



Special Education Needs and Disabilities Annual Report

October 2018 – October 2019

1. School Context

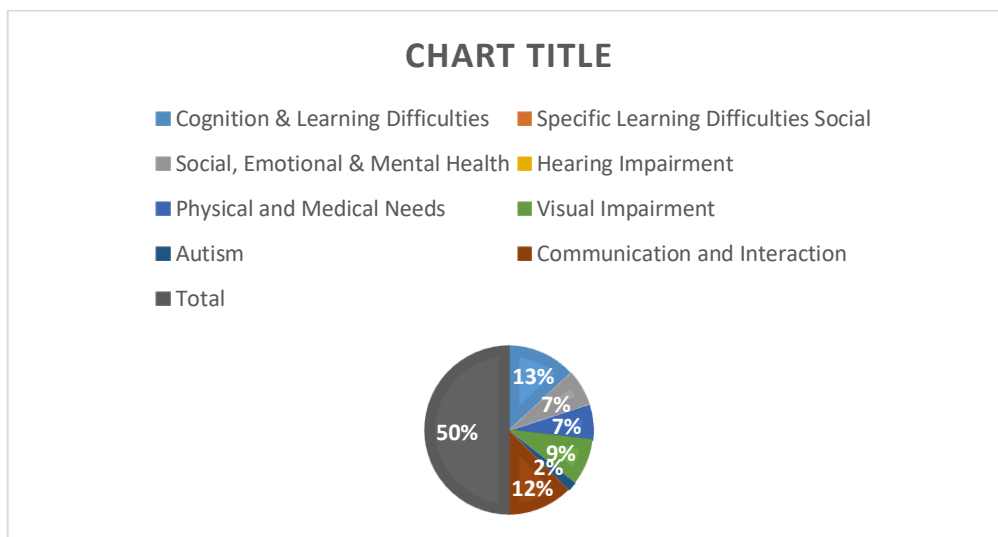
Grove House Primary School is a 2-form entry primary school with an Additional Resource Centre (ARC) for children with Visual Impairment. We have 449 pupils on roll and of these pupils, 80 (17.8%) are on the SEND register. This includes children who have a medical need, whose learning need is supported through the ARC provision as well as those whose provision is supported through mainstream school.

In September 2018, Bradford Children's Services was inspected and found to be inadequate. This has had a knock on effect on other services, which has prompted significant changes made to staffing and how the SEND team is run and organised. Recently, the authority have made schools aware of a significant backlog of cases. These are in respect of pupils who are either waiting to have their EHCPs review papers updated or pupils waiting to have their EHCP submitted to the panel. We continue to support all these pupils through school funds. An update provided to the Head of School in September 2019, confirm that the SEND team expect that the backlog of cases will be up to date by April 2020. Any new EHCPs submitted from September 2019, will be process within the 20-week target timescale. School is closely monitoring this.

The table below shows the breakdown of children on the SEND register by level of need and class.

	No. of pupils in the year group	No. of Pupils on the SEND register	Medical Register	No. of Pupils at QFT	No. of Pupils at SEND Support	No. of Pupils at SEND Support Plus	No. of Pupils with EHCP	No. of Pupils with EHCP in ARC	Number of Pupils with EHCPs awaiting assessment
Nursery	48	3			1		2		
Reception	54	5		3			1	1	
Year 1	58	5	1			1	0	1	1
Year 2	60	12	1	7	1		1		2
Year 3	61	13		7	2		0	2	2
Year 4	57	12		9			0	2	
Year 5	60	14	1	9	1		0	2	1
Year 6	61	12	1	9		1	0	2	
Total	449	80	4	44	5	2	4	10	6

The Bradford Matrix of Need, explaining the different SEND needs and provision can be found in Appendix 1.



Budget and Funding

As a school, we receive the school budget from the Education Funding Agency; this includes the Notional SEN budget to support SEN children. In the financial year 2018 – 2019, this budget (£295, 979) is being used to support all SEND pupils in mainstream school. Up to £10000 (£4000 from normal school budget and £6000 from the Notional SEN budget – equivalent to 16.5 hours 1:1 support per week) needs to be spent by school to support a child with SEN before applying for extra funding. How this money is spent is decided by the Head of School with discussion with the SENDCO and governors. If a child is at SEND Support +, extra funding (on top of this £10000) can be applied for. SEN Services will determine the amount of the additional funding, based upon evidence provided by parents/carers, the child or young person, the school and other professionals. The additional funding is then allocated through an Education, Health and Care Plan (EHCP). At present our high needs block of funding is £17,491.48 which is four pupils additional funding.

Leaders in school have a clear overview of SEND costs per pupil and per year group. This overview has been created in partnership with the Director of Inclusion at BCL consultancy.

