

GULWORTHY SEND Information Report – September 2022
sendco@gulworthy-primary.devon.sch.uk

| <i>Parent/carer questions</i> | <i>Key information</i> School Policy and procedure | <i>Links to SEND Code of Practice (2015)</i> |
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| What kinds of SEND do pupils in the school have? | <p>Gulworthy Primary School is a Mainstream Primary school with 3 classes on the Devon and Cornwall border. We are committed to inclusive practice, recognising that children learn at different rates and in different ways. At Gulworthy Primary School we recognise and identify barriers to learning using our knowledge of the four primary areas of need which are:</p> <ul style="list-style-type: none">• Communication & Interaction• Cognition and Learning• Social, Emotional and Mental Health• Sensory and/or Physical <p>Through careful and regular monitoring, we can distinguish those that may need additional support in the classroom, those that require a differentiated curriculum and those with Special Educational Needs & Disability (SEND), and will work toward personalising their learning accordingly. Any further assessments required will be carried out after consultation with parents.</p> <p>Staff are aspirational and have the highest regard for supporting children to surpass their potential encouraging everyone to give of their best, to be independent life-long learners, and to acknowledge and celebrate their own and their peers achievements.</p> | The kinds of special educational needs for which provision is made at school |

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| <p>How do you know if a pupil needs extra help?</p> | <p>Assessment and monitoring of learning is ongoing, with a range of assessments offering a clearer picture of a pupil's strengths and weaknesses. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting children who are having difficulty.</p> <p>The SENDCo and Headteacher meet regularly to discuss attainment, progress and provision for each pupil. We review and analyse progress each term, adjusting where appropriate to ensure children make maximum progress and reaching their potential.</p> <p>In consultation with parents, further assessments will be carried out where necessary, Included with this we:</p> <ul style="list-style-type: none"> • Consider family history, learning journey so far and transitions from previous settings • Offer guidance and support to teaching and support staff • Have a clear process for staff to follow when a concern has been raised • Collect evidence from work, learning and using a variety of screenings appropriate to need • Seek advice from advisory services e.g. Educational Psychologists, Speech and Language, Communication and Interaction, SEND support services, Family Support worker, CAHMS and others specific to need • Keep parents informed of any changes in learning provision • Individual Education Plans are written, including pupil voice, where SMART targets are included and revisited termly • Support and screenings we use are the Plan, Do Review Cycle, Graduated Response Tool, Boxall Profile, Phonics Screening, Speech & Language Assessments as well as agency screenings • The SENDCo reviews the SEND register and provision each term | <p>Information about the school's policies for identification and assessment of pupils with special educational needs</p> |
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| Parent/carer questions | Key information School Policy and procedure | Links to SEND Code of Practice (2015) |
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| <p data-bbox="145 320 582 1021">How do teachers help pupils with SEND? How will the school support my child?</p> <p data-bbox="145 1021 582 1442">How will the curriculum be matched to my child's needs?</p> | <p data-bbox="582 320 1807 478">At Gulworthy, we believe in effective inclusion of all pupils in high quality everyday high quality personalised teaching for all. 'Quality first teaching' and a broad and balanced curriculum from class teachers is an entitlement for all pupils and effective differentiation enables all pupils to experience feelings of success and achievement.</p> <p data-bbox="582 478 1807 813">For those children who require additional support, differentiated work is provided along with changes in the learning environment where needed. At Gulworthy Primary School we recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers, e.g. small group intervention work, additional adult support from teaching assistants or pastoral assistants, 1:1 tuition or additional equipment to achieve their potential. Some pupils also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.</p> <p data-bbox="582 813 1807 1021">Children who require SEND Support and who have EHCPs are all part of the school's Plan, Do, Review process. These children will have IEPs which are regularly reviewed and updated and shared with the children and their families. Regular meetings will be held with the families, relevant schools' staff and any outside agencies to put a more detailed Plan, Do, Review process in place. We aim to hold these meetings termly and update accordingly.</p> <p data-bbox="582 1021 1807 1228">At Gulworthy Primary School we use the Graduated Response assessment tool to highlight main areas of need and use the Plan, Do, Review document to ensure that the interventions and support that are put in place are going to be the most effective. These provisions are then reviewed alongside their progress every six to eight weeks whilst assessments and any referrals are also completed.</p> <p data-bbox="582 1228 1807 1442">An evaluation of effectiveness of provision for children with SEND is carried out every term. Progress is monitored by the SLT through data analysis, book looks, observations and reviews of IEP's. The SENDCo will report back to the SLT and Governors.</p> | <p data-bbox="1807 320 2177 1021">The school's approach to teaching pupils with SEND</p> <p data-bbox="1807 1021 2177 1442">How adaptations are made to the curriculum and learning environment</p> |

