

## **Slimbridge Primary School**

### **SEND Information Report - January 2023**

We are a primary school with just over 130 children on roll in an area of high social need in the suburbs of Gloucester, currently with 28% of children on the SEN register and further children with a wide range of social, emotional and pastoral needs as well as an increasing with health and medical needs. Our Inclusive ethos drives all of our work to providing the best quality of education we can for all children whatever their need, whether academic, social, or emotional.

We are proud of our dynamic and uncompromising commitment to including pupils and meeting their academic and personal needs equally and effectively.

The headteacher, SENCo are dedicated to sourcing and delivering high-quality CPD for all staff, as well as constantly updating their own knowledge so that we can ensure our ability to provide for all children's needs.

#### **Identification**

The school's SENCo, Mrs McNamara, is responsible for ensuring that pupils' special educational needs are identified. Mrs McNamara can be contacted through the school office.

There are a number of ways in which we identify those pupils who need extra support:

For children joining us in the September of YR or in Little Otters:

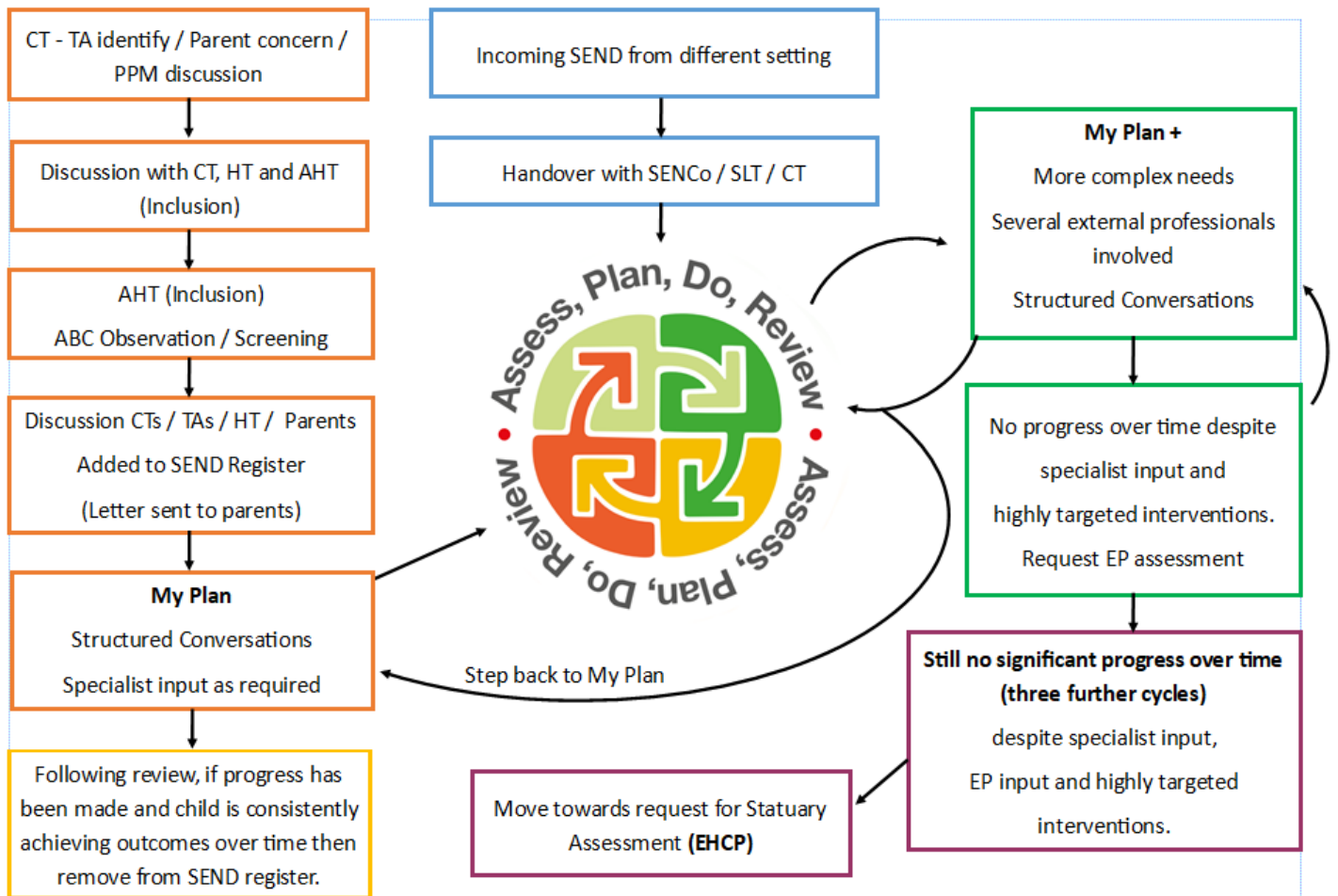
1. In the summer term or the September prior to starting, the YR class teacher and when required the SENCo meet with their counterparts from local pre-schools to discuss the new pupils who will be joining us in the September and their needs. The SENCo or Headteacher attends any multi-agency meetings and collects SEND records.
2. In September, the new YR pupils are assessed to identify any other pupils who might need support and meetings are held with parents if deemed necessary.

