



Gateway Primary School

SEND Information report 2023-2024

SENDCo:	Sarah Gardner
SEND Governor:	Kelly Mahon

Introduction: About our school

At Gateway Primary School, we are committed to ensuring that the education we provide inspires and enables all pupils to achieve. We work collaboratively with parents to identify the individual needs of all pupils and ensure that our teaching is inclusive. Through our curriculum, planning and teaching, we seek to remove barriers to learning to help all pupils to recognise their goals and aspirations to succeed. This Report is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with Special Educational Needs and Disabilities. Currently (July 2024), we have 56 children on the school's SEND Register (EYFS-Y6) who are identified as having an additional need which is approximately 17% of our pupil roll. There are 9 pupils in the school who are supported with Educational Health Care Plans (EHCP) or additional funding.

Aims of our provision for SEND

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that the school is inclusive and that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>.
- To secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- To respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To work in collaboratively with parents by including and responding to parent/carers' and pupils' views in order to ensure high levels of confidence and partnership.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

About our school

Gateway Primary School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs: this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs: this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs: this includes pupils with Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or Physical needs: this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Gateway Primary School supports pupils who have needs in all of these four areas.

About our SENDCo

Our Special Educational needs and Disabilities co-ordinator (SENDCo) is Mrs Sarah Gardner. She is a qualified teacher and SENDCo. She oversees the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs and disabilities.

As part of the SENDCo role, Mrs Gardner:

- ensures the right support is put in place for your child
- advises other teachers on how to help your child
- arranges training for staff so they understand your child's needs
- liaises with outside professionals and refers pupils who may need further support
- works closely with parents and carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they may have.

Mrs Gardner works in partnership with teachers and teaching assistants and a range of external educational specialists as required. The SENDCo can be contacted via the school office on: 01993 842189 or by email sgardner@gateway.oxon.sch.uk Our governor with responsibility for SEND is: Kelly Mahon. Our SEND policy can be found on the school website: <https://primarysite-prod-sorted.s3.amazonaws.com/gateway-primary-school/UploadedDocument/709f40bc-d17b-4ba0-9b36-13416641fa14/special-educational-needs-and-disability-exp-sept-2024.pdf>

How do we identify and assess pupils with SEND?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

At Gateway Primary School we believe that working in close partnership with parents is essential to provide a supportive approach to helping children. All children are monitored closely by their Class Teachers. If the Class Teacher has any concerns about the progress or attainment of a child, they will be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCo). A referral to external agencies may be made with the consent of parents if it is considered necessary.

Early Identification:

Early identification of pupils with SEND is a priority. The school will use appropriate screen assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Working with outside agencies including medical professionals.
- Their performance in national curriculum against age related expectations.
- Pupil progress in the curriculum
- Standardised screening or assessment tools.

Children thought to have special educational needs will be placed on the school's special educational needs register and receive a level of support which could be SEND Support or Education Health Care Plan Needs Assessment. The level of support may change throughout your child's time at school. School staff will speak to you if they think this should happen and will discuss this with you in a pupil profile meeting. If you have any concerns please see the Class Teacher in the first instance. Teachers may be available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed conversation is needed.

How do we work with families and children/young people?

At Gateway Primary School we recognise parental partnership as an essential part of the planning and provision for the SEND pupils in the school. We have an early discussion with the pupil and their

parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and areas of need
- we take into account the parents' views and concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

We formally notify parents when it is decided that a pupil will receive SEND support.

This academic year, the SENDCo and the Communication & Interaction Team have delivered SWIFT training to some parents with children who have communication and interactions difficulties or an autism diagnosis. This training was to help with strategies within the home and to develop our school/parent relationship and understanding of what school provide.

Parents say that we are good at 'keeping us informed with **** learning and really helping us out with the EHCP appeal.'

Parents say that they are pleased with the communication between them and school. (July 2023)

How do we assess and review pupils' progress towards outcomes?

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. We have termly meetings (3 times a year) in addition to the parent evening meetings. In these meetings, the outcomes on the Pupil Profiles are reviewed and new outcomes are planned. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual pupils development and progress
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What is our approach to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. We follow the '5 a day' principle from the Education Endowment Foundation guidance report dated March 2020.

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

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. The specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

- 1 Explicit instruction**
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- 2 Cognitive and metacognitive strategies**
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
- 3 Scaffolding**
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
- 4 Flexible grouping**
Allocate groups temporarily, based on current level of need. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
- 5 Using technology**
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class e-whiteboard to share students' work or to jointly review an incorrect model.

More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.

