



Gastrells Community Primary School

SEND Governor's Annual Report for The Academic Year 2022/23

MISSION STATEMENT

At Gastrells Community Primary School, our mission is to promote pupil success by inspiring and developing their knowledge, interests, physical and mental wellbeing, and a love of learning in a child-centered, inclusive and empowering environment.

Strategic Review, July 2020

Introduction

Gastrells Community Primary School has high expectations for all its pupils, whether or not they have Special Education Needs and Disabilities, (SEND.) It aims to provide all its pupils with the knowledge, skills and values they need, to leave Gastrells as confident young people who are prepared for the next stage in their learning and able to face the challenges of modern life in this country.

This report, covering the academic year 2022/23, details the activities and achievements of those pupils who have been identified as having SEND, including those children who are in the Communication and Interaction Centre (C&IC)

Approach to Children with SEND

Gastrells School has a ‘Graduated pathway’ approach to meeting the needs of SEND children, which is child centred with targeted outcomes and is commensurate with the current SEND Code of Practice. It is the school’s practice to identify children who are experiencing significant learning difficulties compared with their peers, as soon as possible. Where needs are identified the SENDCO (Mrs. Fiona Radway) will become involved and in conjunction with the class teacher, an individual ‘My Plan’ will be drawn up. This is discussed with the child and parent/carer. It is important that the views of the child and parent/carer are recorded as these may be used to inform future decision making. ‘My Plan’ is kept under review and progress is monitored at least once a term (6 times a year or more often if necessary.) Needs are always considered against the criteria listed in the current SEND Code of Practice.

The SENDCO and the class teacher set the targets for pupils on My Plan or My Plan+. The school’s aim is to keep these children in their classes alongside their peers and support is given to them from teaching assistants and teachers to enable them to do this.

The school makes every effort to ensure children joining or leaving the school have the support they need. To ensure a smooth transition from playgroup to YR, school staff visit playgroups beforehand so that they are aware of any additional needs a child may have before they come to us. Similarly, in Y5/6, review meetings are held to ensure that SEND pupils are able to transition confidently from Gastrells to their next school. SENDCOs from the secondary schools are invited to the review meetings and both Mr. Ian Rimmer, Teacher in Charge of the C & IC (Communication and Interaction Centre) and Gastrell’s SENDCO (Mrs. Fiona Radway) visit the secondary schools our children will be moving on to.

Gastrells School is fully compliant with the Children and Families’ Act 2014 and with the Equality Act 2010, in respect of making provision for children who may have physical disabilities. This applies to inside the school building and in the outside play spaces.

Gastrells’ school ethos is one of inclusivity. All children are given the same opportunities to participate in school activities both during the day and in after school provision. SEND pupils are well represented in after- school clubs and sporting activities.

The SEND School Policy

The school’s SEND Policy remains fully compliant with the requirements of the current SEND Code of Practice 0-25 years and is reviewed annually by the Full Governing Board. It was last reviewed in June 2023.

SEND School Profile

In the Academic Year 2022/2023 there were 185 pupils on the school roll, of which **71** had identifiable SEND needs. This represented **38%** of the school population, **an increase of 2%** from the previous academic year. (This figure does not include the 6 C&IC pupils)

The number of pupils with an EHCP was **16**, which represents **8.6%** of the school population. *This is significantly higher than the national average in mainstream schools, which is 4%.* It should be noted that 6 pupils with significant verbal and physical behavioral challenges were placed in the C&IC by Gloucestershire County Council.

The number of SEND children with additional needs who are **on My Plan or My Plan+** is **55**, which is **30% of the school population.** *Again, this is well above the national average of 12.6%.*

Included in these figures is one Downs Syndrome pupil with very high clinical needs, who requires full- time support from specialist Teaching Assistants during the school day.

The SEND Profile for the year, at July 2023 was as follows:

Code of Practice	R	1	2	3	4	5	6	TOTAL
EHCP	1	1	2	4	1	3	3	16 (15) *
C&IC EHCP	0	0	0	4	1	1	0	6
My Plan+	1	2	3	2	3	2	4	17
My Plan	5	3	8	4	9	8	1	38
Total	7	6	13	14	15	14	8	77 out of 185

* One child left the school. The data is based on '16'

The total number of SEND children in the school is **77**. This represents **41.5%** of the school population.

It should be noted that 62 children on the school roll did not start at Gastrells at the start of their Reception year or joined after their Reception year. Of these aforementioned pupils, 22 have defined SEND needs. This includes 5 children in the C&IC unit and 9 in mainstream who have an EHCP. In Reception there are 8 children who have been identified as having SEND and of those, 2 have an EHCP. It is of concern that a high number of the SEND pupils in Reception are 'not school ready.'

