



Special Education Needs and Disabilities Annual Report to Governors June 2024

Opening Statement

At George Washington Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with pupils, parents/carers and outside agencies.

Pupils whose needs have been assessed as being range 3 and above, all have a personal learning plan. Each personal learning plan clearly highlights the child's needs. The targets and strategies that are included in each personal learning plan are set in collaboration with outside agencies, through discussions with parents and from pupil voice. Pupils identified at range 2 or below are supported through quality first teaching, reasonable adjustments, differentiated activities and specific resources to meet their needs.

Communication and interaction needs remain as the largest broad category of SEND which incorporates 44 children (10 % of the whole school, 47 % of the SEND register) who currently have an Autism Spectrum Disorder diagnosis.

COVID 19 AND ITS CONTIUNED IMPACT

Services are still being impacted by COVID 19. Outside agencies such as CYPS and CAMHs continue to have long waiting lists.

Key Staff

Executive Head Teacher – Dr. A Taylor

Head of School – Mr R. Knight

SENDCo- Mrs D. Scott

SEND Governor – Leanne Southern

Policies

The following policies are available in school and include the school's processes and procedures for supporting pupils with SEND.

Special Educational Needs and Disabilities Policy

OLT Inclusion Policy

Admissions policy



Accessibility Policy and plan
Single Equality Plan

SEND School Profile – last 3 years

	May 2022	May 2023	May 2024
SEND Support	23%	22%	23%
Statement/EHCP	2	5	4 + one draft transferred from Durham.

Current Year 23/24 Breakdown

94 children out of 403 have currently been identified as being on the SEND register.

Area of Need	Total	Boys	Girls
All SEND	94	60 65%	34 35%
Communication and Interaction	61 65%	37 61%	24 39%
Cognition and Learning	13 14%	9 69%	4 31%
Social Emotional and Mental Health	11 12%	9 82%	2 18%
Sensory and/or Physical	9 10%	5 56%	4 44%

Area of need/all send x 100 = %

SEND Year Group Profile

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
SEND Support	8	12	10	15	16	17	16
Statement/EHCP	1				2		2
Application made to LA for educational, health and care needs assessment				Meeting to be arranged Autumn term.	One draft received from Durham.		



Area of Need	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Communication and Interaction	7	10	6	7	10	12	9
Cognition and Learning	-	-	-	3	3	2	5
Social Emotional and Mental Health	-	-	2	5	1	2	1
Sensory and/or Physical	1	2	2	-	2	1	1

Procedures for identifying and tracking pupils with SEND

Areas

Children's needs are categorised into four broad areas identified in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Children may have more than one area of need but a prime need is always identified.

All children's progress is continually monitored by the class teacher, through the use of formative and summative assessments.

The progress of children with SEND is reviewed formally with the Senior Leadership Team every term in reading, writing and maths. Children are assessed using the National Curriculum criteria if appropriate. For some children a more sensitive assessment tool such as PIVATs may be used, which shows their attainment and progress in more detail. These assessments show smaller steps in attainment for some pupils with SEND. Social, emotional and mental health is also assessed as this can impact heavily on progress.

Monitoring of progress takes place continuously in school. Examples of this include:

- Phase group meetings
- Lesson observations
- Book scrutinies
- Moderation
- Monitoring of data and pupil progress meetings.

Specific subject leads and the Senior Leadership Team (SLT) as well as the class teacher, are involved in this process.

Pupil progress meetings are held at least once each term with class teachers, and members of the SLT. Children who are not meeting age-related expectations are discussed. This also allows the opportunity to discuss and identify ways forward for these children – these



children may not have SEND but may require timely intervention and support to help them progress.

At the end of key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs).

All Y1 pupils complete a Phonic Skills Check. Some pupils will complete this check for a second time in year 2 if they do not meet the standards in year 1.

As well as this, children in year 4 also complete statutory multiplication tables check.

The progress of children with an EHCP is formally reviewed at an Annual Review. All adults involved with the child's education are invited to attend the meeting to discuss progress made against the targets set out in the EHCP.

The SENDCo and subject leaders monitor the provision for children with SEND throughout the year looking at learning, planning and books as well as data on regular basis.

Tracking

At the start of each academic year, the new class teacher completes a pupil progress tracker in reading, writing and maths for their class. The tracker lists the whole class with specific characteristics identified, one of which is SEND.

The tracker indicates the achievement of each pupil at the end of the previous key stage and on entry to the current year. The tracker is updated on a termly basis which allows class teachers, phase leaders and SLT to monitor progress and identify specific needs for individuals and groups through pupil progress meetings. The trackers also support teachers identify children who may require additional support or intervention requirements.

Early Identification

We believe that early identification of special educational needs, whatever the early need, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Visit children in their nursery settings and hold meetings with nursery SENDCos to discuss children with SEND joining our school to ensure that the correct and appropriate provision is available for them when they start our school. Depending upon the needs of individual children, meetings between parents, school and nursery SENDCos may be set up during the summer term to discuss individual children and their specific needs. This allows for any additional resources, interventions or referrals to be made promptly.
2. Attend all transfer reviews for all pupils with SEND transferring to us.
3. Provide appropriate interventions such as small group support provided by a teacher or teaching assistant as appropriate.



Identification

Assessment of our pupils continues throughout their time with us. We do this by:

- Analysing assessment data no less than termly to identify children who are not meeting age-related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Pupil progress meetings are held at least once each term with class teachers and members of the SLT. Children who are not meeting age-related expectations are discussed and ways forward identified – these children may not have SEND but may require timely intervention and support to help them progress.
- Providing all adults with the opportunity to discuss concerns at any time.
- Liaising with Parents.
- SENDCo to observe pupils in class.

