



Special Educational Needs Disability (SEND) Information Report

2024 - 2025

Report Dated:	July 2024
Next Review:	July 2025



The smallest of seeds...grow and become the largest of plants'

The Parable of the Mustard Seed

School Context

Number of Pupils on Roll	195 pupils
Boys	101 (51.8%)
Girls	94 (48.2%)
% of Pupils on the Graduated Pathway	48 pupils (25%)
% of Pupils on the Graduated Pathway with an EHCP	11 pupils (6%)

Watermoor C of E Primary School values the contribution that every child can make and works to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all.

All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school.

Our SEND Policy sets out how we plan for high quality teaching and learning opportunities for our pupils with SEND. A 'review', 'assess', 'plan' and 'do' underpins our provision. We utilise the Graduated Pathway to support children with a range of needs across the school. Find out more about Gloucestershire's Graduated Pathway [here](#). This is a link to an [animation](#) about the Graduated Pathway. Please see our Graduated pathway document for more details. You can find this on our school website.

The school continues to support pupils with a wide range of special educational needs, disabilities and medical conditions including:

Communication and Interaction	Cognition and Learning:
<ul style="list-style-type: none">• Autistic Spectrum Disorders (ASD)• Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">• Difficulties in acquiring maths and literacy skills• Specific learning difficulties (SpLD) including - Dyslexia and Dyspraxia• Moderate learning difficulties (MLD)
Social, Emotional and Mental Health Difficulties (SEMH):	Sensory and /or Physical Needs:
<ul style="list-style-type: none">• Pupils who have experienced trauma including Bereavement• ADHD (Attention Deficit Hyperactivity Disorder)• Attachment disorder• Anxiety-based school avoidance• Mental health difficulties including anxiety• Pupils who have low self-esteem or confidence which affects their learning and/or interactions with peers	<ul style="list-style-type: none">• Pupils with various medical conditions (some are complex)• Sensory processing disorder• Hypermobility

Key Staff and Expertise

Name of Staff Member	Area of Expertise	Level of Qualification
Lois Smith	Headteacher Designated Safeguarding Lead Attendance Lead Qualified SENDCo	NASENCO NPQH PGCE BSc
Beckie Nobbs	SENCo Designated Teacher Deputy Designated Safeguarding Lead	BA Hons PGCE Currently undertaking NPQH
Jackie Ellis	Deputy Designated Safeguarding Lead	
Rachel Montgomery	Pastoral Lead Trauma informed practice Deputy Designated Safeguarding Lead	
Katie Tanner	Nurture and Pastoral Provision Zones of Regulation	Currently undertaking NPQLBC
Sarah Brunson	Nurture Groups and Pastoral Provision	

Name of Staff Member	Email Address	Contact Details
Beckie Nobbs	senco@watermoor.gloucs.sch.uk	01285 653817

Expertise, Training and Specialist Expertise

- Termly SENDCo cluster training (Local and Multi-Academy Trust Clusters)
- SENDCo attendance at Early Help Forum (Neurodiversity Focus)
- Pastoral Lead attendance at Early Help Forums
- Headteacher has completed NASENCO

- CPD for some teaching staff has included:
 - Speech and Language training
 - Adaptive Teaching
 - Neurodiversity training
 - Emotion Coaching

Appraisals for Teaching Assistants were carried out by; Beckie Nobbs (SENDCo and Deputy Headteacher) and Rachel Montgomery (Pastoral Lead and Year 1 Class Teacher).

Training and development needs were identified and addressed. Targets were linked to the Raising Attainment Plan (RAP).

- CPD for Teaching Assistants has included:
 - Speech and Language Training
 - ELS Phonics and interventions

- Lego Therapy (July 2024)
- Pastoral Support Staff : Supporting Children and Young People Presenting with Anxiety and displaying Emotional Based School Avoidance

Resourcing

In 2023-24 money set aside for SEND pupils was spent on resources including:

- Daily Nurture Provision
- Pastoral Support
- Teaching Assistants leading interventions
- 1 to 1 teaching assistants for those children with EHCPs or awaiting EHCPs
- SEND resources such as physical / sensory equipment
- Alternative provision e.g. Forest School, Outreach
- Use of specialist teachers from local SEND schools - Outreach

Outside Agencies

We continue to work collaboratively with The Advisory Teaching Service, Educational Psychologist, Play Therapists, Psychodynamic Therapists, Speech and Language Therapists, Occupational Therapists and any other relevant agencies, where required. Additional referrals

SEND Statistic % of pupils at Watermoor C of E Primary School

	Number	Watermoor %	National %
SEN Support	37	19%	13.6%
EHCP (Education Health Care Plan)	11	5.6%	4.8%

(National SEN statistics – June 2024 click here for the [link](#))