Where pupils joined the school at other times, or into other year groups:

1. class teachers and the SENCo check records from their previous school to see whether any SEND had been identified.
2. we carry out baseline assessments.

The Headteacher leads half termly pupil progress meetings with each class teacher and the SENCo where every child's progress is monitored and discussed. In these meetings children who are making less than expected progress or have gaps in their knowledge are identified for support. Children's SEMH needs and wellbeing are also discussed. Interventions are put in place as required and additional screening tests and classroom observations can be undertaken.

We have developed the following flow chart which outlines the SEND identification pathway and GCC Graduated Pathway within the school.



## Parents

All staff value parents' views and input and we work to build meaningful and lasting relationships with families in order that we can support them to support their children. Class teachers and the SENCo meet with parents / carers of children with identified SEND for review meetings each full term (three times a year). Reviews are a shared opportunity for parents and staff to identify desired outcomes for the child and plan for how everyone can work together to support the child's progress.

Prior to Covid-19 restrictions we provided a variety of opportunities for parents to work alongside their child in school, through workshops including parent/child maths, internet safety, reading and Christmas crafts, or individual projects supported by our Learning Mentor. Unfortunately, some opportunities have been stopped or postponed due to the Covid-19 school closures and additional restrictions over the past two years, but we are starting to reintroduce them as part of school offer.

## Pupil Voice

'My Profile' documents are prepared during the Autumn term giving pupils with SEND the opportunity to express hopes for the future, what they feel others like and admire about them, what helps them and what doesn't. These are shared with all relevant staff working with the children, and the children's views are considered when setting new outcomes during My Plan, My Plan Plus and EHCP reviews. The SENCo also speaks to children with identified SEND across the school and conducts an annual Pupil Voice survey.

### Assess, Plan, Do, Review

We follow a cycle of 'Assess, Plan, Do, Review'. Each child with identified SEND has had a personal 'My Plan' document drawn up, which details needs, desired short-term outcomes, planned actions and the resources/staff that will be used to support them. After a period of no longer than a term, the child is assessed to see how much progress has been made to reach the outcomes. Where relevant, progress is measured using standardised tests. The results are discussed with the child at the time and with parents at the next structured conversation, when the child and parents can take an active role in planning next steps.

Where a child has complex needs or several agencies are involved, a '**My Plan Plus**' is created which brings together much more detailed information about a child's situation and needs. The My Plan+ is created by a 'lead practitioner', usually the SENCo will facilitate the support needed to meet the desired outcomes for the child.

Under the current Code of Practice for SEND, pupils who do not make expected progress despite high-quality targeted support, or who have complex needs, can be subject to an **Education Health and Care Plan (EHCP) Assessment**.

### Transition

We work closely with our colleagues at other local primary and secondary schools. Through high levels of communication and information sharing we are able to apply 'joined-up thinking' and strategies that have a real impact on the families we both work with. When transitioning from Slimbridge to a new secondary school, arrangements are made for our Year 6 pupils who are moving up to secondary school. A series of joint conversations are facilitated so that parents of pupils with identified SEND can meet with their child's new secondary school SENCo. This is an important part of preparing our children with identified SEND for the transition to secondary school. Extra visits are also arranged for some pupils to their chosen secondary school. For Year 6 children with an EHC Plan, secondary school SENCOs are invited to join us for the annual review so that they have a knowledge of the child's needs and can help set outcomes related to the transition.

### Teaching

In addition to Quality First Teaching, TAs have worked regularly with individuals or groups within the class. A variety of teaching methods have been used and materials modified.

The SENCo has mapped the needs of pupils across the school and planned, with staff, how resources are allocated to meet the needs of pupils with SEND. Over the past year, a variety of interventions have been delivered by TAs, HLTAs or the Assistant Headteacher (Inclusion), which have taken place outside the classroom and work towards specific goals. These have included, but not limited to:

- 1:1 reading using our Triple Read approach which has seen significant gains in children's reading age.
- Writing interventions.
- Phonics intervention.
- Maths intervention groups.
- Plus 1 Maths (1:1 Precision Teach maths).
- Reading comprehension groups.

- Social skills groups.
- Thrive.
- Nesy interventions.
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- Pre / post teaching.
- Touch Typing.
- Keeping Myself Safe.
- Play therapy
- FIZZY Programme (fine and gross motor development).
- Handwriting.
- Language for Behaviour and Emotions
- Language for Thinking.
- Individual and group pastoral support.