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| <p>Is there any additional support available to help children with SEND?</p> | <p>Parents are involved in any decision making and these decisions are supported by the school staff, including the SENDCo, Class teachers and support staff. If after completing the graduated response additional support is required then we work closely with a number of outside agencies including;</p> <ul style="list-style-type: none"> • Educational Psychology Service • Multi Agency Support Team • Babcock LPD Special Educational Needs • Disability and Inclusion Advisory Team • Speech and Language Therapy • Occupational Therapy • Community Nursing Team ○ Child and Adolescent Mental Health Services (CAMHS) • Communication and Interaction Team • Inclusion Service • Physio team • Early Help • DIAS | |
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| <p>How will the school know how well my child is doing?</p> | <p>The teachers at Gulworthy Primary School continuously monitor the progress of all children and this will be reviewed on at least a termly basis. Regular Pupil Progress meetings are held and data is compared to ensure nothing is missed. Interventions are reviewed at least termly to ensure learning is kept appropriate to need.</p> <p>Once IEP's have been written, staff will read through the targets the children, who are then given the opportunity to record their thoughts on their learning and progress, before sharing this with their parents. Parents are able to speak to their child's teacher at any point through this process and they are also able to contact the SENDCo to find out any information on their child's progress.</p> <p>The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA's leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child.</p> <p>The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us.</p> | <p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p> |
| <p>How will I know my child is making progress? How do you check on this?</p> | <p>As stated above, the progress of each child is reviewed regularly and with this the effectiveness of the intervention itself. If it is deemed that the intervention is not effective for an individual child or a group of children then the strategies themselves will be altered. The review process of interventions and progress is all part of our Plan, Do, Review cycle.</p> <p>If, for example, little or no progress has been made after trying a range of interventions and strategies then it is likely that referrals to specialist professionals will be completed.</p> | <p>How the effectiveness of provision is evaluated</p> |

| Parent/carer questions | Key information School Policy and procedure | Links to SEND Code of Practice (2015) |
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| How will my child be included in activities outside the classroom, including school trips? | <p>All children with SEND are included in their class activities and have access to school performances, school visits, extra-curricular activities and residential trips. Children with more significant learning needs and who have assigned TA support will continue to have this provision in all activities as appropriate.</p> <p>In order to ensure all children’s health and safety, risk assessments are completed for all off-site visits, any individual requirements will be discussed with parents. School staff will discuss and agree with parents how their child can be included whilst taking account of their individual needs.</p> | How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND |
| How will you support my child’s overall well-being? | <p>At Gulworthy Primary School we pride ourselves on being a very nurturing and inclusive setting. Children who need support with their well-being, whether it be emotionally or socially, can access a range of provisions for different needs.</p> <p>We aim to</p> <ul style="list-style-type: none"> • Support the children in learning the necessary skills of self-control, responsibility and co-operation • As adults we will model good manners, control, fairness and respect for others • To reduce and control any behavior that interferes with the learning of children and the organization of the school <p>SEMH is seen as a whole school approach at Gulworthy Primary School. We feel that we have a very good understanding of children’s emotional needs and strive to meet these emotional needs. We ensure that all children are respected and the emotions a validated and reflected upon.</p> <p>All children, should the need arise, are referred to the SENDCo and can be assessed and supported through the use of the Boxall Profile and a number of other specialist interventions – all staff have an understanding of attachment-based processes and thrive based strategies.</p> | Support for improving emotional and social development |
| Parent/carer questions | Key information | Links to SEND Code of |

| | School Policy and procedure | Practice (2015) |
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| How will you support my child's medical need? | <p>If a child has a medical need, then a Health Care Plan will be completed together by the parents and SENDCo. These plans include any medicinal needs as well as emergency and specific interventions.</p> <p>Any prescribed medication will be accepted and administered in the school with written parental consent. Staff follow specific rules with the recording of administering medicines and reporting this to parents. The school will make every effort to ensure that children who have medical needs will be fully included in all of school life, including trips and residential.</p> <p>If a child needs support with their personal care, then an intimate care plan will be completed with the parent (and the child – where appropriate).</p> <p>Risk assessments will be regularly completed and reviewed to support staff and the child with any of these procedures.</p> | |
| How will you support my child with behavioural needs? | <p>There is very clear and consistent approach to behaviour in the school, with a whole school approach where children are aware of the behavioural expectations. Children also know the processes involved if they do not meet these expectations. At the heart of this process is the completion of restorative and reflective work with the child and staff involved.</p> <p>If a child is at risk of exclusion due to challenging and dangerous behaviour, the SENDCo will arrange a meeting to complete an individual behaviour care plan with parents, class teacher and other key adults of the child. The plan is shared with all key adults and reviewed and updated regularly to support the individual child. The SENDCo may also arrange further multi-agency support. Risk assessments are also completed to ensure the safety of the individual children and the staff working with them.</p> | |

Involving families

How will you help me to support my child's learning? When will we be able to discuss my child's progress?

