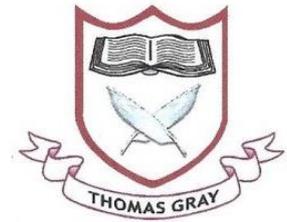


Thomas Gray Primary School

Special Educational Need Report



December 2019

*In February 2019, Ofsted reported that **the provision for pupils with SEND has been strengthened this year. Increasingly well-targeted teaching, including in small groups, is beginning to help pupils with SEND to make stronger progress than in the past. Leaders have taken steps to boost the progress of pupils with SEND. Small-group work tailored to their particular needs and the support they receive in class are helping these pupils make stronger progress from their starting points. The needs of children with SEND are identified quickly and a range of support is provided. Funding is deployed effectively, for example to provide regular speech and language support for children with particular needs in this area of development.***

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

Policies The Special Educational Needs (SEN) Policy was reviewed and amended 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 Coordinators (SENCOs) are Miss Samantha Briscoe and Miss Laura McGaw and the advocate for SEN on the leadership team is Mrs Rachael Rimmer (Head teacher). The SEN Governor is Mrs Pam Taylor.

Number of pupils with SEN

74 children were identified as having special educational needs from the 2 Year old room to Year 6: December 2018

70 children were identified as having special educational needs in Reception to Year 6: December 2019

10 children were identified as having special educational needs in Nursery and the 2 Year old room: December 2019

14 children are supported with High Needs Funding.

1 child is supported with an Education Health and Care plan and 5 children are awaiting their draft EHCP.

Attainment of pupils with SEN - based on Summer 2019 data

Year 6 - summer end; 9% of SEN pupils gained an expected level in Reading

9% of SEN pupils gained an expected level in Writing

45% 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 2018/2019, either targeted small booster groups.

As a result of these attainment levels for our SEN pupils, Reading and Writing have become a target for 2019/2020. We have implemented a new approach to guided reading as well as targeted intervention. We are currently implementing the use of 'Clicker' to support writing for children with SEN.

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

Twenty Teaching Assistants (TAs), including 1:1 support delivered specialised programmes and offered general classroom support.

In 2019/20 TAs are using a range of programmes for intervention such as:

- Read, Write, Inc. (RWI)
- Talk for Writing
- Plus 1
- Toe by Toe
- Lego Therapy
- Talking Tables
- New Reading and Thinking
- Individualised Speech and Language programmes
- Individualised Occupational Therapy programmes
- Nessy Reading and Spelling
- Dynamo Maths
- Precision spelling
- Spelling Shed

One of the SENCOs' main focuses has been the application and implementation of High Needs Funding and Education Health and Care Plans to ensure all children's needs are able to be met and children are able to thrive.

The SENCOs are also involved with assessment, administrative work, liaising with parents and other agencies. SENCOs have implemented the use of BSquared as a tracking tool to assess small steps of progress of children with SEN in order to personalise targets and accurately measure progress. Other assessment tools used to screen children's specific needs include Nessy Quest Dyslexia Screening, Dynamo Maths, Welcomm SALT and Boxhall profiling (SEMH).

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.

External agencies

In 2018/19 and Autumn 2019 the school liaised, corresponded or had meetings with; Educational Psychologists, 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 2018/19 the school also had visits and received advice from Parenting 2000 Counselling and a Counsellor came in weekly to work with children and parents. The school nurse was available for drop-in appointments on the first Tuesday of each month, 8.30-9.30a.m.

Staff development

Staff attended various training programmes on:

- Talk Boost
- Talk for Writing
- Chatter Box
- Read Write Inc.
- Maths, Specific Year Group training
- Speech and language
- Autism and Anxiety
- Quality first teaching approaches
- BSquared assessment and tracking
- Dyslexia awareness
- ADHD friendly strategies in the classroom

Single Equality Policy and Accessibility Plan

The Single Equality Policy and Accessibility Plan were reviewed in January 2019.

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