Approach to Teaching and Learning

Class teachers plan lessons and differentiate according to the needs of children in their class. This work is supported by our Visual Impairment support staff, who work closely with teachers, and share their knowledge and expertise. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help.

A child may also benefit from personalised programmes or interventions delivered in a small group, a pair, or on an individual basis. PCPs (Pupil Centred Plans) are used to write targets for children working at SEND or above on the register.

A breakdown of how Grove House can meet each different area of need (including approach to teaching and learning, adaptation or curriculum and provision) at each stage can be found in our Local Offer along with the Bradford Offer which can be found by following the links below.

https://grovehouseprimary.co.uk/wp-content/uploads/2018/02/Local_Offer_Booklet_V1_6.pdf

<https://grovehouseprimary.co.uk/wp-content/uploads/2019/10/School-Offer.pdf>

The school's accessibility plan can be found on the school website.

Following a review of SEND procedures and provision across school and the new approach to whole school assessment procedures, a new approach to interventions began in the summer term. Current interventions include:

Name of Intervention	Target Year Group	Number of Pupils	Impact
Active Literacy	Y1-Y6	14	First review at the end of Autumn 1
Toe By Toe	Y6	2	First review at the end of Autumn 1
Lego Therapy	Y3-6	5	First review due in Autumn 2
Welcomm	Early Yr's	6	First review due in Autumn 2
Maths Box	Year 2	4	Pupils currently being baselined.
SEMH Support	Year 1-6	12	First review due in Autumn 2

Involvement of Outside Agencies

At Grove House, we are proactive in our involvement of outside agencies and seeking the advice and guidance of experts such as SEND Support Services, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services and parent advice groups.

Since September 2019, speech and language support is been provided by an external provided called Mable, The cost of this is funding through our notional funding. Following an initial assessment, Mable provide a comprehensive report

for both school and parents and recommendations can quickly be actioned. As a result, children are regularly receiving SALT support and are no longer being removed from NHS support through not attending appointments.

Access to other agencies and provision services, are made by school referral, referral by other agencies, or directly by parental request. In all cases, except some, where there may be issues of child protection, referrals require parental permission. The support given may be assessment, advice, or direct input.

We ensure that provision is given to all children who require it. Equipment and provision is ordered according to identified need to ensure best access to the curriculum. Most of this is purchased through school funding. At times, we may borrow specialist equipment from support services involved.

<u>Area of Need</u>	<u>Number of Referrals</u>	<u>Initial Impact</u>
School Nurse	11	Following initial assessments 10 pupils were then further referrals to professional services such as paediatrics or CAMHs.
Speech and Language	10	2 to the NHS and 8 to Mable. Appropriate interventions and provision being put into place for each pupil.
Educational Psychologist	6	Appropriate interventions and provision being put into place for each pupil and two reports sent off with EHCP requests.
Early Years SEND Team	4	Appropriate interventions and provision being put into place for each pupil. One EHCP application has been made and is awaiting outcome.
Dyslexia Screening	9	9 screenings completed and recommendations are now in place.
Occupational Health	3	Appropriate equipment including chairs, ordered and adjusted to cater for each pupils physical needs.

Identification

To identify pupils with SEND, Grove House Primary will:

- Look at current assessment of the pupil or attainment on entry
- Look at any information provided by previous setting, parents or involved agency
- Use regular teacher assessment to monitor progress
- Look at the progress in comparison the peers
- Speak to parents and the pupil about their views
- Seek advice from external agencies where appropriate