Parents and carers of children with SEN are included in the school's standard methods of information sharing – including parents evening etc. Any parent is able to contact the class teacher or SENDCo at any stage of the school year for a further update.

If a child is accessing an intervention or is being assessed using a specific program (Boxall, SALT) then the child's progress will be shared with the parents at regular intervals, including after an intervention has finished or reviewed before and after an assessment has been completed. If a child is having input from a specialist service then the parent will be informed either by the specialist or by the school each time any input or assessment is carried out.

Parents will have the opportunity to have a brief chat with the class teacher during the collection at the end of the day, for day-to-day feedback. If the parent wishes to have an in-depth conversation with the teacher, this can be done over the phone or by appointment. For an incident during the school day, the school will contact parents by phone to inform them of the situation.

Sometimes the school are required to complete specific observations of children throughout the school day (e.g. how much are they eating etc.) this can be collated and fed back to the parent as and when needed using a home school diary.

There are other opportunities for parents to gather information and meet the staff: Parents are also regularly informed and kept up to date with the planning for the children's learning through:

- The school website provides details of the rolling programme and subject specific information
- Parents sessions to support learning

Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education

| Involving families | | |
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| How will my child be able to share their views? | <p>The school encourages children to be part of the decision-making process at school by ensuring their voices are heard through:</p> <ul style="list-style-type: none"> • Pupil conferencing • Outside agency support to assist children and families. 1:1 support with a key supportive adult • School Council • Pupils involved in any funding applications/ school development ideas | Arrangements for consulting with children with SEND and involving them in their education |
| How will you support my child when he/she joins your school or moves class or transfers to a new school? | <p>At Gulworthy Primary School we are aware that there are many transitions during a child's education. From Pre-school to school, from class to class and from primary school to secondary school.</p> <p>Transitions: From pre-school – gathering and sharing information between settings, parents and carers Provision of a EYFS starter pack and booklet Discussion and information sharing about all aspects of the school in readiness and preparation for starting A TAF (Team around Family) meeting will be held with current and new personnel to create a suitable transition plan A further transition meeting will be held soon after starting to check progress and make suitable adaptations to the new setting Children will be invited to a taster day during the summer term</p> <p>New classes - When children transfer to the next class, notes, assessments, personal details, IEP's and any other vital information will be shared to ensure a smooth transition Taster sessions will take place at the end of the summer term A transition pack may be created for those who find transitions particularly difficult</p> | Arrangements for supporting pupils moving between phases of education and preparing for adulthood |

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| | <p>Secondary School – Data is shared between the schools during the summer term, though due to data protection rules, any personal information is withheld until confirmation is received that the child is registered and on role in the new setting Transition discussions are held between the Head of Year and Y6 teacher, also between the SENDCo’s of each school to enable a clear picture moving forward Enhanced transitions are also arranged for those children who require additional support</p> <p>In-Year transfers - Early conversations with parents Discussions with previous setting to gather and share information</p> <p>In all transitions, the SENDCo and Safeguarding Officer will be involved where appropriate or required.</p> | |
| Staff Skills and Wider Support | | |
| <p>What specialist services are available at or accessed by the school?</p> | <p>The school has access to a range of professionals and specialists that can be called upon for general advice, training and support for specific children. Each service works in a way that produces the best outcomes for the children. We have access to the following services:</p> <ul style="list-style-type: none"> Educational Psychology Service Multi Agency Support Team Babcock LPD Special Educational Needs Team SEMH team Speech and Language Occupational Therapy Community Nursing Team Child and Adolescent Mental Health Services (CAMHS) Communication and Interaction Team Deaf and Hearing Impairment Team Physiotherapists Inclusion Service Early Help Family Practitioners Disabled Children’s service | <p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils’ SEN and supporting their families</p> |