We provide the following interventions which are taught by highly trained teaching assistants and teachers:

- Quality-first teaching, including and adapting to individual needs with appropriate, targeted differentiation in place.
- Additional adult support where appropriate to complement the work of the teacher.
- Small targeted group support through maths interventions
- Individualised support through maths interventions
- Personalised interventions or pre and post teach sessions ahead of or in follow up to class learning
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and intervention

Parents say they like that our school 'Allow children with Sen to learn differently from peers when required.' (July 24)

We have a 1 highly trained family Support Worker who supports pupils with SEND to develop emotional and social skills through the use of social stories and other communication and interaction support strategies. We have teaching assistants and teachers who are trained to deliver interventions. Some teaching assistants also support pupils on a 1:1 basis or in small groups.

Parents say 'Gateway has some wonderful teachers who really get what it means to allow SEN children to be themselves which ultimately is the most important thing for us as parents.' (July 2023)

Parents say 'We are very happy with the SEN provision at Gateway. We would recommend Gateway to other families with a child with SEND. We have always been so grateful to **** teacher's and TA's and felt they have gone above and beyond and generally really care for ***. We are so lucky to have such a supportive school for our child.' (July 2023)

Parents say 'Being put with children at a similar level in a smaller group for certain lessons seems to have worked well for ***.' (July 2023)

How do we adapt the curriculum and learning environment?

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND and children with disabilities is set out in the School Accessibility Plan. The class teacher supported by the SENDCo, considers how the approaches to planning and teaching can be adapted to ensure that individual pupils' needs are met.

The approaches may include:

- Differentiated teaching and support
- Providing additional resources or adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables
- Providing ICT resources
- Ensuring that the environment is suited to the pupils needs
- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, giving small step instructions

How do we involve other organisations in meeting the needs of the pupils?

Gateway Primary School works closely with a number of external agencies including:

Educational psychologists

SENSS – Special Educational Needs Support Service

Communication and Interaction Support Service

Speech and language therapists

Occupational therapists

Physical Impairment and medical support
Hearing impairment and advisory teachers
Visual impairment and advisory teachers
Child and Adult Mental Health Services (CAMHS)
Behaviour support services
Oxfordshire School Inclusion Team
Early Intervention (LCSS) Children's Social Care
School Nurse Service
Early Years SEN team
Attendance team

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages: [Special educational needs and disability: The local offer | Oxfordshire County Council](#)

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

What expertise can we offer?

Our SENDCo, Mrs Gardner, holds a teaching qualification, and has specialist training in SEND. All staff have regular internal training on specific areas of SEND. The SENDCo manages and supports the continuing professional development of teachers and teaching assistants who work 1:1 with individual pupils. Teaching assistants and teachers are trained to support the particular needs of the children they work with. Our SEND governor is Kelly Mahon and she meets with the SENDCo regularly through the year to review the SEND provision across the school.

How do we know if SEN provision is effective?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing the impact of interventions through pre and post assessments
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans

The progress of all children/young people is also tracked throughout the school using the school assessment data which is collated termly. In addition, for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age

related expectations. Consistently through the year, the SENDCo and Head analyse the effectiveness and the impact of the interventions to determine if they should be used again and with which pupils. Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report.

Parents report that '**** is really happy at Gateway and we feel he is well supported and secure'. (July 24)

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

This year all children have attended all trips regardless of additional need. They are at times supported by their parents on these trips.

Parent say that we 'offer extra activities and days out that the child will enjoy and learn from in a different way to get the best from them.' (July 22)

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[OXFORDSHIRE COUNTY COUNCIL](#)

Attendance of SEND pupils

The overall attendance of SEND pupils at Gateway this year is shown below. The SENDCo works in partnership with parents to ensure that all pupils with SEND are able to attend school. The importance of daily attendance is reinforced through regular communication with parents and celebrations in assembly on a Friday.

End of year (2023-24)	All	Term 2	Term 4	Term 6
SEND Support	94%	94%	94%	95%
EHCP	All children - 83% Without Reintegration timetables - 95%	90%	84% reintegration timetable for 3 chn	77% Without those on reintegration timetables - 92%

We recognise that children learn different skills through experiences and opportunities in addition to the learning that children receive through the core entitlement of the curriculum. Therefore, we have a comprehensive and wide variety of after school clubs available for the children to join. We encourage all pupils to join these clubs as we value the social skills and the different learning styles that they teach the children. The clubs also give the pupils the opportunity to achieve and excel in different areas and to recognise their talents. We monitor the attendance of SEND pupils in clubs to ensure that we are providing the best possible opportunities for all and that the activities are accessible to all pupils across the school.

We provide a lunch club for those children who find the school hall an overwhelming environment and would like a quieter setting. This is run by 2 very experienced members of staff who are highly trained. We have found that this helps to regulate the children going through into the afternoon learning.

Parents say ‘I love the lunchclub as it gives her space to go that’s less busy.’ (July 23)

Parents say ‘Lunch time club is without a doubt a saviour at lunch times.’ (July 24)

By encouraging attendance at extra-curricular activities we intend to:

- Ensure that the pupils are provided with opportunities to develop different skills
- Enable pupils to further develop their strengths and interests
- Encourage pupils to develop social skills and cooperative working
- Provide pupils with a choice of learning approaches

Attainment of pupils with SEND

The table below shows the percentages of pupils with SEND compared to other pupils who made expected or better than expected progress over the academic year 2023-24.

