



## **SEND GOVERNOR'S ANNUAL REPORT, ACADEMIC YEAR 2017-18**

### **Introduction**

Gastrells Community Primary School has a very clear aim to provide all pupils, irrespective of whether they may have Special Educational Needs and Disabilities (SEND) or not, with the best possible outcomes in preparation for life-long learning. This includes the acquisition of skills, knowledge, values and confidence to equip them for further learning in a secondary school and for life in modern Britain.

This Report covers SEND-related activity at Gastrells and the achievement of all children who have required additional learning support during Academic Year 2017-18, including those in the embedded Communication and Interaction Centre (CIC).

### **Approach to Children with SEND**

Gastrells has embraced the shift emphasised within the 2014 SEND Code of Practice (as updated in May 2015) towards a child-centred and outcome-focused approach. The emphasis remains on the early identification of children who have a significantly greater difficulty in learning than the majority of others the same age. Needs are considered against the 4 categories noted in the 2014 Code: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs. Where any such needs are identified, the child's strengths and difficulties are assessed by the Special Educational Needs Co-ordinator (SENCo) and class teacher and an individual Action Plan is then formulated and discussed with the parent/carer and the child. This Action Plan is kept under regular review and progress is formally reviewed on at least a termly basis. A SEN Register is properly maintained by the SENCo.

Additionally, a particular effort is made by the school to ensure that all those children joining, or leaving, Gastrells, are properly supported. This is achieved by, as appropriate, visits to a child's playgroup or nursery school prior to enrolling in Reception or through review meetings in Years 5 and 6 to assist with transition and to which the secondary school SENCo is invited. These modes of support work well.

Gastrells is fully aware of its obligations under section 69 of the Children and Families Act 2014 and the Equality Act 2010 in respect of children with disabilities. There is step-free access to, and within, the school building itself and the lower playground. Work is underway to update the School Accessibility Plan to improve independent accessibility for wheelchair users to the upper playground, sports pitches and Forest School. Pupils with disabilities are able to access all areas of the school curriculum.

Gastrells has an ethos of inclusivity and all children with physical disabilities, learning challenges, and/or social interaction difficulties, are positively encouraged to join in all school activities and are well represented in after-school clubs and sporting activities.

## SEND School Profile

In Academic Year 2017/18 there were 56 children with identified SEN on the Gastrells roll; this represented 31.8% of the school population. The proportion of children with individual Education, Health and Care Plans (EHCPs) (10.2% (18)) was significantly higher than the national average in mainstream schools (2.6%) although 8 of these pupils with significant verbal and physical behavioural challenges were placed in the CIC by Gloucestershire County Council. The proportion of children with an identified need for additional SEN support (My Plan or My Plan+) was 21.6%, again significantly above the national average (11.6%). There were no children at Gastrells with registered physical disabilities, although 1 pupil did require additional support for medical reasons.

The SEND Profile of the school by year as at July 2018 was as follows:

<b>Code of Practice</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTAL</b>
<b>EHCP</b>		1	2	1	2	3	1	10
<b>CIC EHCP</b>	1			1		4	2	8
<b>My Plan+</b>	1	3	1	3			1	9
<b>My Plan</b>			3	8	5	8	5	29
<b>TOTAL</b>	2	4	6	13	7	15	9	56/176

It is also of note that, as at the start of the 2018/19 academic year, there are a total of 15 children (including 6 in the CIC) with an EHCP, 9 with a My Plan+ and 25 with a My Plan (49 in total). Whilst this may change during the year as additional needs are identified, a reduction in the number of children with a My Plan+ or My Plan would conform with national trends. There is, however, a significant bottleneck of children with SEN in Year 4 (13); the school has raised concerns with Gloucestershire County Council on the safeguarding implications of any further unplanned admissions within this year group.

## Provision

In addition to the specialist CIC provision for children with particularly complex communication and interaction needs, trained teaching assistants provide support for children across the autistic spectrum and for those with emotional or behavioural difficulties or with dyslexia. There has been an ongoing series of Continued Professional Development (CPD) training events for teaching assistants to ensure that staff are able to provide appropriate support and encouragement to our children.

The Nurture Groups introduced in 2016/17 to provide support for children with social interaction difficulties have continued and have been funded from within the school

budget. Use of the Boxall Profile has provided objective evidence that interventions are having positive outcomes, notably within the phonics, letters and sounds profiles, and demonstrates the improvement in children's wellbeing. Work is now underway to procure a stand-alone facility which can be used for nurture group activity and, notwithstanding the pressure on school funding, the Governing Body fully intend to maintain this initiative which is also welcomed by staff as there is less likelihood of class disruption.

### **Attainment and Progress**

The Ofsted Summary Report for Gastrells (2017/18) provided encouraging progress attainment statistics across the whole school although the level of progress in writing and phonics was below the national average (and is being addressed within the School Development Plan) This statement applies equally to children with SEN, whether formally statemented or not; indeed, within Key Stage 2 – which is critical as this is when children are assessed prior to leaving Gastrells for secondary education - there was a continuing improvement in the average point score for children with My Plan+ or My Plan support requirements.

In addition to raw data, the Ofsted Short Inspection Visit in March 2017 specifically commented on: *“the strength that the school has in supporting pupils who have SEN. The SENCo leads this work well with a very detailed knowledge of every pupil. Your activities, including links to the CIC, setting up the nurture programme and your involvement in the mental health project, have been of immense value in supporting vulnerable pupils. Staff ensure that they are planning work that is at the right level for pupils of different abilities”*.

Gastrells also works particularly hard to develop the personal confidence of all its pupils. It is thus very pleasing to report that all the Year 6 leavers with SEN had developed good integration skills and had played a full part in school and after-school activities as well as developing lifelong learning skills. With the exception of one pupil, all of them moved on to mainstream secondary schools.

### **SEND Budget**

The funding of school budgets is complex and outwith this Report. However, whilst in 2017/18 Gastrells successfully claimed £105,398 additional funding for pupils with high needs (an increase over the £91,368 gleaned during the previous year), the school is concerned over the pending restructure and funding arrangements from 2019 onwards for children with SEND being undertaken by Gloucestershire County Council. With a high percentage of children with SEN, there could be a significant reduction in funding for the school which would not only increase safeguarding risks but would also hinder the learning opportunities for all children as there would necessarily be a commensurate reduction in teaching assistant support.

## **SEND Policy**

The School SEND Policy is compliant with the requirements of the “SEND Code of Practice 0-25 years” issued as statutory guidance in July 2014. The School SEND Policy was reviewed in May 2018.

### **Priorities for 2017/2018**

The School has determined the following SEN-related priorities for 2018/19:

- With a whole school focus on writing, monitoring of appropriate interventions to support children with additional needs;
- Ensure sustainability of the Nurture Groups established to meet the needs of vulnerable children; and
- Adapt successfully to the revised structural and funding arrangements for children with SEN within Gloucestershire.

### **Conclusion**

There is no doubt that Gastrells is at the forefront within Gloucestershire of providing children with SEN with successful outcomes, notably in empowering the fulfilment of potential in emotional development and self-confidence. I would also note that Gastrells, and our children with SEN in particular, is very fortunate in having a supportive Head Teacher, an experienced and outstanding SEND Co-ordinator (Mrs Fiona Radway) and an efficient and dedicated Teacher in Charge of the CIC (Mr Ian Rimmer). Their efforts and energies are commendable.



Dr Richard Castle  
SEND Governor

11 December 2018