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| <p>What special arrangements/ adaptations can be made to afford access to assessments for children with SEND</p> | <p>Special Access Arrangements (SAAs) are the reasonable adjustments that can be made for a child, and might include things like extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks.</p> <p>Any arrangements made must reflect the support that the child has had in the past few years, alongside their assessment test results. For example, a child who is eligible for extra time would need to have scores that are below average in speed of writing, reading, reading comprehension or cognitive process, demonstrating they work <u>much more</u> slowly than others. This must then be backed up by teachers, and evidence must be provided that this is the candidate's normal way of working.</p> <p>These are some of the most common arrangements:</p> <p>Extra time: The most frequent SAA is extra time which is usually around 25%. More time can be allocated to children with more severe difficulties and disability on an individual case by case basis.</p> <p>A reader: Readers can be used for children who have visual impairments or a disability that affects their ability to read accurately themselves. In an exam that assesses reading ability a human reader is not allowed. In some cases, a computer reader will be allowed.</p> <p>A scribe: Scribes can be allocated to children who have a disability or injury that affects their ability to write legibly.</p> <p>Modified papers: These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.</p> <p>Assistive technology: If the child uses assistive technology as their normal way of working they will be able to continue this for exams. Some of the most common requests are for word processors, exam reading pens, computer text readers, and voice processors.</p> <p>Separate room: Many children who have EAAs will need to work in a separate room.</p> <p>Rest breaks: Supervised rest breaks, these are not included in the extra time allowance.</p> <p>Children who have a history of needing rest breaks and/or a separate room do not necessarily have to apply for EAAs, the SENDCo can organise this as long as it reflects the person's normal way of working and can be evidenced.</p> <p>Children and parents will be kept up to date with the process of organising the SAA's.</p> | |
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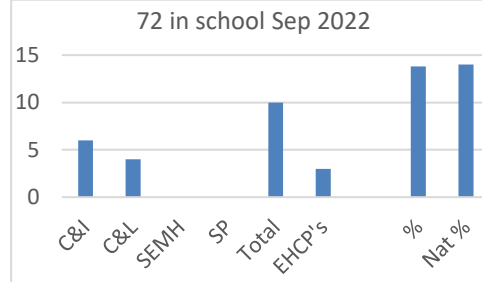
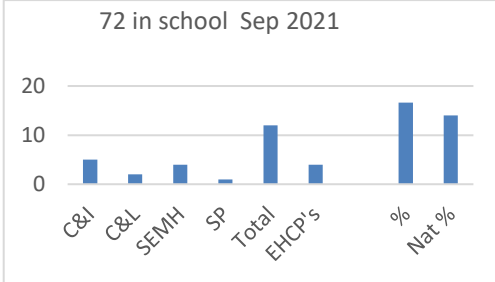
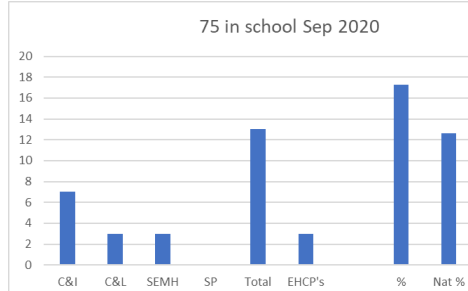
| Accessing advice and support | | |
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| What should I do if I think my child may have a special educational need or disability? | <ul style="list-style-type: none"> • In the first instant, speak with the class teacher and/or arrange to meet to discuss your concerns • Discuss with the SENDCo Mrs. Rachel Tozer. Contact 01822 832520 sendco@gulworthy-primary.devon.sch.uk | Contact details for the Special Educational Needs Coordinator |
| What do I do if I'm not happy or if I want to complain? | <p>Our aim is that every child feels happy and well supported to make good progress. If you are not happy with the support in place for you child, please initially contact the class teacher who will be happy to discuss your concerns. You can also contact the SENDCo and if still not resolved, speak with the Headteacher. DIAS also offer parents impartial support and advice.</p> <p>The complaints policy can be accessed on the website or requested from the office at any time.</p> | Arrangements for handling complaints from parents of children with SEND |
| Where can I get information, advice and support? | <p>The Admin team are available by telephone and email every-day and will co-ordinate responses and outcomes with the SENDCo.</p> <p>You may also contact DIAS who will be able to provide further support'/'</p> | Contact details of support services for parents of pupils with SEND |
| Where can I find out about other services that might be available for our family and my child? | <p>If a family are requesting additional support the school SEND and Safeguarding team are able to signpost parents/carers to a number of different services that are available.</p> <p>Parents and carers also have access to the Local Authorities Local offer. Please refer to school website for this and additional links.</p> | The school's contribution to the local offer and where the LA's local offer is published |

Policies

The SEND policy was reviewed in September 2022. It takes account of the new Code of Practice (updated 2015):

- approach to identifying SEND through a school-based category of SEND;
- Information around Education, Health and Care Plan;
- local Authorities local offer of all services available;
- the option of a personal budget for all families with children with an Education, Health and Care Plan;

Comparative data for the past 3 years on the spread of SEND across the 4 areas of learning. Notably, Sept 2022 is more in line with national data, whereas previously Gulworthy has had higher number of SEND.



