

## Uley Primary School

### Annual SEND Report 2019-2020 (Coronavirus year)

#### **Ethos Statement**

*We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.*

#### **OUR SCHOOL VISION**

Live – Learn – Flourish

- ✦ Live: at home, in school, and in our local community
- ✦ Learn: about self, others, and our ever-changing world
- ✦ Flourish: be the best we can be in all that we do

#### **OUR SCHOOL MISSION**

- ✦ We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
- ✦ We create an environment that has the right balance of challenge and support
- ✦ We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
- ✦ We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
- ✦ We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
- ✦ We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on special educational needs.

At Uley Primary School we believe in providing every possible opportunity to develop the full potential of all children. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Head teacher, SENDCO and all members of staff have important responsibilities.

The aim of this report is to give families' general information about the variety of ways which we support children. At Uley Primary, we recognise that each child is unique and they will therefore receive support to reflect their individual needs. The strategies, resources and support provided is being continually developed to meet the needs of our children. We recognise, and value, the need for a full range of educational and pastoral support. We work very closely with various professionals from a wide range of outside agencies.

The Special Educational Needs and Disability Policy (SEND policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually. On our school website you can find links to other useful SEN information including our policies on Behaviour management and our local offer.

The Special Educational Needs Co-ordinator (SENCO) is Mrs. Zoe Mandeville and the named Governor for SEN is Mrs. Erica Latham.

### **There are a number of reasons why a child may be identified as having SEN:**

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example spelling, numbers,
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment
- They have a combination of any of the above

### **For all children at Uley Primary with SEN:**

- We use My Plans which clearly state the child's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of individual education plans.
- We deliver quality first teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated pathway based upon need; *assess, plan, do, review*

- We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- All staff receive training in relation to meeting pupils' needs in the classroom.
- We have SENCO who can provide advice and guidance to staff.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Gloucestershire Local Offer.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School, and also across classroom transitions such as Class 2 to Class 3 and Class 3 to Class 4.
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

### **Supporting SEN Children through Coronavirus**

During the first lockdown Mar 2020, the children with EHCPs were supported through their 1-1 adult support from home. Risk assessments were carried out and communicated with the families, and not only the safety of the children and staff taken into consideration, but also taking the children's social and emotional needs in to consideration in the context of the school and potential impact on the children.

Plans were reviewed in light of support and home learning, and targets were adapted to suit compliment and 'best fit' the circumstances.

### **Number of Children with SEN**

**Autumn 2019** 9% (11 children) on My Plans/EHCPs

#### **Type of Need**

Communication and interaction: 5 (45%)

Cognition and learning: 5 (45%)

Social, emotional and mental health: 0

Sensory and/or physical needs: 1 (9%)

**Spring 2020** 9% (11 children) My Plans/EHCPs

#### **Type of Need**

Communication and interaction: 5 (45%)

Cognition and learning: 5 (45%)

Social, emotional and mental health: 0

Sensory and/or physical needs: 1 (9%)

**Summer 2020** 9% (10 children) My Plans, EHCP or statement

**Type of Need**

Communication and interaction: 5 (45%)

Cognition and learning: 5 (45%)

Social, emotional and mental health: 0

Sensory and/or physical needs: 1 (9%)

**Progress 2019-2020**

Each year the children’s progress is monitored, by class teachers, Head teacher and SEND Governor. Pupils progress from individual starting points. For children on the SEND register the review and assessment happens frequently throughout the year and their SMART targets adjusted according to their progress. Parents and pupils are an integral part of the review and SMART targeting process. Disclosing individual achievements would identify individual children and their families at our small school. The School and Governors regularly review the pupil’s progress and attainment.

Uley School Classroom Monitor to track children’s attainment and progress. Pupils showing 3 points progress in a year have made expected progress.

<b>SEND Progress Reading</b>	<b>SEND Progress Writing</b>	<b>SEND Progress Maths</b>
Average 2.3 progress points	Average 2.2 progress points	Average 3 progress points

**Budget**

The school received high needs funding last year which was used to provide teaching staff for the SEND children identified. Teaching assistants have been recruited to reflect the funding and support the areas identified on their EHCP plan.

Other support for SEND registered children is provided through quality first teaching, small class sizes and targeted support with teaching staff or teaching assistants.

**Attendance 2019-2020**

The attendance of the SEN pupils is 93%

Whole school attendance 93.2%

There have been no exclusions of SEN pupils

**Deployment**

Five teaching assistants are employed either full time or part time to support children alongside the class teachers in class and with small groups of children and with interventions.

