

# Special Educational Needs and Disability

## Annual Report 2022-23



At St Mary Redcliffe CE Primary School (SMRP) our overarching aim is to encourage and nourish pupils' intellectual, creative, spiritual and physical achievements in order that every child reaches their full potential. At SMRP we are committed to providing a rich and meaningful education for all pupils and embrace the concept of equal opportunities for all. We endeavour to provide an inclusive environment where all pupils feel welcome, valued and inspired to learn.

The SEND policy and Local Offer, which can be found on the schools' website, identifies our aims and objectives for pupils with SEND and also describes the processes used within school to support these pupils. The policy is reviewed annually.

In 2022-23 Ms Liz Radnor was the named SENDCo and she has completed the SENCo qualification. The named governor for SEND was Mr Ant Couzens.

Below are the answers to some commonly asked questions;

### 1. How does the school identify pupils with SENDs ?

If a child needs more support their needs are identified through a range of processes in school;

- i. Children who are assessed as not making expected progress are identified in data gathering (three times yearly) and are discussed with the headteacher/s in pupil progress meetings (3 yearly). Provision is reviewed and targets are set. If your child is identified as not making progress the school sets up a meeting to discuss this in more detail, listen to concerns, and plan support.
- ii. When a teacher or parent has raised concerns about progress and targeted teaching has not met the child's needs, the teacher raises this with the SENDCo. Additional assessments may be used to identify a need, or an outside agency professional may be involved.
- iii. An outside agency such as a health professional may carry out an assessment and inform the school of newly identified needs. The SENDCo will then arrange to meet parents and class teacher to plan support.

Once a child has been identified as needing SEN support, the class teacher, parents and SENDCo would be involved in agreeing a plan and sharing this with the child. The school uses a graduated response as outlined in the 2015 Code of Practice; this means carrying out assessment, making an appropriate plan to help remove barriers and ensure progress, this plan is then implemented then later the impact is reviewed.

The school uses assessments in addition to statutory assessments which include Sandwell Maths Test, the York Assessment for Reading Comprehension, Reading Benchmark, Boxall

Profile (for emotional wellbeing), GL Dyslexia Screener and the Renfrew Action Picture Test (RAPT -which assesses expressive language).

Support may be in the form of small group provision or 1:1 support. The school involves other professionals as needed with parental consent. If there is continued concern about a lack of progress after the child has received appropriate support, a request may be made for an Education, Health and Care Needs Assessment (EHCNA).

## **2. How many children in school have SENDs?**

In the **2022-23** academic year there were 73 pupils identified as having SEND, 9 children had Education Health and Care Plans (EHCPs).

## **3. How many pupils met the exit criteria and no longer needed SEND support ?**

3 children met the exit criteria

## **4. What are the targets and outcomes for pupils with SENDs? How is their progress monitored ?**

- We recognise that all areas of learning and development are important. In addition to reporting on core subjects, pupils on SEN Support will have targets and desired outcomes on IEPs, support plans and EHCPs which reflect areas of importance specific to that individual, for example social communication skills. We ensure that we monitor and review this progress so we can share and celebrate progress in all these areas with the child, their parents and carers.
- If a child is on SEN support, the class teacher will set individual targets which are reviewed and shared with parents and carers three times annually.
- Your child's progress is continually monitored by his/her class teacher and progress is reviewed formally every term and an age-related expectation (ARE) result is given in reading, writing, numeracy and science.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Children who have Looked After Child (LAC) status have a PEP will be reviewed with parent/carer involvement every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- A range of ways will be used to keep you informed, which may include a home/school contact book, and additional meetings as required.
- The data from 2022-2023 shows some pupils with SENDs are making good progress, however as a school we are focusing on improving outcomes for our SEND pupils.

## **5. What specialist services are available to the school ?**

If a specific need is identified, we may discuss with parents a referral to a specialist service. The school works effectively in partnership with a range of outside agencies;

- Educational Psychologists
- Bristol Autism Team
- The Bridge Foundation child therapists
- Speech and Language Therapy
- Occupational therapy
- Physiotherapy
- School nursing team
- Community paediatrics
- Social care
- CAMHS
- Behaviour consultant

## **6. How are pupils with SENDs ensured access to the curriculum ?**

- All pupils at St Mary Redcliffe CE Primary have access to a broad and balanced Curriculum.
- We recognise that some children will need additional support to access the curriculum. This is provided and planned for by class teachers in a variety of ways, including differentiated work, group interventions, specialist equipment or extra support from an adult at specific times.
- The school has worked with outside agency professionals to make appropriate adaptations to classrooms and aspects of the school environment.
- The intention of this additional or different provision is to ensure we do everything possible to remove barriers to learning for individuals and to give them the skills, confidence and strategies to help them become as independent as possible over time.
- Across the school there are identified children who benefit from enhanced ratio of adults. This provision is regularly reviewed and where appropriate, the level of support may be reduced over time as needs change and the child develops greater independence.
- Other children with identified needs have targeted support for specific times during the day from trained LSAs.
- Pupils with a range of SENDs are fully included in school. We currently support pupils with speech and language needs, autism, cerebral palsy, hearing and visual impairments, dyslexia and social, emotional needs.
- We ensure that children with medical conditions and disabilities have care plans which are created with parents. We ensure that staff have necessary training and are made aware of needs to ensure their safety and well-being.
- Children's views are sought and recorded as part of the annual review process. Throughout the school year class teachers and LSAs also make time to listen to children to seek their thoughts and encourage them to express their opinions. Where appropriate we may use alternative ways of recording views, such as drawing or using visuals.