SEND Provision

The C&IC unit provides specialist SEND provision, as all pupils there have a diagnosis of Neurodiversity (which includes the former term of 'Autism'.) The unit is led by Ian Rimmer who has a specialist qualification in working with children who have specific learning difficulties. The pupils are supported by 3 Trained Teaching Assistants and a visiting Speech and Language Therapist. (See a separate report for the C&IC unit.)

The Nurture Group, ably led by Mrs. Di Cook and assisted by Ms. Manetta, was originally set up in 2016/17. Since then, it has continued to provide first rate support for children who have difficulties with social interaction, which I saw at first hand when I visited the unit. Mrs. Cook brings a great deal of enthusiasm to her job. The pupils who attend the group are

chosen after careful assessment by their class teacher and use of the Boxall Profile. The children attending have shown not only an improvement in their academic achievements but also in their personal wellbeing. Their attendance has also improved. This very successful group is funded out of the school budget and despite budgetary pressures, the Governing Body intends to continue to support it as they consider it money well spent.

There is one hearing impaired pupil in the school, who is supported by the use of specialist equipment.

The school is keen to ensure that the best possible support is offered to our SEND children, to which end the staff are offered CPD training (Continued Professional Development.) This year staff have been involved in:

TAs doing ELSA training, (Emotional Literacy Support Assistant) which will benefit pupils in the Nurture Group, Mental Health First Aid, Safeguarding Training, and Virtual Schools, which offers training for the SENDCO to monitor children in care.

Trained TAs provide valuable support to SEND pupils across the whole school who have Social, Emotional and Mental Health needs, as well as supporting children with their academic learning.

The school continues to provide support for a Downs Syndrome child by way of two specialist TAs, who are able to use the Makaton language programme.

COVID-19 Pandemic

Mrs. Radway reported that the impact of Covid is still being seen in SEND pupils' Social, Emotional and Mental Health development.

Attainment and Progress

The 2023 KS2 SATS results and other assessments at KS1 show that our SEND pupils, generally speaking, did not perform as well as their non-SEND peers. These results, however, do not reflect the individual progress these SEND pupils have made throughout the year, which should not be ignored. The results highlight the need for continued support for all our SEND pupils, so that they may achieve the best possible results in assessments, at all stages of their education.

All Y6 SEND children are moving on to a mainstream secondary school in July, including those with EHCPs.

The SEND School Budget

The funding of school budgets is complex and shall not form part of this report. Gastrells School SEND budget for 2022/23 can be broken down into the following:

- Additional funding claimed for **High Needs pupils** £ 174,721
 - **CiC funding** claimed £ 95,573
 - **Total funding** received for **2022/23** £ **270,294**
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- Total funding received for 2021/22 £ 218,374
 - The amount for 2022/23 represents an increase in funding of 23.78%

It should be noted, that despite there being an increase of 23.78% in the funding, there is still a huge gulf between what the school receives and what it pays from its general budget, in order to meet the needs of the extremely high number of SEND pupils it is responsible for. The situation regarding the progression of EHCPs has improved little, and there is still a backlog of pupils waiting to be seen by an Educational Psychologist, in order to be given an EHCP. The SENDCO finds this very frustrating.

SEND Priorities

The school has identified the following as SEND -related priorities for 2023/2024:

- To continue to impress upon the Local Authority that Gastrells School has very particular SEND needs, which should be taken into account when allocating resources and considering in-year placements.
- To continue to have a high awareness of the importance of pupil and staff wellbeing.
- The school would like to use its expertise in SEND by offering CPD to other local schools.

Conclusion

Children with SEND attending Gastrells School receive a first-rate education and helped by positive support from trained TAs and staff, they achieve very well in all spheres of school life. The school is recognized locally, and by Ofsted, as being, 'Very Good,' with SEND pupils. This is due in no small part to the school's supportive Head teacher and other experienced SEND staff, namely Mrs. Fiona Radway and Mr. Ian Rimmer in charge of the C&IC unit, both of whom work very hard to ensure the best outcomes for SEND pupils. However, it is a matter for concern that the school has such a high percentage of SEND pupils, many of whom do not have an EHCP. This situation is not helped by the fact that many SEND pupils joining the school after their Reception year, come without an EHCP. It is also of concern that there is such a high number of SEND pupils in the current Reception year cohort. The school is faced with the daily challenge of dealing with pupils with serious behavioural difficulties. The school is currently in a position where it has to meet the needs of a SEND pupil, who exhibits severely challenging behaviour on a daily basis, and is on occasion violent towards staff. However, despite the lack of appropriate SEND funding levels, Gastrells School endeavours to meet the needs of every pupil and does so very successfully.

Liz Shankland June 2023