

Special Educational Needs and Disabilities Information Report

School: Sea Mills Primary School

Named Governor: Teresa Lloyd

SENDCo: Kat Billingham

Date: June 2023

Introduction:

This report contains information about the help and support we offer children with Special Educational Needs and/or Disabilities.

Sea Mills Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to develop a sense of community.

We believe that every teacher is a teacher of children with SEND and that high quality teaching is an essential entitlement for every child, regardless of their individual needs.

SEND Support At Sea Mills Primary School:

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:

- Dyslexia/Literacy learning difficulties
- Attention-Deficit Hyperactivity Disorder
- Autistic Spectrum Condition (ASC)
- Dyspraxia/Developmental Coordination Disorder
- Delay with fine and gross motor skills
- Chromosome disorder/deficiency

- Visual impairment
- Deaf/Hearing impairment
- Speech and Language delay/difficulties/disorder
- Social communication difficulties
- Social, emotional and mental health difficulties
- Global delay
- Cognitive delay
- Epilepsy

SEND at Sea Mills Primary School:

There are 51 children on the school-aged SEND register – this is 25.4% of the school population.

There are 8 children across the two- and three- year old nurseries on the SEND register – this is 14.3% of the nursery.

Breakdown of Prime Areas of Need in Primary:

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or physical	total
Reception	3	0	1	0	4
Year 1	2	0	2	1	5
Year 2	6	0	0	0	6
Year 3	9	1	1	0	11
Year 4	2	0	3	0	5
Year 5	3	1	5	0	9
Year 6	3	1	5	2	11
Total	28	3	17	3	51

45 children are receiving SEND Support

6 children have an Education and Health Care Plan (EHCP)

All statutory Annual Reviews have taken place this academic year and have met timescales

School has made 6 applications for EHC needs assessments this year:

2 did not result in an assessment

2 had assessments agreed and are currently undergoing the assessment process

2 are awaiting the outcome of assessment request

3 further EHC needs assessment requests are planned to be made this academic year

This year 16 school-aged children have been in receipt of Top Up funding and applications have been made for 1 additional child - we are awaiting the outcome of this.

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.

The number of children with a diagnosis of Autism continues to increase. There are now 15 children in the school on the SEND register with a formal diagnosis of Autism and 9 children who have been referred for an assessment or are on the waiting list to be assessed.

Communication and Interaction (particularly Speech and Language) continues to be our biggest area of need as a school.

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, subject assessments and progress towards individual targets) 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 are pupils with SEND ensured access to the curriculum?

SEND support has focused on Wave 1 inclusive Quality First Teaching for all, with a focus on the EEF 'five a day approach'

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



This includes:

- 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 throughout the school year, planned by class teachers.

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

- Precision Teaching
- Attention Autism
- SNIP (reading and writing intervention)
- Boosting Reading at Primary (BRP)
- Colourful Semantics (language)
- ELSA (Emotional Literacy Support)
- THRIVE (SEMH support)
- Play therapy
- Mentoring
- Tutoring
- Lego Therapy
- Number Sense
- Maths Booster Intervention
- Reading Recovery
- Sensory Circuits
- Speech and Language recommended interventions, including sequencing, pre-teaching, vocabulary sessions
- 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?

The school has received support to meet the needs of pupils with SEND from the following outside agencies:

Educational Psychology Service

Our link Educational Psychologist's work in school has 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. This year we have also focused on more strategic approaches, such 'surgeries' for staff to discuss multiple children and focus on whole class approaches to supporting children with SEND. Educational Psychology time has also been used for staff well-being coaching sessions.

Bristol Autism Team (BAT)

Bristol Autism Team service has been limited this year in comparison to previous years due to staffing. We have accessed direct support for 1 child but sought advice during 'advice clinic' meetings for two children in primary and two children in the nursery. some support from Bristol

Autism Team for 3 children throughout the year. The SENCO has also accessed transition training and advice through Bristol Autism Team for neurodiverse or autistic children.

Speech and Language Therapy Service (SALT)

Two liaison/drop-in meetings have taken place with our link SAL therapist to offer support and advice for 12 children across Key Stage 1 and 2. We have a third meeting scheduled for later in Term 6 where a further 6 children will be discussed. We have also continued to access Traded Speech and Language support since January for one day a fortnight. This has enabled 43 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, contributions to children's Support Plans or EHCPs, full language assessments and training for staff.

The school has also accessed and received support and/or training from:

- Sensory Support Service (Hearing and Vision Impairment)
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- Inclusion Team (Early years)
- Play Therapist
- Filial Therapist
- BUSS Practitioner
- North Star Outreach
- School Nursing Service
- Social Prescribing
- Children and Adolescent Mental Health Service (CAMHS)
- Primary Mental Health Service (PMHS)
- Families in Focus

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. Staff have received training on use of meta-cognitive strategies and questioning that further supports this.

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, where necessary, the SENDCo. IEPs are shared with parents in paper form with details of current support in place and any intervention the child is receiving. Parents/carers are provided with a letter alongside their child's IEP and invited to contribute at this time, either through written communication or by requesting a meeting with the Class Teacher and/or 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.

We offer an open door policy. Parents/carers are encouraged to make an appointment to meet with their child's class teacher in the first instance, or the SENDCo to discuss concerns or provision in place for their child.

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

The Inclusion Leader, class teacher and LSAs work closely with secondary school staff to ensure a thorough handover. Enhanced transition plans have been made at the earliest convenience for identified children on the SEND register, where appropriate, in collaboration with the secondary setting, children and parent/carers.

Transition plans are being made for new children starting at the school or nursery, including home or setting visits where appropriate. 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 a member of SLT for training and CPD.

Staff training to support SEND this academic year has included:

- High Quality Teaching - Rosenshein's Principles
- Tailored individual Teacher meetings 3x during the year
- SNIP intervention
- Trauma informed approaches
- Education Endowment Fund – '5 a day'
- SEND CPD on areas of need
- Scaffolding
- Supporting Vocabulary Development (Hanan) – EY and Primary
- Colourful Semantics
- Choice Boards

The SENDCo has an MSc in Psychology of Education from the University of Bristol and keeps up to date in SEND issues regularly through attending the SENDCo briefing and cluster meetings, as well as

other training relating to children with SEND from services across the Local Authority. 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. The SENDCo is currently completing the National Award for SEND Coordination through Bath Spa University and the Best Practice Network.

Our pastoral staffing team includes:

- ELSA trained Family Support Worker with level 2 training in Non-Violent resistance
- THRIVE trained Pastoral LSA and Attendance Officer
- Nurture trained Pastoral LSA and Attendance Officer
- Two Playworkers with expertise in de-escalation
- Multiple members of staff with up-to-date Team Teach training

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

SEND and You

SEND and You 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.sendandyou.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 and families may require.