



# Thomas Gray Primary School

## Special Educational Need Report

September 2024

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: 292**

**Pupils on L1 cause for concern: 34**

**Pupils on L2 SEN Support Plan: 46**

**Pupils on L3 SEN Support Plan: 16**

**Pupils with High Needs Funding: 20**

**Pupils with EHC Plans: 55 (12 awaiting draft)**

**Pupils in mainstream with EHC Plans: 14**

**Full time SEN Unit places: 43**

**Combined children on SEN register (excluding L1): 137 (47%)**

**Combined children on SEN register (with L1): 171 (59%)**

**Percentage of children with EHCPs: 19%**

**Percentage of children funded through EHCPs or HNF: 26%**

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

Cognition and Learning (Literacy difficulties)

Communication and Interaction (Social communication difficulties including ASD)

**Main Secondary Area of need at Thomas Gray:**

Social, Emotional and Mental Health (Social and emotional difficulties including ADHD)

**Identifying Need and Graduated Approach**

**A Graduated Approach:**

**Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Pupil information is shared and reviewed during Pupil Progress meetings by the class teacher, Senco and Head Teacher/Senior Management Leader
- c) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. We add their details to the SENs support register at a level 1, Record of Concern, Quality First Provision.
- d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENCO will be consulted for support and advice and may wish to observe the pupil in class. Through (b) and (d) it can be determined which level of provision the child will need to progress.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parents' evenings are used to share any concerns, monitoring, assessment and the progress being made by the children.

## **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and

informed that the child will be added to the SEN register. The aim of formally identifying a pupil

with SEN is to help school ensure that effective provision is put in place and so remove barriers

to learning.

The support provided consists of a four - part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding

of the needs of the pupil grows. This cycle enables the identification of those interventions,

which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparison with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered.

Any parental concerns will be added to the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective and appropriate. Where external support staff are already involved, their work will help to inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary adjustments going forward, in consultation with parents and the pupil. Children may then be added or moved on our SENs support register to a level 2 (Identified Needs, Enhanced Quality First Provision) or level 3, with a SEN Support plan. Children who need significant

### **Referral for an Education, Health and Care Plan (EHC)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can also, be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Consultants
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

a) Following Statutory Assessment, an EHC Plan will be provided by Sefton Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Teaching and Learning: Approach to teaching pupils with SEN**

All children at Thomas Gray Primary receive the universal offer to support their learning.

- Differentiated delivery, e.g. simplified language; longer thinking time; small manageable tasks; repetition and overlearning; clear, unambiguous instructions
- Use of multisensory approaches to support spoken language, e.g. signs, symbols, pictures, concrete apparatus, artefacts and roleplay
- Seating position considered
- Use of drama and roleplay
- Visual timetable
- Visual support for tasks
- Word walls
- Minimise use of abstract language
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Checklists and task planners with visual clues
- Modelling clear expectations
- Scaffolding for planning written tasks
- Consideration of the learning environment

- Class teacher working to remove distractions
- Individual workstations
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Talking partners
- Circle time
- EAL support for pupils new to English
- Advanced warning of changes to activities
- Adaptations made to learning materials, use of visual prompts
- Rules of good listening taught, modelled and regularly reinforced
- Pupils name given to gain attention before giving instructions
- Promoting independence at all times
- Development of pupil voice

For children who need additional support or targeted intervention, a range of programmes are used.

- 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
  - Socially Speaking
  - Zones of Regulation
  - Social stories
  - Comic strip stories
  - Blank levels



- Bucket Therapy
- Happy to be me
- Little Wandle Phonics

### **Staff Development**

Staff have attended various training programmes:

- 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

### **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 2023/2024 the school liaised, corresponded or had meetings (virtual or face to face) with: Educational Psychologists, hearing impairment consultants, speech

and language consultants, physiotherapists, occupational therapists, Medical Practitioners, EHCP Case Workers and Inclusion Consultants (I.C.s).

The SENCOs' main focus in 2023/2024 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 43 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 Boxall profiling (SEMH). In addition to this, SENCOs have used Zones of Regulation within the SEND Units with positive outcomes. This will be rolled out across the whole school, monitored and reviewed in 24/25.

### **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).

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child,

an appointment can be made by them to speak to the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint.

Link to Thomas Gray Primary School Complaints Policy

<https://thomasgrayprimary.co.uk/wp-content/uploads/2024/09/NST-Complaints-Policy-Thomas-Gray-Autumn-2024.pdf>