

## **Annual SEN Information Report for Eastcombe Primary**

### **School: 2022 – 2023**



This SEN information report serves as our contribution to the Gloucestershire County Council Local Offer for learners with Special Educational Needs (SEN).

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published must be updated annually.

Our SEN Policy details our mission, values, vision, aims, principles, policies and procedures whereas this report explains how we implement the policy on a day-to-day basis.

### **Areas of Special Education Need**

Our school makes additional or different provision for a range of needs including communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

19% of the children in our school are on the SEN register currently. The main reasons for their additional support are social, emotional and mental health needs and cognition and learning.

### **Identifying and assessing children with SEN, and assessing their need**

Many children at some time in their school career will experience difficulties which will affect their learning. These might be short term, or long term and require on-going support. The school aims to identify and meet these needs as they arise, to allow each child to reach their potential.

Initial concern is most frequently expressed by a child's teacher, but occasionally, concern is raised by a parent or another professional. We follow the graduated pathway and use the Gloucestershire Guidance Booklet 2nd edition to support with this.

All, or some, of the following information will be drawn together to consider whether it is appropriate for the child to receive special support by the teacher and SENDCo.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those children whose progress is significantly slower than that of their peers starting from the same baseline, or for whom social, Communication and Emotional issues arise which effect learning. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulty and the agreed outcomes sought for the child. We take into account the parents' concerns and ensure everyone is clear on what the next steps are.

### **Assessing and reviewing process**

Notes of these early discussions will be added to the pupil's record and given to their parents, and we will formally notify parents when it is decided that a pupil will receive SEN support.

For parents with children with additional needs, we hold meetings throughout the year to discuss and review their child's My Plans, My Plan+, or Educational Health Care Plan (EHCP).

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour, other teachers' assessments, where relevant and the child's development in comparison to their peers and national data. We also draw on the views and experience of parents, the pupil's own views and advice from external support services, where relevant. The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Transitions**

When a pupil moves to another school or setting, we will share information with the setting. We will agree with parents and pupils which information will be shared as part of this.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We currently provide the following interventions: Phonics, maths, reading, spelling, and writing.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Area of need	Quality 1st teaching	My Plan	My Plan +
Cognition and learning	<p>Differentiated curriculum planning for all.</p> <p>In class TA support</p> <p>In class targeted teacher support</p> <p>Visual Timetables</p> <p>Communication in Print resources</p> <p>Use of writing frames and planners</p> <p>Access to IT Peer support</p> <p>Regularly reviewed interventions.</p>	<p>Basic Skills catch up programmes</p> <p>Increased in class TA support</p> <p>Reduced/ increased individualised timetables</p>	<p>Small group and 1:1 interventions</p> <p>Exam concessions</p> <p>Dual Placement</p> <p>Advice from Educational Psychologists</p> <p>Advice from Advisory teaching Services.</p> <p>Individualised curriculums.</p>
Communication and Interaction	<p>Differentiated curriculum planning for all.</p> <p>Increased use of visual support resources</p>	<p>In class support from TAs to utilise quality 1st resources</p> <p>Use of IT for vocabulary support</p>	<p>Speech and language therapist support</p> <p>Social Skills groups</p> <p>Advice from Educational Psychologists</p>

	Use of communication in Print  Visual timetables  Use of Makaton Signing		Advice from Advisory teaching services  Use of Makaton Signing
Emotional, Social and mental Health	Whole school behaviour policy.  ABC sessions  Buddy systems  Learning Support Mentors  General advice from Community Family Worker	In class support to support behaviour targets  Access to Community Family worker  Withdrawn support for focused work on areas of need.	Small group or 1:1 support for social skills  Anger management courses  Individual Counselling  Advice from EP  Advice from CYPs  Pastoral Support Plan  Targeted family support from Community family worker  Off-site alternative provision  Dual Placement

### **Additional support for learning**

We have 3 teaching assistants who are trained to deliver interventions such as dancing bears, phonics, fizzy, and wellbeing interventions. Teaching assistants will support pupils on a 1:1 basis when the need has been identified on their My Plan. Teaching assistants will also support pupils in small groups when the need has been identified on their My Plan.

We do work with the following agencies to provide support for pupils with SEN: Educational Psychology, GP, paediatrician, Advisory teaching services, CAMHS, Early Help, SEND team, Occupation therapy, Speech and language therapy, Inclusion team, social care, community social workers, TIC+, the Door and school nurse services.

### **Expertise and training of staff**

Our SENCO has 7 years previous experience in this role and has worked as a class teacher as well as SENCO, she has gained her National SENDCO award. She has her ELSA training. She works alongside head teacher to provide SEND support.

We have a team of 3 teaching assistants who are trained to deliver SEN provision. In the last year, training staff have undertaken include Early Talk Boost, Trauma informed practice and Neurodiversity. Some staff have also been trained in Team Teach.

### **Securing equipment and facilities**

We risk assess the equipment and facilities to make sure they will meet the need of the children in our setting.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by reviewing pupils' individual progress towards their goals each term and reviewing the impact of interventions after 6 weeks. We also consult with pupils using questionnaires and ask parents in an annual questionnaire about the quality of our SEN provision. Progress of My Plans is monitored by the SENCO. Governors also discuss our SEN provision and the progress pupils are making at Standards Committee meetings. Annual reviews are also held for pupils with an EHCP.

### **Enabling pupils with SEN to engage in activities available**

All our extra-curricular activities and school visits are available to all our pupils, and all pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development. We are a small school, and we are very inclusive. We follow the pink curriculum from GLL and run the anxiety gremlin support group to help those who need it as well as other relevant interventions such as worry monsters. We will work in small groups to help with social and emotional issues using comic strip conversations, socially speaking activities and other activities suggested by outside agencies. We have a zero-tolerance approach to bullying.

### **Working with other agencies**

We work with a variety of outside agencies and their involvement depends on the needs of the child. They can advise us with support with teaching and activities to help the children reach their targets. We work closely with them in team around the family or child meetings, EHCP review or my assessments.

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Then onto the SENCO and if the issue is unable to be resolved they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services, and making reasonable adjustments, including the provision of auxiliary aids and services

**Contact details of support services for parents of pupils with SEN:**

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) provides information, advice and support on matters relating to children and young people with special educational needs and disabilities ([sendiassglos.org.uk](http://sendiassglos.org.uk))

**Contact details for raising concerns:**

Kirsty Harbin – SENCO

Claire Jones - Head Teacher

Emily Luckham - SEND governor

**The local authority local offer:**

Our contribution to the local offer is on our website and Glos Families directory.

Our local authority's local offer is published here:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=TtmEHpqkhE#localoffer>