

Special Educational Needs and Disabilities Information Report

School: Sea Mills Primary School

Named Governor: John Vasey

SENDCo: Kat Billingham

Date: June 2021

How many children in the school have SEND?

There are 37 children on the SEND register – this is 18.4% of the school population

Sea Mills Primary School offers support for children across the four areas of need as identified in the SEND Code of Practice (2014):

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs

The school currently provides support for the following specific types of Special Educational Needs and Disabilities:

- Literacy learning difficulties
- ADHD
- Autistic Spectrum Condition (ASC)
- Dyspraxia
- Delay with fine and gross motor skills
- Chromosome disorder/deficiency
- Visual impairment
- Hearing impairment
- Speech and Language delay/difficulties
- Social communication difficulties
- Social, emotional and mental health difficulties
- Global delay
- Cognitive delay
- Epilepsy

SEND Breakdown at Sea Mills - Primary areas of need

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or physical	total
Reception	4				4
Year 1	5		1		6
Year 2	2	2			4
Year 3	2		3	1	6
Year 4	4	1		2	7
Year 5	1				1
Year 6	1	3	4	1	9
Total	19	6	8	4	37

31 children are receiving SEND Support - 15.4% of the school population

30% of children with SEND are Female (assigned at birth)

70% of children on the SEND register are Male (assigned at birth)

6 children in school now have an Education and Health Care Plan (EHCP) – this is 2.9% of the whole school population

2 children in school are currently awaiting an EHC needs assessment, 1 further application for an assessment has been made and one more EHC assessment application will be made by school before the end of this academic year

5 Statutory Annual Reviews have taken place this academic year and all are up to date. 1 Annual Review resulted in change of placement for the child

This year 9 children have been in receipt of Top Up funding – applications have been made to increase funding amounts for 3 of these children in order to effectively deliver provisions identified in their EHCP. Funding has primarily been used for staffing costs in order to support children in class and deliver interventions as indicated in children’s EHCP/Support Plans. Funding has also been used for training in order to enable staff to deliver provisions effectively

The number of children with a diagnosis of Autism continues to increase. There are now 10 children in the school on the SEND register with a formal diagnosis of Autism and 6 children who have been referred for an assessment or are on the waiting list to be assessed. All adults working in the school received autism training in Term 6 run by Autism Education Trust through Bristol Autism Team

Communication and Interaction (particularly Speech and Language) continues to be our biggest area of need as a school and we have also seen a rise in SEMH needs this year.

How does the school identify children with SEND?

The school's system for regularly observing, assessing and recording the progress of all children is used to ensure early identification of those who are not progressing satisfactorily and who may have additional needs. This is through a combination of assessments, observations, following up on concerns from parents/carers or other professionals and ensuring any previous settings have been consulted for information about children who transfer to us.

On-going monitoring of the pupils (Information gathered from data and subject assessments) will identify whether the child requires support that is more individualised than the rest of the cohort and above and beyond Quality First Teaching. This may include the use of interventions, in-school provision or the involvement of other professionals (outside agencies).

Where there are new needs identified, the Inclusion Leader (SENDCo) will do a class visit to observe the child and in collaboration with the child (where appropriate), class teacher and parents/carers will decide on next steps, including discussing if the child will receive an Individual Education Plan (IEP), Support Plan (SP) or if it is appropriate to apply to the Local Authority (LA) for an EHC needs assessment. Any referral to outside agencies will also take place at this stage where necessary.

SMART Targets and provisions are planned by Class Teachers in collaboration with the SENDCo and any other professionals involved with the child. These are reviewed at least every 2 terms. All EHCPs clearly state the needs of and intended outcomes for the child by the end of each Key Stage.

How is progress monitored and how many children have made sufficient progress?

Our delivery of the curriculum this year has been greatly impacted by the Coronavirus pandemic.

The collection of SEND data was affected by this and therefore progress has been measured using a combination of Target Tracker data, teacher judgement based on continual monitoring and assessment and individual progress towards children's SMART targets.

See whole school summary of annual progress for SEND children below:

	Reading	Writing	Maths
Percentage of SEND children who have made expected or more than expected progress since September 2020	62%	51%	62%

During school closures (1st Jan – 8th March), teachers in Years 1-6 taught daily virtual classes and provided differentiated work through google classroom and weekly learning packs that could be collected for all children. Children were encouraged to complete and submit work using Google Classroom or complete individualised learning packs at home. Laptops were provided for families who did not have access to suitable technology.

Children in Reception were provided with daily videos uploaded by their teachers and LSAs on the school's YouTube Channel. Reading books and differentiated learning packs were available for

collection at the school and some deliveries were made for families where needed (with social distancing).

