, we want to move as fast as we can to really fix what we can as quickly as we can”.

“But there will be time that needs to be taken to get them absolutely right because it is a complex system – there are complex decisions to be made.

“We need to make sure we get it right, but can build that trust while we do so as well.”

Challenges at Bramhope

- Increasing need: SEN numbers have doubled in less than 12 months
- Limited capacity
- Funding
- Recruitment
- Accessing specialist support

What are we doing?

- Meeting a wide range of complex needs
- Focus on quality first teaching
- Upskilling staff: training and development
- Clear identification, monitoring and tracking
- Completing EHCP 'request to assess' applications
- Supporting parents with referrals for assessment
- Supporting parents in accessing wider support
- Engaging parents in decision making for their child: IPMs, ILPs, ongoing communication and annual reviews

Thank you