



SEND Information Report 2020-21

At Hester's Way Primary School we believe that every child is entitled to a broad and balanced curriculum. We aim to provide a caring learning environment, rich in stimulation that will meet the needs of all pupils and foster their academic, emotional and physical development, in order that each child reaches their full potential. We are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning.

How do we identify children with SEND?

At Hester's Way Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous school or pre-school setting
- Following the Code of Practice and Gloucestershire Guidance Booklet for children with additional needs
- Assessment and tracking information – is the child performing below age expected levels?
- School based assessments and tests carried out initially by the class teacher
- Concerns raised by parents
- Concern raised by school staff
- Liaison with external agencies
- Health diagnosis

School Information

Number of Children with SEN (academic year 2020-21)

There are 66 children identified as having SEND (approximately 39% of children on roll an increase of 1.3% on last year)

Number of Children on SEND Register:	66	Number of EHCP's:	3
Number of children with a My Plan.	54/ 46		
Number of children with a My Plan+	10/ 17		

The highest area of need being moderate learning difficulty followed by social, emotional and mental health.

The highest level of need being in years 1, 2 and 3.



Effectiveness of Provision

In the past 12 months we have had at least 1 child per year group who have accessed our Thrive programme. Evidence shows that there has been an improvement in their SEMH needs. We will continue with this in the next academic year.

80% of SEND children have achieved all of their My Plan targets.

We have had 2 families access family play therapy funded by Every Cloud Play Therapy with a reported positive impact.

5 children have had funded external therapies to support their SEMH needs.

4 EHCP have been applied for, 1 has been accepted and we are awaiting the decision for 3.

Special Educational Needs Code of Practice

We follow the single graduated pathway provision. Formats for individual education plans have been adapted from Gloucestershire Local authority for 'My Profile', 'My Plan' and 'My Plan+'. A good source of information can be found on www.gloucestershire.gov.uk/sen

The school, including the governing body, recognises that all children are individuals who each have different learning needs. We work hard to ensure all children are given the right balance of support and challenge. Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Communication and Interaction (C&I)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning (C&L)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.



Social, Emotional and Mental Health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

All children included on the SEND register have a 'My Profile' which provides an opportunity for the child to talk about their likes/dislikes, aspirations, goals and what helps them to learn this informs our My Plan.

Children will also have a 'My Plan' or 'My Plan+' with SMART outcomes that are written by the class teacher. These outcomes are reviewed at least 3 times a year. Parents will receive a copy of the 'My Plan' or 'My Plan+'.

Some children require an Education and Health Care Plan. The outcomes from the EHCP will be broken down into smaller steps and written on a 'My Plan'. There is regular input and advice from external agencies such as ES, ATS, SLT. It is not only school who can request for a statutory assessment for an EHCP, parents, health and social care can also do this, it is for children who's needs are severe and complex. The process can be lengthy as evidence needs to be collected from different agencies and the 'assess, plan, do, review' process needs to be in place.

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

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEND support.



Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

Your child's class teacher. Our Special Educational Needs Co-ordinator (SENDCo) is Mrs Mel Richards and the named governor for SEND is Mr Jon Glover and you can also speak to the Head teacher, Kirsti Ashman.

How are pupils' views sought?

- Throughout the year teachers, SENDCO, Head Teacher, Curriculum Leads and Governors will speak to your children to find out their views.
- A yearly My Profile. This is reviewed and re written as necessary through the year.
- Children will be asked their views at meetings to review their targets which will impact on their My Plan, My Plan+ or EHCP targets.
- Through SEMH programmes.

The Class Teacher

Responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Ensuring that you are involved in supporting your child's learning.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to

enable them to be included and make progress.

You can contact the class teacher informally at the beginning or end of the day or make an appointment through the school office **01242 525616**.