## **7. What communication strategies are in place for parents and carers of pupils with SEND?**

- We work in partnership with parents and carers and aim to have open lines of communication between home and school.
- In the first instance we encourage parents to talk to their child's class teacher with any questions and concerns. It also ensures we are using consistent approaches in school and at home.

- The school SENDCo is available to meet with you to discuss your child's progress, give advice or listen to concerns.
- All information from outside professionals will be discussed with you and reports shared. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- If your child is undergoing statutory assessment you will also be supported by the Bristol SEN team. They will ensure that you fully understand the process.

#### **8. How are school resources deployed? How successful is this ?**

- Most children on the SEN register are supported through the schools core budget and quality first teaching. Where children have a very high level of need, the school applies for 'Top Up' funding through the local authority. This year 19 children were in receipt of Top up funding. This enables the school to put an appropriate level of provision in place.
- The head teacher and senior leaders plan staffing across the school, agreed by the school Academy Council.
- Our learning support assistants (LSAs) are trained to deliver specific intervention strategies and review pupil progress every six weeks for example, speech and language programmes, phonics interventions and physiotherapy exercise programmes.
- External support from outside agencies has been bought-in effectively to support pupils, parents and teachers in planning the next step for children with a high level of need or complex needs. Written reports guide teaching staff and parents and suggest resources that could be used to further support the child.

#### **9. Have the relevant staff members received appropriate training?**

- All staff received training on Pivotal approach focusing on behaviour intervention and de-escalation strategies.
- All teaching staff received training on trauma and trauma informed school approaches from a qualified trainer
- All staff have received training around nurture principles from Nurture UK and lead Nurture teacher in school.
- Training from OT for EYFS staff in sensory integration strategies and sensory circuits
- Senco and some teachers have worked with Inclusion Lead to develop quality first teaching across the school.
- Several staff worked with behaviour consultant, Chris Calland around supporting SEHM children.
- Bridge Therapist working with LSAs and teachers to provide therapeutic strategies with children with SEMH.
- Training from OT for EYFS staff in sensory integration strategies and sensory circuits
- EP worked with school staff over 2 days to develop school wide approaches to support neurodiverse pupils.
- All staff attended a range of workshops on the DBAT Inclusion Inset day
- School received the Nurture Award accreditation in November.
- 1 LSA attended a speech and language training course (from an NHS speech and language therapist) and 3 LSAs received training from the school speech and language therapist

- When a pupil is seen by a physiotherapist, they provide necessary training to the staff involved

#### **10. What is going well? What are the next steps ?**

- Positive impact of training in trauma and attachment in that teachers and LSAs are developing a good understanding of SEMH needs and are adopting a reflective approach, and understanding that behaviour is communication.
- Ofsted Inspection in November 2021 highlighted that *'Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff have been trained effectively to make sure that learning is adapted where needed. Plans for pupils with SEND are matched appropriately to their specific needs and include pupil and parent voice. Pupils with SEND have their social, emotional and academic needs met well.'*
- School received Nurture Award Accreditation in 2022/23.
- School staff are inclusive in their approach and teaching staff build positive relationships with children.
- Data from 2022-23 shows SEND children are making the most progress with reading and writing is the area where most children are not making as much progress as their peers. This is an area we are working on as part of our school development plan for this year.
- Progress data and monitoring (e.g. observations/work in books) show that pupils respond well to targeted interventions and this is supporting progress in their learning. Data Interventions have entry and exit data and show progress within interventions
- Increased range of inclusive clubs and activities offered to pupils such as inclusive sports trips, farm club, science club and Lego club are well-attended by pupils with SENDs
- Increased range of services bought-in for individual pupils to ensure needs are met more swiftly
- Developed new links with Bristol Sport mentor programme to support children with SEMH needs.

#### **Next steps**

- Continue to develop use of Connecting Steps as assessment tool for SEND children
- Adapt reporting to parents for high needs pupils to show more personalised learning journey
- Implement Zones of Regulation as a whole school approach through PSHE and Collective Worship to support emotional regulation.
- Embed the work of the DELTA project (LSA deployment, independence, morning meetings) to ensure effective deployment of LSAs.
- Continue to develop Nurture intervention for children with SEMH.
- Supporting staff through 'Walkthrus' and training to ensure all learning needs are met through quality first teaching to ensure all children make good progress.

## **11. How accessible is the school site ?**

- The main entrance is not level but can be accessed via a slope.
- The school is situated on the slopes of Victoria Park and unfortunately this means parts of the site involve stepped access
- The school has made adaptations to the learning spaces inside and outside for pupils with vision and hearing impairments. We always work closely with specialists to make necessary adaptation within the physical limitations of the school site
- Please see separate accessibility plan for further information

## **12. Who can I contact for further information?**

- Your first point of contact is your child's class teacher
- You can arrange to meet the SENDCo by calling the school office on 0117 3534760 or email [admin.smrp@dbat.org.uk](mailto:admin.smrp@dbat.org.uk)
- Bristol provides information about its local offer (all information in one place about what support is available for children and young people with SENDs) This can be found at; <https://www.bristol.gov.uk/web/bristol-local-offer>