Identification, Assessment, Monitoring and Review Arrangements

- Identification may be by parents or any adult working with a child who raises an area of concern about that child. This should be addressed to the child's class teacher initially to enable assessment to proceed. Parents will always be kept informed of any concerns and consulted at the outset.
- Assessment may take many forms according to the area of concern:
- Staff may make on-going assessments of pupils in accordance with the whole school's Assessment Policy.
- Additional assessments may take place within the school to help to define an area of need and provide base line data on a child's ability;
- At 'SEN Support' onwards, requests may be made for assessment from outside agencies, for which parental consent is always sought before proceeding.
- We use a number of methods to monitor and track the progress of pupils who have SEN.
 - Teacher Assessment 3 times a year via Sonar, our online assessment system
 - Pupil Progress Meetings held with the class teacher and SLT.
 - SEND pupil progress meeting at the beginning of the academic year to highlight support needed.
 - SEN Monitoring of books and work
 - SATs for Year 6
 - End of EYFS assessments
 - Y1 phonics screening

Involving Parents and Pupils

Parents are involved with their child's education through:

- 3 structured conversations per year, as a minimum for children with a My Plan, and a minimum of 3 structured conversations a year for children with a My Plan + / EHCP
- End of year school report sent home to parents and carers in the summer term
- Updates at the beginning / end of the day when required
- Home School / Communication books for those children who require this
- For parents of children with EHCPs they attend an annual review and are asked to submit their thoughts in advance of this meeting in writing

Pupils are involved with their education through:

- All Pupils from Y2 – Y6 complete a 'my profile' document at least once annually. Pupils on the graduated pathway from Preschool to Y1 are completed with the person who knows them the best.
- Pupil voice is captured during monitoring by senior leaders / SENDCo / SEND governor
- Both school council and House Captains / Vice-Captains both have representation from children with SEND

Provision for pupils with SEN during the academic year 2023-2024

In line with the code of practice and the Graduated Pathway, provision was provided thus;

- My Plan

Support is planned for and provided for within the school through quality first teaching, adaptive teaching strategies including scaffolding, modelling, additional resources, additional support from adults and small group / 1:1 interventions such as ELS interventions, Priority Readers, SNIP. Precision Monitoring, Pre-teaching, Fizzy, Language for Behaviour and Thinking, Nurture group provision.

In the Autumn, Spring and Summer term a review of the pupil's progress against the individual targets and outcomes will be shared with parents and carers and new plans will be written and shared.

- My Plan +

The + denotes the completion of a 'My Assessment' document. Furthermore, in addition to all of the resources that we have mentioned above, we also seek additional support from outside specialists to better meet the needs of the individual, which may be unclear. This may include: behaviour support, speech and language therapists, occupational therapists, advisory teachers and Educational Psychologists.

At this stage, specific Teaching Assistants may be required to support identified pupils with their learning alongside quality first teaching led by the class teacher.

In addition to the Autumn, Spring and Summer term reviews, further structured conversations may be required and will be held between the parent, pupil, SENDCO, teacher and professionals for example an advisory teacher to review the child's progress against the individual targets

- Education, Health and Care Plans (EHCP)

This is when a legal document (an EHCP) is put into place to ensure that additional resources must be provided for the needs of the individual. Specific targets or outcomes are set and must be reviewed in a legal framework. Children at this level of need will usually have identified adults working alongside them to help them access the curriculum and provision. Class Teachers are responsible for the provision of the curriculum for all of these pupils and we firmly believe that the best intervention is provided through quality first teaching. The SENDCO monitors closely the provision for these vulnerable pupils. She reports back to the SLT and to the Governing body.

Transitions

▪ Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher / SENCO. The SENCO contacts all preschool settings during the summer term. This provides the opportunity to ensure that a smooth transition including if required attendance at My Plan review meetings in the child's current setting can take place.

We invite all parents to arrange a home visit with the child's class teacher and if required the school SENCO as this enables the child to be in their own setting and environment when they meet their new class teacher. In addition to this, we hold two 'stay and play sessions in preparation for their September start.

▪ End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment to pupil who require this personalised and bespoke provision and adaptation. We hold 2 move up morning during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share My Plan documents

▪ Primary to Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. An additional transition conference is organised by the Advisory Teaching Service in coordination with the receiving secondary school for all pupils who are open to ATS. In addition to this local secondary school within Gloucestershire offer their own bespoke enhanced transition package for pupils on the graduated pathway.

▪ In Year Admissions

Upon a new pupil joining the school from other settings, the SENDCO will coordinate and make contact with the pupils previous setting to obtain additional information including primary and secondary identified area of need, evidence of graduated pathway for example My Plan. Following this, the receiving school will make contact with the pupil's previous school in order to gain a greater understanding on the support we need put in place. Contact with the previous setting will take place within 7 days of the pupil joining Watermoor C of E Primary School

Key Policies

- SEND Policy
- Behaviour Policy
- Safeguarding Policy
- Local Offer
- Accessibility Policy
- Intimate Care Policy

Useful contact details

Name of Individual	Email Address	Contact Details
Lois Smith	head@watermoor.gloucs.sch.uk	01285 653817
Beckie Nobbs	senco@watermoor.gloucs.sch.uk	01285 65817
Rachel Montgomery	rmontgomery@watermoor.gloucs.sch.uk	01285 653817
Marie Bagot SEND Governor	mbagot@watermoor.gloucs.sch.uk	01285 653817
SENDIASS Gloucestershire	sendiass@carersgloucestershire.org.uk	0800 1583603
<p>Gloucestershire's Local Offer for Young People and Parents and Carers can be found here: The Local offer</p> <p>Watermoor C of E Primary School's Local offer can be found here</p>		



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