Some interventions include:

Precision teaching

Speaking and Listening – supporting speech and language therapist’s programmes and recommendations, Language for Thinking

Reading – Daily reading support

Writing and Spelling – Precision Teaching

Phonics – supporting groups across the school

Numeracy – Precision teaching.

Social and Behaviour – SEAL programme (Social and Emotional Aspects of Learning),

Behaviour management strategies

Physical – Supporting occupational therapists’ programmes and recommendations such as the Fizzy Programme.

<p><b>Communication and Interaction</b></p> <p>This may include;</p> <p>Autistic Spectrum Disorders (ASD) Speech, Language and Communication Needs (SLCN)</p>	<p>Support during times of stress or anxiety Social skills support through bespoke small group intervention Use of ICT where possible to reduce barriers to learning Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate Rewards of golden time Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts Opportunity to communicate in various ways e.g. communication books Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball Use of individualised reward systems to promote learning and enhance self-esteem</p>
<p><b>Social, Emotional and Mental Health Difficulties</b></p> <p>This may include;</p> <p>Social difficulties Mental health conditions Emotional difficulties</p>	<p>Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS) Small group or one-to-one support delivered to pupils to improve social skills and emotional resilience e.g. Nurture group, Art therapy, bespoke intervention tailored to individual or small group need Opportunities to attend residential trips in Year 5 and Year 6 which help to develop social, emotional and behavioural resilience, promoting independence</p>
<p><b>Sensory and/or Physical Needs</b></p> <p>This may include:</p> <p>Hearing impairment (HI) Visual impairment (VI) Multi-sensory impairment Physical Disabilities Medical Needs</p>	<p>Staff work with specialists such as ‘The Hearing Impairment Service’ or a member of the ‘Visually Impaired team’ to seek advice and guidance on meeting the needs of individual pupils Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills in the classroom and around school Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty</p>

	<p>We provide support with personal and intimate care if and when needed</p> <p>We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp into school</p> <p>Our staff understand and apply the medicine administration policy.</p> <p>Additional handwriting support through targeted intervention programmes like 'Write from the start' or through bespoke intervention tailored to individual or small group needs</p> <p>One-to-one support for gross and fine motor skills in the classroom as and when required</p> <p>Movement breaks for pupils with motor coordination difficulties as and when required</p> <p>Alternative ways of recording ideas/writing/investigations</p>
<p><b>Cognition and Learning Needs</b></p> <p>This may include;</p> <p>Learning Difficulties (Moderate – MLD)</p> <p>Specific Learning Difficulties (Dyslexia, Dyscalculia)</p>	<p>Strategies to promote and develop literacy and mathematical skills with increasing independence</p> <p>Targeted small group support in class from the class teacher and teaching assistant</p> <p>Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths</p> <p>Small group daily phonics teaching for Reception or Key Stage 1 pupils at their level of phonic acquisition</p> <p>Differentiated phonics teaching or repetition of key learning at the phase of 'Letters and Sounds' that individual pupils are working within (lower KS2)</p> <p>Use of ICT where possible to reduce barriers to learning e.g. Nessy</p> <p>Use of support materials and resources such as Numicon</p> <p>Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical</p> <p>Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words</p> <p>Additional processing/thinking time for responding to questions, completing tasks, sharing ideas</p> <p>Multi-agency involvement through accessing the expertise and advice of the Advisory Teaching Service or our Educational Psychologist to ensure the needs of children are clearly identified.</p>

### **Staff Development**

SENCO, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants complete Intervention Records about their intervention programmes and the progress their pupils are making. This is shared with the class teachers and parents ensuring we are all informed and working together as a partnership. This ensures everyone is fully informed and part of the SEND process in school. Teachers and Teaching Assistants have had the opportunity to attend SEN courses and SEN staff meetings.

Staff attend training courses mainly run through external services such as Educational Psychologists or Speech Therapists. Staff who attend the training courses feedback to the rest of the staff. Such training has included Precision Teaching, Autism Identification and Support and Nurture Group. Staff join the children's Speech and Language session with the therapists to up skill them ready for support in the classroom.

### **External Agencies**

This year the school has liaised with, and had meetings with, an educational psychologist, speech and language therapists, Advisory Teaching Service and the school nurse.

### **Secondary Links**

Uley and local secondaries have worked closely for the transition of children with SEN. The SENCo has organised for additional visits for some pupils as part of their transition into secondary school and invited the SENCo from secondary schools to visit pupils at Uley School.