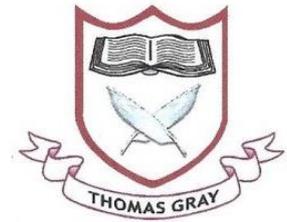


Thomas Gray Primary School

Special Educational Need Report



December 2020

*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 Autumn 2020. 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

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

80 children were identified as having special educational needs in Reception to Year 6:
December 2020

8 children were identified as having special educational needs in Nursery and the 2
Year old room: December 2020

7 children are supported with High Needs Funding as of December 2020 with 2
applications to be submitted for EYFS in January 2021.

7 children are supported with an Education Health and Care plan and 1 child are
awaiting their final EHCP.

Attainment of pupils with SEN - based on Summer 2020 data

Year 6 - summer end; 22% of SEN pupils gained an expected level in Reading

11% of SEN pupils gained an expected level in Writing

22% of SEN pupils gained an expected level in Maths

This Year we implemented a new guided read approach which has impacted reading data rising from 9% to 22%. This approach will now be consolidated as it has proven to be successful with raising the attainment of our children with SEN. As a result of these attainment levels for our SEN pupils, Writing has become a target for 2020/2021. We are currently implementing the use of 'Clicker' to support writing for children with SEN. In addition, all staff have had Dyslexic awareness training and Talk for Writing and Lancashire writing CPD have been scheduled in for 2020/2021. Targeted writing groups will be put in place to support or 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 2020/21 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
- Clicker Writer
- Bounce Back Phonics

The SENCOs' main focus in 2019/2020 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 speed of this process has been hindered by the Covid Pandemic preventing access to outside agencies.

The SENCOs are also involved with assessment, administrative work, liaising with parents and other agencies. SENCOs have consolidated 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). This Year the SENCOs have introduced Click writer to support the writing of children with Dyslexia.

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 2019/20 the school liaised, corresponded or had meetings with(virtual or face to face); 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. 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:

- Dyslexia training via Nessy
- Talk for Writing
- Letters and Sounds Phonics training
- Maths, Specific Year Group training
- Speech and language
- Autism and Anxiety
- Mental Health training
- Quality first teaching approaches
- BSquared assessment and tracking
- Early Reading and Writing training
- Engagement Scale training

Single Equality Policy and Accessibility Plan

The Single Equality Policy and Accessibility Plan were reviewed in January 2020.

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 4 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.