All children with an EHCP were offered a place in school during the lockdown and all of them attended for some of this period, however, this was inconsistent and combined with differentiated home learning packs (in discussion with parents/carers). Regular contact was made with all families of children with SEND throughout school closures due to it not being possible for all children with identified SEND to attend during this time.

How are pupils with SEND ensured access to the curriculum?

SEND support has focused on Wave 1 inclusive Quality First Teaching for all, including:

- Differentiated learning
- Effective use of support staff within the classroom
- Teacher focus groups
- Opportunities to present learning in different ways
- High levels of interaction
- Specific and meaningful feedback
- High demands of pupil involvement and engagement with their learning
- Use of visual resources
- Teaching specific strategies to help with individual needs
- Appropriate use of teacher questioning, modelling and explaining
An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Provision planned in line with Bristol Ordinarily Available Provision document:
<https://www.seamillsprimary.org.uk/wp-content/uploads/2021/03/BCC-Ordinarily-Available-Provision.pdf>

In addition to this, a structured timetable of Wave 2 (short-term, focused interventions for children just below ARE) and Wave 3 (targeted intervention for children significantly below ARE) interventions has been taking place in the afternoons during terms 5 and 6 following school closures. Full impact of these interventions is yet to be evaluated as they are ongoing, however, intervention record and monitoring documents (IRAMS) along with assessment of individual children's progress suggest that interventions are largely having a positive influence on pupil progress

This year, the following interventions have been in place for groups of children across the school:

- Attention Autism
- Better Move On
- Boosting Reading at Primary (BRP)
- Colourful Semantics
- ELSA (Emotional Literacy Support)
- Lego Therapy

- NELI (Speech and Language)
- Nessy (Literacy)
- Rapid Maths
- Rapid Writing
- Reading Recovery (RR)
- Talk Boost (KS1)
- Interventions listed in individual children's EHCPs

The school's Accessibility Plan is regularly reviewed and updated and further details how the school adapts the environment and curriculum to meet the needs of all children.

Children have access to a range of pastoral support and space they can use for regulation and to meet sensory needs, such as the Nurture room and Thrive room.

Which external agencies and support agencies are the school working with?

Throughout this academic year, access to some external professionals has been limited and/or reduced which has affected access to staff training, resulted in longer wait times for consultations or referrals and reduced opportunities for professionals to visit children at school. However, the school has received support to meet the needs of pupils with SEND from the following outside agencies:

Educational Psychology Service

This year 4 children have accessed Educational Psychology support. Our link Educational Psychologist's work in school has mainly included 1:1 assessment and case work with individual children and consultations with parents, teachers and the SENDCo. These have contributed towards Support Plans, EHC needs assessments and provision planning for individual children.

Bristol Autism Team (BAT)

We have accessed support from Bristol Autism Team for 6 children throughout the year. This has included informal support when needed as well as formal advice clinics for parents, teachers and the SENDCo. Two children have been observed by the school's link Specialist Mentor and targets have been set and monitored. We have also received whole school training from BAT to ensure a consistent approach and understanding of supporting autistic children.

Speech and Language Therapy Service (SALT)

Two liaison meetings have taken place with our link SAL therapist to offer support and advice for 6 children in Reception and Key Stage 1. Three referrals are being made to the core service for language assessments and/or a block of therapy. We have also been accessing Traded Speech and Language support since January for one day a fortnight. This has enabled 13 additional children and families from across the school and nursery to access support from a SAL therapist. This support has included 1:1 and group therapy, consultations with parents, full language assessments and advice for staff. LSAs across the school have also received training in 'Supporting Spoken Language', 'Supporting Vocabulary Development' and support staff in Nursery and Reception have received individualised training on delivering SAL interventions and working to support children with Speech, Language and Communication needs.

The school has also accessed and received support from:

- Sensory Support Service (Hearing and Vision Impairment)
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- Inclusion Team (Early years)
- Play Therapist
- North Star Outreach
- School Nursing Service
- Children and Adolescent Mental Health Service (CAMHS)
- Primary Mental Health Service (PMHS)
- National Tutoring Programme

How are children with SEND involved in their education?

Every child on the SEND register has a 'Pupil Passport' which is created by the child with support from their class teacher or an LSA. This details their interests, strengths and difficulties and lists strategies that can help them.

Children with an EHCP will complete a Child Contribution questionnaire or age-appropriate activity with a trusted adult as a contribution towards their Annual Review. Where appropriate, children will attend meetings to ensure their voice has been heard and their views are taken into account with support of school staff or their parents/carers.