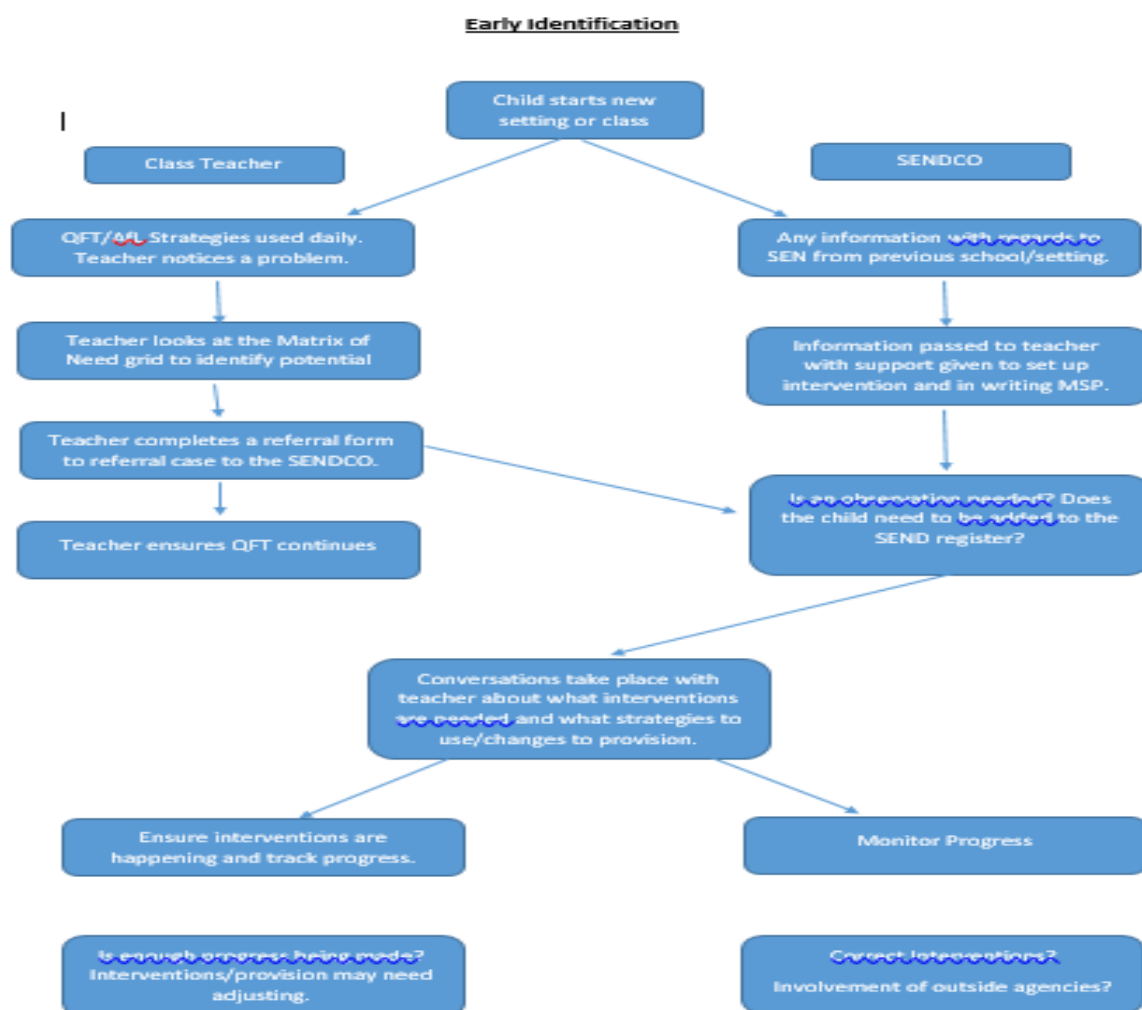
Early Identification of Need

All teachers follow the Early Identification of Need flow chart. (shown below)

We will the monitor interventions carefully to ensure that:

- the child's progress is similar to that of their peers starting from the same baseline
- progress matches or betters the child's previous rate of progress
- the attainment gap between the child and their peers is closing
- We prevent the attainment gap growing wider

The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary re-assess a pupil's learning need where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.



Evaluating Provision

Every term PCPs and provision maps are evaluated and re-written. At this point, the SENCO looks at the provision evaluations and the effect this provision has had on progress. Teachers are also involved in discussion, as they know the children the best. During these meetings, we look at interventions put in place for individual children and how this has impacted progress. Where it is felt that there has not been enough progress, leaders are swift to take action either amended provision or seeking the advice of an appropriate outside agency.

Annual reviews are held for children with an EHCP and provision and targets are reviewed and then rewritten. Provision is monitored by the SENCO through lesson observations, planning scrutinise, learning walks and reviewing assessment data.

Assessment

Assessment for all children is completed on a daily basis using summative assessment strategies. Formal assessments of learning take place half-termly and PCPs and provision maps are then reviewed. To allow teachers and leaders to have a clear picture of differentiation in books for our SEND pupils, progress strips are used in books, making it clear

what input has been given to achieve the pupil output. These give a visual representation of the support given as shown below.

Assessment is a continuing process and we use a graduated approach assessment cycle of 'Assess - Plan – Do – Review.' Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate



this appropriately.

On a half termly basis the SENDCO and Head of School review school data include the data of SEND children and upload it into Target Tracker. This information is then used to monitor progress and provision and helps the SENCO put new provision in place.

We recognise that pupils on our SEND register may not make the same rate of progress as other pupils. The SENDCO and Head of School are currently investigating different assessment systems for SEND pupils allow leaders to be clear on the small steps of progress that pupils made.

Consulting Parents

Parents' evenings are held twice a year in November and March. PCPs are reviewed termly. At these points parents of children with SEND have the opportunity to speak to the class teacher about targets and provision. If parents need to contact the school at any other time they are free to make an appointment with the SENDCO or class teacher to speak about their child. The SENDCO may also contact the parent at other times during the year to speak about their child's need, for example, if an external agency is coming into school they may wish to discuss this with parents or hold a parental meeting with the external agency.