Examples of High Quality Teaching for All

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| Clear differentiation | Targeted but challenging work set |
| Clear feedback and marking | High expectations |

Examples of our expertise in SEND

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| Use of graduated approach to learning to assess next steps | High quality and targeted intervention teaching | Close partnership with specialists to ensure children receive appropriate specialised support |
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Ways in which we make reasonable adjustment for pupils with SEND

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| Clear starting points to ensure they can achieve | Flexible groupings | Providing scaffolding and strategies to support |
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Ways in which we are inspiring engagement and co-production with families

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| Regular discussion with parents/carers, including them in next step decisions | Inviting them into school | PTFA events and social activities encourage inclusion across the school family |
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Absence, Exclusions, Outcomes (2018-2019 Performance)

| Overall Absence: % missed in primary Schools | | | | | | |
|--|-----------------|---------------|----------------------|--------------------|---------------|-------------|
| | National No SEN | School No SEN | National SEN Support | School SEN Support | National EHCP | School EHCP |
| 2018-2019 | 3.7 | 3.9 | 5.4 | 7.2 | 7.0 | 7.0 |

Rate of Exclusions in Primary Schools

Gulworthy Primary School had no exclusions 2018-2019

Outcomes in Primary Schools % Y1 meeting expected standard in phonics

| | National All | School All | National SEN Support | School SEN Support | National EHCP | School EHCP |
|-----------|--------------|------------|----------------------|--------------------|---------------|-------------|
| 2018-2019 | 82 | 78 | 82 | 0 | 82 | n/a |

| | % reaching ex. Standard in KS1 | | | % reaching Exp standard in KS2 | | | End of KS2 progress score | | | |
|-----------------|--------------------------------|-----|-----|--------------------------------|-----|-----|---------------------------|------|------|------|
| | R | W | M | Com b | R | W | M | R | W | M |
| 2018-2019 | | | | | | | | | | |
| Nat all | 75 | 69 | 76 | 65 | 73 | 78 | 79 | 0.03 | 0.03 | 0.03 |
| Sch all | 75 | 75 | 75 | 86 | 100 | 86 | 100 | 4.15 | 3.56 | 2.87 |
| Nat SEN Support | 75 | 69 | 76 | 65 | 73 | 78 | 79 | 0.03 | 0.03 | 0.03 |
| Sch SEN Support | 0 | 0 | 0 | 0 | 100 | 0 | 100 | n/a | n/a | n/a |
| Nat EHCP | 75 | 69 | 76 | 65 | 73 | 78 | 79 | 0.03 | 0.03 | 0.03 |
| Sch EHCP | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Strengths & Areas for Development

3 ways we are supporting pupils with SEND and their families, post pandemic

- Frequent discussions between staff and parents to ensure that needs are being met
- Regular assessment to support identifying key areas to support
- Personalised targets and learning plans for individuals

Our 3 key strengths in SEND

- Teachers have a good understanding of need and plan accordingly
- Staff are deployed appropriately to support where needed, but equally allowing individuals independence in their learning
- Well resourced

Our 3 key areas for development in SEND

- Staff to become more familiarised with specific assessment tools e.g. GRT
- Keep a daily record of progress against IEP targets
- Staff training on key areas of need e.g. SLCN, ASD

Trends over the past 3 years

% of SEN remains above National Average. Value added for SEN pupils has been above national average in all areas for the past 3 years, where SEND is listed.

Involvement of pupils in their SEND review

Pupil voice is sought throughout the APDR process. The children's views are recorded on the revised IEP pro-forma.

Parents are invited to discuss the progress of their children with the Class Teacher at regular parent teacher consultations but as a minimum 3 times a year

Exclusions

During the academic year 2021 – 2022 the following fixed term exclusion were made:

| | Number of pupils excluded | Number of days excluded |
|-------------|---------------------------|-------------------------|
| SEN support | 0 | 0 |
| Statement | 0 | 0 |

Budget allocation

2021/2022 SEND Funding

£ 38,910 (Notional SEN)

£ 12,324 (Top Up)

£ 51,234 Total

Deployment of staff and resources

Mrs R Tozer is employed as SENDCo for 1½ days week

Four T.A'S are linked to named pupils (EHCP)- Summer 2022.

