

## Gresham Village School and Nursery

### Annual Report on Special Educational Needs and Disabilities (SEND) 2020-21

- Our Headteacher is Marc Goodliffe
- Our School's Special Educational Needs Coordinator (SENCo) is Gill Leah
- The governor with responsibility for SEND is Sarah MacDonald

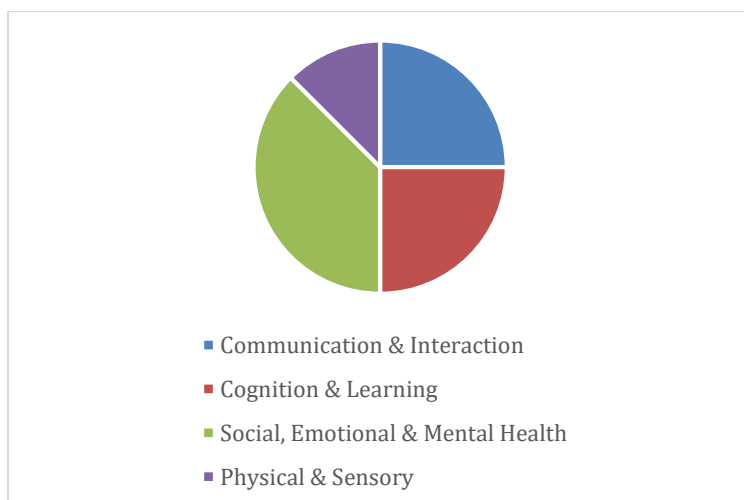
We published our SEN Policy and Information Report on our website last October, detailing plans and procedures for the year ahead. It follows the **Assess, Plan, Do and Review** approach which is required in the SEND Code of Practice 2015. It outlines our approach to teaching learners with SEN, explains how we identify SEND and Assess SEND (**Assess**), what we do to support learners (**Plan, Do**) and how we find out if this support is effective (**Review**). This report summarises what has happened during the year 2020-21.

Ofsted said (in 2016): "This small school maintains a strong sense of community where staff, pupils, parents and governors work together to create a welcoming and harmonious atmosphere." This has been particularly important in dealing with the effects of Covid-19. During periods of lockdown teachers and the SENCo made contact with all our SEND children/their parents through phone calls and emails. Of course, all children were encouraged to engage with the learning set by school. Many of our SEND children were invited back into school as a priority. We continued to implement our Annual Cycle of Assess, Plan, Do and Review to the best of our ability within the restrictions imposed by Covid, in collaboration with teachers, parents and pupils.

#### Number of Pupils with SEND

Our SEND Profile in 2020-21 showed that 8 (5%) children in years N to 6 were identified as having a Special Educational Need including one with an Education, Health and Care Plan. One child has never returned to school following lockdown and is now off-roll.

Here is the breakdown according to primary need:



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### **Progress of Pupils with SEND**

All SEND children are tracked individually so that their progress is recognised with respect to their starting points and their specific needs. We record progress through formal and informal assessments and through talking to parents and the children.

### **Exclusions of SEND Pupils**

During the academic year 2020-21 there were no fixed term exclusions for persistent disruptive behaviour resulting in cause for concern for the safety of the excluded child and/or other people.

### **Deployment of Staff and Resources**

During the financial year 2020-21 Gresham Village School and Nursery received £44,476 within the School SEND Memorandum including £19,499 Exceptional Circumstances Funding. For 2021-22 the SEND Memorandum provides £31,507 plus £4,356 Exceptional Circumstances Funding.

This has been used to employ staff such as teaching assistants and specialist teachers, purchase resources, staff training and to contract other services.

The use of staff is reviewed continually to ensure the right intervention and provision is provided for pupils to have the greatest impact on progress. During the year staff have supported children with SEND in the following ways:

- Additional teaching assistant provision to deliver reading comprehension, phonics, spelling and other interventions across the school.
- Small group nurture work for children with emotional needs.
- Supporting individual and small groups of pupils in class in English and Maths.
- Supporting pupils in class and at play times who have communication/social difficulties.
- Read Write Inc. one to one tutoring intervention.
- Transition preparation work for Year 6 pupils.
- Support of medical needs.

We have purchased membership of Dyslexia Outreach Service providing assessment, advice and training to support pupils with dyslexia difficulties.

We have purchased membership of Essential SENCo Network which provides regular SEND updates and CPD as well as a forum of professionals.

### **Assessment**

We have used the following assessment materials, among others, to support the provision mapping process:

- Read Write Inc assessment
- Boxall Profile
- Salford Reading
- Wellbeing Indicator

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- ADHD and ASC Checklists
- Speech & Language Screening

#### **External Agencies**

During the school year we have worked with the following external agencies to support pupils with SEND:

- Educational Psychology & Specialist Support – Core Consultation termly meetings
- East Coast Community Healthcare Speech and Language Service
- Virtual School Sensory Support
- Early Years Advisory Service
- Dyslexia Outreach Service
- Neurodevelopmental Pathway triage service
- NHS – parents have been urged to contact Norfolk Just One Number to access support and advice for their children at home

#### **Staff personal development**

Mrs Leah (SENCo) has attended (virtually) the Essential SENCo Network meeting each term to keep up to date with changes and national and local SEND requirements and has attended termly update meetings from the Local Authority of the SEND Forum. She has also completed a number of online workshops and webinars, including:

Every Teacher a Teacher of SEND. Every Leader a Leader of SEND (from Nasen)

Top Ten Tips for ensuring effective SEND provision during lockdown

Series of CPD seminars from Schudio TV

SEND through the Ofsted Lens

What is Occupational Therapy's Role in School?

The SENCo delivered CPD to staff entitled "SEND – A Summary; 25 Things to Know". There is ongoing staff development particularly in mental health. All staff have attended training on dyslexia.

#### **Parents**

Parents of children on the SEND register have been kept informed of targets and progress through Pupil Support meetings in September and April. The SENCo is also available to talk to parents who may have concerns whenever she is in school or at any time via phone or email.

#### **Transition**

This year has been difficult again for the Year 6 children. Some additional transition days for SEND pupils were planned by high schools but had to be cancelled due to changes in government rules; these have been allowed as a separate visit with parents or online. We have liaised closely with the various high schools, in order to ensure all information for SEND pupils is transferred correctly.

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We expect that children in other year groups will happily transfer from class to class as they have had a 'moving up' day; plans will hopefully be in place to ensure that their return to school in September is as 'normal' as possible.

#### **Priorities for Improvement this year**

We are pleased with the progress we have made to achieve the priorities we identified for this year:

- Identify quickly the children who need extra support and intervention following their 6 monthly gap from school (for some), with a varying degree of success in home schooling.
- Continue to develop and sharpen all interventions for SEND pupils through regular monitoring and support from SENCo.
- Provide training for staff on children's emotional wellbeing and mental health and dyslexia.
- Work closely with Antingham & Southrepps School to put in place the successful SEN procedures that Gresham Village use.

#### **What is next?**

- More time will be spent in the classroom observing and talking to children with SEND and monitoring adaptations and interventions.
- We will set up a SEND café for parents to talk informally to the SENCo.
- We will use INDES (Individual Needs Descriptors) to inform the Local Authority of need, when available.
- We will join the SEND network of the Synergy Multi-Academy Trust.

Report completed: July 2021