Children are encouraged and supported to develop their own strategies to help them access learning and develop their independence.

How do parents know what support is planned for their child? What communication strategies are in place?

The school aims to involve and communicate effectively with parents/carers at every stage from early identification of SEND through to planning and ongoing progress and review meetings with class teachers and the SENDCo.

Children with an EHCP or Support Plan will have an annual review where current outcomes are reviewed new long term outcomes and provisions will be set. Short term outcomes for plans are set and reviewed every two terms. Parents/carers will be invited to contribute to children's outcomes and are notified by the class teacher when they are to receive an intervention. The SENDCo also meets parents regularly and can arrange extra appointments, as necessary.

How are we supporting pupils with SEND in their transfers to and from other schools?

The Inclusion Leader, class teacher and LSAs are working closely with the secondary schools to handover relevant information and ensure a smooth transition, despite restrictions caused by the pandemic. Enhanced transition plans have been made for some Year 6 pupils on the SEND register in

collaboration with parents, secondary school staff and relevant outside professionals. Key Stage transfer meetings for Year 6 children with EHCPs were held within the statutory timescale and enhanced transition support is currently taking place.

Transition plans are being made for new children starting at the school or nursery, although normal plans have been impacted by the Coronavirus pandemic and recent rise in cases and are under review. Individualised plans are currently being made for children who have been identified as needing enhanced transitions.

How is the expertise and training of staff used to ensure support for pupils with SEND?

Relevant training and Professional Development are provided for all staff according to current needs in the school. Knowledge and expertise is often updated in Professional Development Meetings and in-service training sessions. Support staff meet termly with the SENDCo for training and CPD.

Staff training this academic year has included:

- Provision Map training for learning plans and mapping provisions
- Intervention support
- ELSA supervision
- THRIVE supervision
- Supporting wellbeing of children
- Implicit/Unconscious Bias
- Boxall Profile
- Supporting Dyslexia
- Making Sense of Autism
- Supporting Vocabulary Development
- Supporting Spoken Language
- Addressing Self-Harm in Schools

The SENDCo has an MSc in Psychology of Education and keeps up to date in SEND issues regularly through attending the Inclusion in Education Group (IEG), SENDCo briefing and cluster meetings, as well as other training relating to children with SEND. Information and advice is passed on to the rest of the staff during staff meetings, in-service training days or meetings with individual teachers or LSAs.

Our pastoral team includes an ELSA trained Family Support Worker, THRIVE trained practitioner and Autism Champion. Children, parents/carers and school staff can seek support and advice from the pastoral team when needed.

What is the procedure for complaints?

Any complaints about SEND policy or provision should be raised initially with the SENDCo.

If the complaint cannot be resolved, it can then be made in writing to the Head Teacher, who will endeavour to resolve it.

If it still remains unresolved, procedures outlined in the LA's SEN specific complaints policy will be followed.

Name and contact details of SENDCo at Sea Mills Primary School:

Ms Kat Billingham

Contact: sencoseap@bristol-schools.uk

0117 903 0088

Contact details of support services for children and parents of pupils with SEND

Bristol Local Offer Website

Information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers.

<https://www.bristol.gov.uk/web/bristol-local-offer>

Families, Local Offer, Resources and Advice (FLORA)

The FLORA team provide information and advice for children and young people with additional needs and their parents and carers.

For more information, email flora@bristol.gov.uk with your name and phone number. The team will contact you within 2 working days.

You can also call FLORA on 0117 352 6020

Special Educational Needs and Disabilities Independent Advice and Support Service (SENDIASS)

Supportive Parents provides independent advice and support on things that relate to a child or young person's special educational needs or disabilities. It's free, confidential and impartial, and is for:

- parents and carers of children with special educational needs or disabilities
- children and young people with special educational needs or disabilities

Website: <https://www.supportiveparents.org.uk/>

Email: support@supportiveparents.org.uk

Community Children's Health Partnership

CCHP is a partnership led by Sirona care & health CIC working with Avon & Wiltshire Partnership Mental Health NHS Trust (AWP), University Hospital Bristol NHS Foundation Trust (UHB), Barnardo's and Off The Record as partners.

Together they provide all of the community child health and child and adolescent mental health services for Bristol, North Somerset and South Gloucestershire.

Telephone: 0300 124 5800

Children's Speech and Language Therapy

To contact the service for advice and information please call the Telephone Advice Line on 07825 016 335 (9am-12 noon, Wednesdays ONLY) or email sirona.slt@nhs.net

The school SENDCo can offer advice and support in accessing these and any other services children may require.