Provision

All children with SEND at range 3 or above have a personal learning plan which is evaluated on a termly basis with parents/carers and other agencies when appropriate. Pupils who have an EHCP have a formal annual review as well as termly evaluations to address the needs of the child.

The personal learning plan is written using assessment data from school. It also includes information from reports from outside agencies that detail targets or strategies to follow. Personal learning plans often include information from parents/carers, pupil voice (where appropriate) and they identify resources to use to support the pupil. A meeting is then arranged with the parent/carer to discuss the new plan and review the old one. The plan follows the, assess, plan, do, review format.

NB. Children can be added or removed from the SEND register at any point during the academic year when assessments or new information/diagnosis indicate that the pupil requires SEND support. However, there are three points where data (national requirement) needs to be collected for the SEND census – October, February and May.

We continue to commission a private speech and language therapist who works 1:1 or in a small group. She can also provide in-class support if necessary.

We have also commissioned a school counsellor from CAMHS (Child and Adolescent Mental Health Services) who runs 1:1 counselling sessions for identified children once a week in school.

External Agencies

Children may require some extra specialist support in school from a professional outside the school. Referrals can be made to Together for Children central services such as the Autism Outreach Team, Sensory Service (for students with a hearing or visual need), The Language



and Learning Partnership and The Behaviour Support Service. The school nursing team also offers training and support for any medical need such as diabetes or epilepsy. Referrals to other outside agencies such as the Education Psychologist (EP), Children and Young People Services (CYPS), Speech and Language and CAMHS (Child and Adolescent Mental Health Services) may be required to offer advice and support to school for children depending upon their individual need.

Attendance and Exclusion

This academic year to date:

Attendance for pupils with SEND is currently 90.54%, the whole school is 93.31%.

Three children have had fixed term exclusions this year. 2 children have worked with Behaviour Support this year and one application was made to the VPP for a child to attend a 6 week SEMH Pupil Inclusion Programme ran by the Foundation of Light. Following on from this, a mentor from the Foundation of Light came into school to support them transitioning back into their class.

Transition into a new year group

At George Washington Primary School we ensure that children with SEND are offered additional transition opportunities in the summer term. All children on the SEND register have a one-page profile and support plan overview and as part of the transition process these are passed on to the new class teacher. For children at range 3, the current class teacher will also send a personalised learning plan with new targets on in preparation for September as well as any further information that needs to be shared about the child such as pictures of their new classroom or photos of their new teacher. Passports for children with autism are updated as and when needed and they are sent home in July so that parents can update them. Meetings between the current class teacher and new class teacher take place in the summer term and any extra provision that is used in class such as wobble cushions, ear defenders, visuals etc. are sent up so that they can be ready for the child starting in their new class in September.

Budget

The budget is spent on:

- In class additional TA support within the class for 1:1 or targeted group support interventions
- Specific 1:1 interventions
- Small group TA interventions
- Specific resources to support children in their learning – fiddle toys, sensory toys, sensory lights, additional resources for the sensory room, materials to use in class such as pencil grips and left-handed pencils.
- Movement resources, spinners, bouncers, trampette
- Maintenance of the sensory room



- 1:1 small group sensory room sessions
- Speech and language therapist 1-day week
- CAMHS counsellor 1 day a week
- CPD for staff
- Commissioned services - Education Psychology, Behaviour Support service etc.

Staff Skills/Staff development/training

- Primary Good Autism Practice
- Early Years Good Autism Practice
- De-escalation training delivered by Behaviour Support to all staff.
- Using the Together for Children Ranges document
- Individual support for teachers writing EHC needs assessment notes.
- School nursing service managing diabetes, Dialysis awareness – first aiders (nurses)
- Attendance at cluster SENDCo meetings
- Managing Medication (Online accreditation)
- First Aid training
- Informal discussions, support and advice with staff ongoing
- Updating mental health accreditation for identified staff.
- Annual SEND conference ran by Together for Children.
- ICAHMs Course for 2 members of staff
- Team Teach - 2 members of staff trained.
- Staff attended Columbia Grange to observe children, discuss next steps and strategies that could be used in mainstream.
- Bereavement training for identified members of staff.

Monitoring Provision

Formal

Planning

Learning walk

Reviews

Pupil progress meetings

Subject leaders monitoring

Lesson drop ins

Outcomes of monitoring

- Evidence of personalised learning is clear in planning.
- Work for children with SEND is appropriate and engaging and meets their interests.
- Staff have high expectations of all children and this is reflected in work in books.
- Some staff need support with personalised learning plans which are not consistent across the school.



- Ensure all staff are familiar with the Ranges document and how to incorporate the Preparation for Adulthood statements into their personal learning plans.
- More appropriate differentiation in some activities.
- Ensure planning reflects the ability of all children with SEND.
- Refinement of target setting.
- Ensure ECTs have a good understanding of how to write an effective personal learning plan.

Key priorities 2024/2025

- Continue to develop staff awareness of SEND including diagnostic pathways, procedures within school and the requirements of the code of practice
- Focus on provision and profile of ASD as there is a growing number of children diagnosed with ASD in school.
- Further develop SEMH provision and profile as there is still a growing number of children being diagnosed with SEMH in recent years.
- Training for staff to understand higher needs pupils
- Continue to develop and enhance non-negotiable resources to be available in class for children with SEND such as visual timetables, now/next board, sensory bags etc.
- Monitoring procedures across trust - work with SENDCos at JFK and Springwell.
- Visit secondary specialist provisions such as Harry Watt and Trinity Academy to help gain a better understanding of the provision that they offer to children with SEND.
- Develop further procedures to evidence the attainment and progress and attendance of those children with SEND.
- Continue to work on supporting children with SEND to improve attendance.