All pupils	Y1	Y2	Y3	Y4	Y5	Y6
	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher
Reading	80%	70%	78%	91%	90%	80%
Writing	80%	33%	65%	75%	84%	76%
Maths	88.6%	30%	75%	89%	81%	73%

All pupils	Y1 (7 chn)	Y2 (9 chn)	Y3 (9 chn)	Y4 (7 chn)	Y5 (3 chn)	Y6 (10 chn)
	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher	Just at or higher
Reading	14%	22%	44%	43%	67%	50%
Writing	14%	11%	11%	14%	33%	30%
Maths	57%	11%	11%	43%	67%	30%

Government funding to school is based on three factors:

- Core Education Funding - The AWPU (Age Weighted Pupil Unit) This is dependent on the total number of pupils in a school. Each pupil (both with and without SEN) is provided with a certain amount of funding to meet their educational needs.

- Additional Support Funding (ASF) - On top of the core education funding, schools are given an additional amount of funding to meet the special educational provision of pupils with SEN. This funding comes from a particular funding stream called either the designated schools grant or schools block. This funding forms part of a school's 'notional SEN budget'. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN. This is an average figure, as not all pupils with SEN require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEN. Additional support funding is used for pupils requiring special educational provision, including, for example, the commissioning of external experts such as therapists to attend a school and provide support.
- Top-up Funding - If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding from the LA's high needs block.

How was our SEND budget last year spent?

Last year funding for SEND was used to:

- provide support staff to prioritise the needs of all pupils including those with special needs and disabilities
- access support from external agencies such as the Educational Psychologist
- external training on using a trauma informed approach.
- purchase additional resources and licences, such as wobble cushions, fidgets, slanted writing boards.
- develop staff professional knowledge e.g OXSIT funded training
- internal training for staff on good Quality First Teaching, EEF '5 a day principle', Autism in girls, adaptive teaching.
- continue to provide and develop nurture provision through the Family Support Worker

What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school council representatives. We listen to the views of children/young people with SEND by ensuring that they are included in the school council meetings. The Family Support Worker (FSW) lead nurture sessions which are personalised to meet the individual needs of the pupils. Pupils can also join lunchtime club which provides them with the opportunity for pupils to talk to the member of staff there about any worries or problems whilst eating lunch and doing calming activities.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by raising the awareness of this with the staff and children. We also have an antibullying week each year, which focuses on different topics and ensures that the children recognise the different forms of bullying and how to stop or prevent it from happening.

What are our school's admission and transition arrangements for pupils with SEN or disabilities?

We encourage all new children to visit the school before starting. For children/young people with SEND we provide the families with a transition booklet and we work closely with parents to identify whether additional visits before starting school would be necessary to ensure that the correct arrangements are established. We begin to prepare young people for transition into the next stage of their education or training by liaising closely with the SENDCo of the Secondary schools and ensuring that the pupils with SEND have additional visits to the school. In the summer term, the SENSS service supports year 6 pupils with communication and interaction difficulties by providing additional transition sessions.

What are our school's access facilities for pupils with SEND?

We have a wide range of adapted resources to support differentiation of teaching and learning activities and our teachers and teaching assistants have high levels of expertise and know where to find information regarding inclusion of children with SEND. Our building is accessible for wheelchairs and adaptations have been made to make all areas of the school safe and easy to get around for all our pupils. We have specific risk assessments and accessibility plans in place for individual pupils who require specialist provision.

How are the Governing Body involved in our SEND provision?

The Link Governor for SEND works closely with the SENDCo and to support in the achievement of targets in the School Improvement Plan to constantly review and evaluate SEND provision for pupils. Governors receive a detailed SEND Report from the SENDCo which is discussed in the governor meetings.

Complaints about SEN provision

If you are concerned with your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENDCo, Sarah Gardner who will do her best to help resolve the issue. The next step would be to meet with the Headteacher, Mrs Anstee, if the concern is still not resolved. If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure and policy is available on the school website and a hard copy can be obtained from the school office.

Who should I contact if I am concerned?

If you are concerned about your child, in the first instance, speak to your child's teacher. If you are still concerned, speak to your SENDCo, Mrs Gardner. If you'd like to feedback, including compliments and complaints about SEND provision, please contact the SENDCo or Headteacher.

Further support

You can access further support through SENDIASS which is an organisation that provides impartial information, support, advice and training for parents of children with SEND and also to children and

young people with SEN and disabilities. [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](http://sendiass-oxfordshire.org.uk)

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEND these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

The local authority local offer

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [Special educational needs and disability: The local offer | Oxfordshire County Council](#)