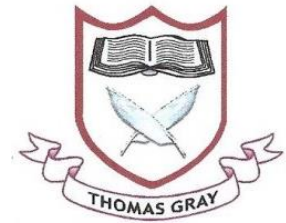


# **Thomas Gray Primary School**

## **Special Educational Need Report**



**September 2023**

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**

The Special Educational Needs (SEN) Policy and the Supporting Pupils with Medical Conditions Policy was reviewed and amended in the Autumn 2023. 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, Miss Laura McGaw and Miss Amy Bell. The SEN Governor is Mrs Pam Taylor.

### **Number of pupils with SEN**

**School population: 269**

**Pupils on level 1 cause for concern: 38**

**Pupils on level 2 SEN Support Plan: 42**

**Pupils on level 3 SEN Support Plan: 3**

**Pupils with High Needs Funding: 37**

**Pupils with EHC Plans: 25 (8 awaiting draft)**

**Combined children on SEN register (excluding L1): 107 (40%)**

**Combined children on SEN register (with L1): 145 (54%)**

**Main Areas of need at Thomas Gray:**

Cognition and Learning

(Literacy difficulties and MLD)

Communication and Interaction

(Social communication difficulties including ASD)

Social, Emotional and Mental Health

(Social and emotional difficulties including ADHD)

**Deployment of staff and resources across Mainstream**

Twenty-two Teaching Assistants (TAs), including 1:1 support are delivering specialised programmes and general classroom support.

**Deployment of staff and resources across Designated SEND Units (The Nest)**

Eleven Teaching Assistants (TAs), including 1:1 support are delivering specialised programmes and general classroom support.

**Intervention**

TAs use a range of programmes for intervention such as:

- Talk for Writing
- Early Fluency program
- Plus 1
- Toe by Toe
- Lego Therapy
- Talking Tables
- New Reading and Thinking
- Individualised Speech and Language programmes
- Individualised Occupational Therapy programmes
- Individual Communication and Language programmes

- Zones of Regulation
- Precision spelling
- Spelling Shed
- Bounce Back Phonics

The SENCOs' main focus in 2022/2023 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.

In addition, the SENCOs and Leadership team have worked with the Local Authority to expand the school, introducing 4 designated SEN units (The Nest) which are attended by 45 children with a range of special educational needs.

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, 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 2022/2023 the school liaised, corresponded or had meetings (virtual or face to face) with: Educational Psychologists, hearing impairment consultants, speech and language consultants, a physiotherapist, an occupational therapist, Medical Practitioners, EHCP Case Workers and Inclusion Consultants (I.C.s) on the SENIS Team.

### **Staff development**

Staff have attended various training programmes on:

- Dyslexia training
- Talk for Writing
- Little Wandle Phonics training
- Maths, Specific Year Group training
- Speech and language
- Autism and Anxiety

- Quality first teaching approaches
- Early Reading and Writing training
- Early Fluency program training
- Maths Mastery training

### **Single Equality Policy and Accessibility Plan**

The Single Equality Policy and Accessibility Plan were reviewed in January 2022.

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.