Implemented in September 2019, following a meeting with parents, whether it be held by the SENDCO or be a formal review meeting, parents have the opportunity to give comments and feedback through an electronic survey. This feedback is helping leaders review and improve their work.

Involving Pupils in the Education

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. Children with SEND have input when writing the PCP targets. This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future. Children with an EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

SEN pupil interviews and questionnaires happen at the end of each term at Grove House to ensure that these children regularly have the chance to express their views about their education and the school. We have a Junior Leadership Team in school and children have the opportunity to make suggestions to their class members to take to school council meetings.

All extra-curricular activities are open to children with SEN and reasonable adjustments will always be made to help them to participate.

Supporting Children with Social and Emotional Needs

The school takes pride in its friendly and positive ethos. A clear Relationship Policy help all pupils to achieve their best. Occasionally, a child needs an additional support to help support their behaviour needs. We work closely and co-operatively with parents to address any issues. We have Wellbeing Mentor, who support children by mentoring them on any issues they may have regarding behaviour, social or emotional factors. This is done through one to one mentoring, small group work and classroom coaching. In each class we also have an emotional register. Children are

asked to complete these each morning to allow staff to address any need and feelings that the children are having. This ensures that children have a range of ways to communicate with others and be listened to.

Support through Transition

Parents of children with SEN are able to seek advice on secondary school transition at a transition meeting which is held every year before application forms are submitted. Where a child has more complex needs, we can accompany the child and parents on visits to possible schools to consider provision and preferences. At EHCP or statement reviews in year 5 and 6 transition to secondary school is discussed and preferences are written into the review. We hold transition meetings with secondary school staff to transfer information and promote continuity of provision. Additional pre-transfer visits and familiarisation can be arranged for pupils with special needs where this is appropriate.

Staff Training

Training in SEN forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need. The SENCO needs to keep up-to-date with local and national developments and attends meetings half termly with our network of schools to discuss this. Meetings put on by Bradford LA are also attended regarding SENCO updates.

Class teachers need an in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended the class teacher will attend this to support their teaching and understanding of the needs of their children. Teaching assistants need support in delivering appropriate interventions for individuals or groups in their class. If a new intervention is to be run we ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it. Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.

During the last academic year, training has taken place in the following areas:

Area of Need	Audience	Provider	Impact
Autistic Spectrum Disorder	Apprentices working with pupils with ASD	ASD Lead Teacher from Crossley Hall	TAs will have training on this during Autumn 2 and teachers in Spring 1
Supporting children with Visual Impairment	Teachers	Lead Teacher - Grove House ARC	All teachers now meet regularly with Grace to discuss planning and differentiation for VI pupils ensuring progress is made in each lesson.
Pupil Centred Plans	Teachers	Grove House SENDCo	8 pupils achieved all three targets and those that did not have been identified as needing further assessment or support. We are currently reviewing if these plans have had enough impact on progress made in the classroom or if we need to alter our approach.
Quality First Teaching	Teachers and TAs	Grove House SENDCo	Staff then have a deeper understanding of challenges learners can face and how to support and include them
My Support Plans	All teachers	LA SEND Officer	End of Autumn 1 Training Day
Effective Writing an EHCP	SENDCo	Jo Haines Educational Psychologist	This has equipped the SENDCO with the appropriate skills and knowledge to write an effective EHCP.
Makaton	Early Years Staff	EYFS Teacher from Crossley Hall	Taking place in Autumn 2

Admissions

All admissions are in accordance with the school's Admission Policy which follows Bradford LEA's Admission processes. If a child has an Education, Health and Care Plan the local authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP, the standard admissions process applies. Successful integration into a new school often depends on thorough planning, we welcome early contact from parents so that we can discuss needs, and anticipate and plan to overcome any potential barriers before the child arrives in school.

How do parents voice concerns?

Most concerns are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENCO and then, if the issues is not resolved, the Head of School. Beyond this, a complaint may be taken to the Governing Body. This is in line with the School Complaints Policy.

Schools Local Offer

This is a detailed document, which lists the support provided for each area of need at each area of need. It can be found on the schools website using this link:

<https://grovehouseprimary.co.uk/wp-content/uploads/2019/10/School-Offer.pdf>

Next Steps

We continue to review our SEND procedures in school, provision for learners and the impact it has. During the next academic year, we have identified the following next steps.

- Following advice from the LA SEND team, we will replace our PCPs with My Support Plans. This will provide a more consistent format across school that when needed will feed in to evidence needed for future EHCP applications.
- The SENDCO has now completed training on how to carry out whole school SEND reviews. We will therefore work in partnership with leaders from the Pennine Academy Yorkshire Trust to carry out a full review helping us identify where further improvements need to be made.
- To allow teachers to continue to develop as experts, training will continue in a range of areas with the aim of creating SEND Champions, allowing us to have in house experts.