

THOMAS GRAY PRIMARY SCHOOL **SPECIAL EDUCATIONAL NEEDS REPORT**

In March 2015 Ofsted reported that in our school the needs of disabled pupils and those of special educational needs are identified promptly. Support is effective and pupils make good progress.

Thomas Gray Primary School has a duty to report annually to all parents on the provision for Special Educational Needs (SEN) and implementation of our Single Equality Policy and Accessibility Plan.

Children with SEN needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs and Disabilities Code of Practice lies at the heart of the school's SEN Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN. The graduated approach is a step-by-step approach gradually increasing support at each level and specialist expertise at each level that can be put in place to help overcome the difficulties a child may have. If further support is required the school may request an Education Health and Care Needs Assessment, which may result in an Education Health and Care Plan (EHCP) being issued to the child.

Policies

The Special Educational Needs (SEN) Policy was reviewed and amended in March 2017. The policy will be reviewed in the Spring Term of 2019. This is available to any parent on request and is published on the school website.

The Special Educational Needs Coordinator (SENCO) is Mrs Catherine Connolly and the advocate for SEN on the leadership team is Mrs Rachael Rimmer (Head teacher). The SEN Governor is Mrs Alice P Taylor.

Number of pupils with SEN

59 children were identified as having special educational needs: October 2016

75 children are identified as having special educational needs: October 2017

Attainment of pupils with SEN - based on Summer 2017 data

Year 6 - summer end;

66% of SEN pupils were working within Year 6 expectation for Reading

50% of SEN pupils gained an expected level in Reading

50% of SEN pupils were working within Year 6 expectation for Writing

25% of SEN pupils gained an expected level in Writing

58.3% of SEN pupils were working within Year 6 expectation for Maths

25% of SEN pupils gained an expected level in Maths

Mathematics was a focus of development for Key Stage 2 and as part of this additional mathematics interventions were run in 2016/2017, either targeted small booster groups.

Parents, children and teachers are all involved in creating Support Plans. Parents are invited to meet with the relevant staff to discuss their child's progress, three times a year.

Deployment of staff and resources

Sixteen Teaching Assistants (TAs), including apprentices, as well as the SENCO and Nurture Base teacher, alongside the class teachers delivered specialised programmes and offered general classroom support. In 2016/17 TAs used a range of programmes for intervention such as:

- ❖ Pelican Reading
- ❖ Read, Write, Inc. (RWI)
- ❖ Talk for Writing
- ❖ Plus 1
- ❖ Toe by Toe
- ❖ New Reading and Thinking
- ❖ Individualised Speech and Language programmes
- ❖ Individualised Occupational Therapy programmes

A significant focus of SENCO work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching, in assessment; administrative work, liaising with parents and other agencies.

External agencies

In 2016/17 the school liaised, corresponded or had meetings with; Educational Psychologists, a vision consultant, hearing impairment consultants, speech and language consultants, a physiotherapist, an occupational therapist, Medical

Practitioners and Inclusion Consultants (I.C.s) on the SENIS Team. In 2016/17 the school also had visits and received advice from Merseyside Counselling and a Play Counsellor came in weekly to work with children and parents.

The school nurse was available for drop-in appointments on the first Wednesday of each month, 8.30-9.30a.m.

The school SENCO continued to be supported and quality assured by an external consultant.

Secondary school liaison

Thomas Gray continued to maintain links (meetings/visits/telephone calls) with our local secondary schools and had liaison meetings with other special needs staff in our partnership to ensure information is passed on to schools prior to transfer. Special attention is also made for younger SEN children transferring to other schools.

Staff development

Staff attended various training programmes on:

- ❖ Guided reading
- ❖ Spelling interventions
- ❖ Read Write Inc.
- ❖ Grammar
- ❖ Speech and language.
- ❖ Improving writing
- ❖ Specific Learning Difficulties

Single Equality Policy and Accessibility Plan

The Single Equality Policy and Accessibility Plan were reviewed in February 2016.

Under the Equality Act 2010 we are required to take proactive steps to ensure that disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. We have incorporated our duties under the Equality Act 2010, and specifically on disability issues, into two main documents: our Thomas Gray Single Equality Policy and our Accessibility Plan (our access to the physical environment, to learning, and to information for pupils and others in our school community with impairment or other needs that may put them at a disadvantage from others).

The school has a very small number of children from other cultured backgrounds than White British or that are described by their parents/carers as having a disability. No trends can be taken from the last two years data because of the small numbers involved.

The school had 5 children with specific medical needs and identified and provided for these children in terms of resources, staff training and Health Care Plans as appropriate.

The school also has some children with specific impairments, e.g. hearing impairment for which reasonable adjustments, resources, and staff training has been provided to ensure they are not disadvantaged in their access to the school, to learning or to information.

The school office provides information and services that can be accessed by parents/carers.