

# Gorse Covert Primary School



## SEND Report

**Reviewed: November 2016**

**Headteacher: Mrs C Cooke**

**SENCO: Mrs N Nicolaidis**

**SENCO Governor: Mrs L Reeves**

Children with SEND needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. For more information on the definitions, please see the SEN policy.

Gorse Covert Primary follows a graduated approach for identifying children with special needs and or disabilities. This can be seen in the appendix of this report.

We currently have 306 children in school and 28 children on the SEND register ( 9%) .

Once a child is place on the SEND register, the level of support for that child is indicated as Level 1-4.

### **Level 1**

A child has a specific need or disability but is not significantly affecting their learning on a day to day basis. They may need some additional support in some areas but is generally able to access the curriculum with minimal support or differentiated work.

### **Level 2**

A child at level 2 needs some additional support in class, either through differentiated work or some small group support to fill learning gaps or additional practice at key skills.

### **Level 3**

A child at level 3 is following an additional learning programme either 1:1 or in very small groups. Their attainment is quite significantly behind children of the same age and they regularly need different work or extra support.

### **Level 4**

Level 4 indicates that a child is significantly behind their peers and requires 1:1 support in class for some or all or the curriculum. A child at level 4 is likely to have an Education and Health Care Plan.

### **SEND register**

<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total</b>
<b>EYFS</b>					
<b>1</b>					
<b>2</b>		1	2		<b>3</b>

3		3	2	2	7
4		4	1	3	8
5		1	2		3
6	2	3	1	1	7
<b>Total</b>	2	12	8	6	<b>28</b>

#### Percentage of Year group on the SEN register

Year	Level 1 %	Level 2 %	Level 3 %	Level 4 %	% of SEND
EYFS					
1					
2		2%	4%		6%
3		6%	4%	4%	14%
4		9%	2%	7%	18%
5		3%	6%		9%
6	5%	7%	2%	2%	16%

#### Broad Areas of Need

There are 4 Broad Areas of Need:

- **Communication and Interaction:** including social interaction difficulties and speech, language and communication difficulties.
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties:** including physical needs, hearing impairment and visual impairment
- **Sensory and Physical Needs**

Year	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs	Communication and Interaction
EYFS				
1				
2	3			
3	4			3
4	3	2	2	3
5	2		1	
6	4	1		
<b>Total</b>	<b>16</b>	<b>3</b>	<b>3</b>	<b>6</b>

#### Gender of pupils on the SEN register

	Female	Male
<b>Total</b>	<b>7</b>	<b>21</b>
As % of 306 children	2%	7%
As % of 28 on register	25%	75%

## **Ethnicity of children on the SEND register**

89%-White

7%-Asian

0%-White or Black Caribbean

4%-White or Black African

## **Other Vulnerable Groups**

4% LAC

4% FSM

14% Pupil Premium

## **Deployment of Staff**

Within the 12 classes, there are 11 Teaching Assistants (full and part-time) who support learning within the classroom. Teaching Assistants also deliver some additional small group sessions and 1:1 learning where appropriate. These programmes are; phonics, speech and language programmes, intervention groups for reading, writing and maths, Occupational Therapy and Physio programmes, Social groups and Drawing and Talking Therapy.

There are 5 children who receive 1:1 support from EHCP provision or CLASP funding.

## **How pupils with SEN (with and without statements) are being funded (financial year 15-16)**

### Income

**SEND delegation: £107,673**

**Top-up funding: £5,036**

**Pupil Premium allocation used to support SEND children who are also Pupil Premium: £9,800**

**Grand Total: £122,509**

<b>Support</b>	<b>Cost</b>
Teaching Assistants	£181,766
SEN resources	£500
Family Support Worker	£2000
Speech therapist	£1,600
Attendance Officer	£2,600
SEN consultant	£4,200
<b>Total</b>	<b>£192,666</b>

## **How are SEND children supported in school?**

- quality first teaching, with appropriate differentiation in place;
- extra adult support in classrooms where appropriate;
- reduced class sizes where appropriate;
- personalised provision through time limited programmes;
- personalised provision through adapted resources and interventions.
- An anti-bullying policy that is supported by all members of staff.
- SEAL based curriculum (Social and Emotional Aspects of Learning)
- Targeted support for individual pupils.
- School Council
- Silver SEAL activities for self esteem
- Drawing and Talking Therapy

## **External Agencies**

- Chrysalis Education
- LA Educational Psychologist
- CAF Team
- Health Professionals
- St Joseph Family Centre
- Family Support Worker
- Speech Therapist
- Hearing Specialist Teacher
- Visual Impairment Specialist Teacher
- Physiotherapist

## **Inclusion**

All children with SEND take part in all aspects of school life including out of school activities and clubs. All pupils have participated in a full range of opportunities and events arranged by the school, including trips and residential.

## **Secondary School Liaison**

There are very good transition arrangements with Birchwood High School, including additional transition days for children. Teachers share academic and pastoral information with the High School.

The SENCO has a key role in transition conversations, especially with vulnerable children. Plans are made to give these children additional support and experience of transition.

**SEN Procedures Flowchart  
'A Graduated Response'**

Child



Initial concerns raised (e.g. by parent/guardian, teacher)  
'Child Causing Concern' sheet completed and returned to SENCO & Head teacher  
Child placed on concern list and will be closely monitored.

SENCO Observation carried out to identify needs. Interim Plan Produced;  
Advice/Intervention Strategies/Targets to work on

Discussion between school and home about the child, including any concerns, and how school are going to support the child; as well as guidance for how parents can support the child at home.

Quality First Teaching: Provision put in place to meet child's needs - monitored over a term/half term period by Class Teacher & SENCO .

Review progress

Progress is less than adequate against Interim Plan targets

Progress is significant

External Assessments to be completed.  
Child placed on SEN Register if needed.

Child is removed from concern list and progress is closely monitored by class teacher.

Further provision put in place to meet child's needs. Targets monitored by CT & SENCO

Review progress

Progress is less than adequate against targets.

Progress is significant

Additional provision/ external agencies become involved

Provision put in place to meet needs from outside professionals

Child's progress is closely monitored by class teacher/SENCO over a two year period. If progress remains consistent, the child will be removed from the SEN register.

Review progress

Progress is less than adequate against targets.

Progress is significant

Education Health Care Plan assessment to be discussed with Educational Psychologist

Child's progress is closely monitored by class teacher/SENCO over a two year period. If progress remains consistent, the child will be removed from the SEN register.