All provision is regularly reviewed to ensure its effectiveness and changes have been made as appropriate.

During the Covid-19 school closures, children of key workers and those children identified as vulnerable under the Government's criteria were able to come into school. Those SEND children who were not in school, because they did not meet the criteria or because parents decided to keep them at home, engaged with teaching and learning through the school's online learning platform Tapestry, where daily lessons in English, Maths and foundation subjects were uploaded and class teachers gave daily feedback.

Those children who were in school were given access to exactly the same online lessons and resources – essentially whether in school or working from home, all children had the same offer, and this ensured a unity of provision. For children who required it, reasonable adjustments were made to support all children could access learning, this included adjustments to the pitch of the work for those children who would normally have higher level support when in school; packs of work emailed to parents who were having issues accessing the online platform; and printed packs of work for children who found it easier to work on paper and whose parents did not have access to a printer, these were collected from the school each week.

A sensory audit of school is completed annually and adaptations have been made to the learning environment to take account of individual needs. The needs of pupils with visual disabilities have been addressed through seating and test access arrangements, use of lighting, visual prompts, use of ICT etc. The SENCo also works with the GCC ATS for Visual Impairment.

### **Evaluating Success**

The SENCo continued a programme of observation of support and intervention sessions, looking at whether pupils achieve desired outcomes and has measured the progress they make at regular points through the year. This has shown that the interventions provided are successful with most children making expected and accelerated progress to close the gaps in their learning. We have recently purchased a school licence for Provision Map, an industry leading piece of software created by EduKey, part of the TES group. Provision Map

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works in a similar way to our online safeguarding system, CPOMS. All staff will have training to use the system, and which will provide us with a secure, central store for our SEN Plans, Care Plans, Support Plans, etc. as well as an in-depth analysis of the impact and costings of interventions across the school.

### **Inclusion**

We want all our pupils to have full access to the range of facilities and activities available and we make every effort to make any necessary reasonable adjustments to ensure this happens. This usually involves providing an extra adult to support the child or may mean using alternative or additional equipment such as modified chairs, writing slopes or personal workstations. A variety of groupings is adopted to ensure pupils with SEND have the opportunity to work with a range of their peers. There are a wide range of extracurricular clubs open to pupils in school as well as Play Therapy, Thrive, and GHLL interventions, which are targeted at specific children - pupils with SEND are well represented in these clubs.

Where personal care is needed, a personal care plan has been drawn up between the SENCo, parent, and the member of staff providing the personal care, following any advice given by relevant outside professionals, including health professionals.

Risk assessments have been carried out prior to any off site activity to identify any measures that may need to be taken to ensure safe participation.

### **Pastoral Support**

We have a teamwork approach to supporting our children and families, both within school and working with outside agencies.

Our pupils know that there are a number of adults in school to whom they can talk, including the teachers and teaching assistants in their year group, the SENCo and the Headteacher.

Despite the challenges faced by Covid-19 school closures and restrictions over the past two years, we are proud that as a school we have continued to provide children with SEND and their families with high-quality, innovative care and support. We have worked closely with GCC EP service and with ATS to provide outside support where required.

In accordance with our clear Anti-bullying Policy, we have worked regularly with all children, through PHSE lessons and assemblies to ensure that our pupils understand the signs of bullying and know what they can do if they have or see a problem. All reports of bullying are taken seriously, with support for the victim, but also support for the bully to change his/her behaviour. We have also worked to build children's self-esteem and resilience. The school adopts Restorative Practice, and is continually strengthening its approaches to building, maintaining and repairing harm to relationships across all levels in school.

### **Working with Other Agencies**

Over the past year we have worked with many external professionals and agencies to support our children and families. Support has been sought through My Plan Plus, referrals to Social Care, the Early Help team, health professionals, local authority education services, and charities. We have also requested and facilitated a number

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of multi-agency meetings and 'Team Around the Child' meetings and have responded to requests for information or collaboration from other agencies.

Professionals with whom we have worked this year include:

- Educational Psychologists and Advisory Teachers
- community paediatricians, clinical psychologists, psychiatrists, school nurse, occupational therapists, speech and language therapists, physiotherapists, primary mental health workers and specialist nurses
- social workers, family workers from other schools, Early Help team
- Young Carers, Play Rangers, local churches, Winston's Wish
- Virtual School for Children in Care, independent reviewing officers (CiC)

We have also worked with our school improvement partners and coaches, and our Inclusion Governor to ensure that our provision and procedures are the best they can be.

There are two designated teachers for Children in Care - the Headteacher and the SENCo.

### **Complaints**

Most concerns can be addressed through discussion with your child's class teacher or the SENCo; however, parents can follow the school's complaints procedures if they feel the need to escalate their concerns.