SENDCO/Deputy Head

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

You can contact the SENDCO through email: melrichards@hestersway.gloucs.sch.uk or by phoning the school office: **01242 525616**



The Head Teacher (Kirsti Ashman)

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher must make sure that the Governing Board is kept up to date about issues relating to SEND.

The SEND Governor

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND policy
- Ensuring required website content for SEND is live on the school website
- Reviewing the SEN Information report
- The Head teacher delegates responsibility to liaise and present to the SEND Governor and FGB SEND reports and information.

What support might my child receive?

Children in school will get support that is specific to their individual needs. If a child has a defined SEND need then this support may be provided as an intervention in class, or in a small group or individually by the class staff team, overseen and monitored by the SENDCO. Class teachers are responsible for identifying special needs within their class. In discussion with parents and the SENDCO, specific interventions which are personalised and time limited may be suggested. We use a variety of interventions as listed below:

Precision teaching of high frequency words and number bonds

Phonics support through Dancing Bears, Toe by Toe and targeted groups

Maths support through Rapid Maths, Numicon

Writing support through Rapid Writing

Reading Support through Rapid Reading

Fizzy programme for fine and gross motor skills

Social skills and emotional support, through draw and talk, Starving the Anxiety Gremlin

Nurture and Thrive

Resources such as a pencil grip, wobble cushion, sensory toys.



Assessing and reviewing pupils' progress towards outcomes

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

The class 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

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if 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.

Supporting pupils moving between phases, transitions and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where possible the child will have induction sessions.

Adaptations to the curriculum and learning environment

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

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, wobble cushions, sensory toys.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

(see Accessibility Policy)



How do we support children with SEMH difficulties?

We have a whole school behaviour policy which is used across the school, focussing on Captain Positive. However, some children's complex or higher needs may mean that they need additional or alternative support, in positive behaviour management. The school also provides pastoral support to discuss, review and reflect on behaviour and making positive choices. Behaviour plans are written to support children in reaching targets in this area. We are also a Thrive school for children with SEMH needs, tailored programmes are completed in response to individual pupil assessments. Our pastoral support team also support children with time to talk, 1:1 direct work, group work and working with families, including parents and carers. School engages with external agencies such as play/drama therapists, Infobuzz councillors, The Rock, TIC+, advisory teachers, school nurse and Educational Psychologist.

SEND funding

Funding for SEND is received through the LA budget, Education Funding Agency and from the Pupil Premium budget. The separate budget allocated for those pupils with EHCPs is issued to provide teaching, provision and materials for the individual children. Funding for administration, teaching support, training and other agencies is provided by the school budget and/or the SEND element of the school budget. SEND funding continues to be reviewed annually.

External agencies

We have worked closely with the Educational Psychologist, the Advisory Teaching Service, Speech Therapy Service, Families First Team, Occupational Therapy, Infobuzz, The Rock, drama and play therapy and Community Paediatricians. All of these external agencies have been able to provide support and outcomes for the children and families.

Local Authority SEND local offer: <https://www.glofamiliesdirectory.org.uk>

Staff Development

The SENDCO is a trained teacher with additional qualifications at Post graduate level and experience in SEND. Mrs Richards qualifications are: BA hons, PGCE, NPQH, NASENCO

20-21

Staff	Training
SENDCo	Child Protection Yearly Thrive training ACEs
Teachers	NELI (reception) ACEs
TAs	NELI Sounds Write



	Dyslexia awareness Thrive Childhood Awareness Webinar GSCE Sexual abuse & grooming course Fizzy Winston's Wish Childhood Bereavement Anxiety in children and Young People during Covid 19 ACEs
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Adaptations due to Covid

This year we have still had external agencies come in to support our pupil's identified needs, from Educational Psychologists to therapists.

SEND children have had a mixture of online remote learning and My Plan work packs all of which have been supported by the class teacher and SENDCO.

There was a focus on reading and SEMH when children returned to school, after the National Lockdown periods.

Review meetings with parents and external agencies have been online and we have had the highest attendance for review meetings than in previous years, due to them being online.