



## **GATLEY PRIMARY SCHOOL**

# **SEND INFORMATION REPORT**

The SEND Information Report describes the steps taken to promote equality and harmonious relationships, by tackling all forms of discrimination, removing barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life.

November 2020

## VERSION HISTORY

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## 1.1 Introduction

At Gatley Primary School we believe our school is a place where:

- children can be loved and be happy in a secure environment
- we celebrate what we do well
- we value each other
- we are creative, adaptable and confident
- we enjoy learning and do our best
- we have dreams for the future
- we are responsible citizens
- we are healthy and care for our environment
- we listen and express our views

At Gatley Primary School, children develop a positive attitude towards lifelong learning in a unique classroom environment that is designed to develop independent and self-motivated learners. This particular approach allows children to be creative and develop a range of skills to ensure they are prepared for the next stage of their lives.

We believe the key to supporting all children to flourish is to find strategies to overcome any barriers that may prevent children from accessing, participating, progressing, attaining and achieving in all areas of school life. If children have been taught the skills to become independent learners, with personalised tools to overcome any barriers they have, we will have supported them to make the best progress they can, and will have equipped them for a successful transition into high school and a fulfilling adulthood.

We recognise that a partnership between school and parents is fundamental in supporting children to reach their potential. At the age of seven, parental influence on a child's learning is six times that of the school. Together we can make a profound impact on pupils' love of learning, self-esteem in and out of the classroom, and on their independence.

We hold the highest of expectations for all learners within our school. Within this information report, we will share how we do this.

**This report has been completed with reference to Section 69(2) of the Children and Families Act 2014 (<http://www.legislation.gov.uk/ukpga/2014/6/section/69>) and Section 6 of the Special Education Needs and Disability Code of Practice: 0 to 25 years (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) This is also in line with legislation found in 'The Special Educational Need and Disability Regulations 2014.' This can be found at: <https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made> And <https://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>**

## 2.1 What kinds of special educational needs does Gatley Primary School provide for?

We work with the statutory framework set out within the Special Educational Needs Code of Practice (2015). The school provides for need in five broad areas:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This includes children with ASD, including Asperger's Syndrome and Autism.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Behaviour, emotion and social development**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

### **Medical**

Although children with medical conditions are not classed as having special educational needs, it is important that we review provision for these children. Provision by be adapted to ensure children can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and service that the school provides for pupils.

## **2.2 How does our provision work?**

Our curriculum at Gatley Primary follows a learner led approach and is designed collaboratively between children and staff. At Gatley we are proud of our curriculum which is instigated around the interests of the children. Children are expected to play a significant part in the determination of their learning. We believe that learning is most effective when it is founded on children's interests. The children's curriculum maps can be found on our school website and near our entrance and they show how staff skilfully use the children's interests and ideas, and fuse them with age related expectations to create unique and exciting learning opportunities.

We lay particular emphasis on teaching a wide range of skills to prepare children for each transitional phase, including secondary education and their future role in society. Woven through our innovative and creative approach to learning, children receive focused teaching in the following core skills; communication, collaboration, problem solving, application of number, reflection, and ICT and research.

We encourage children to take responsibility for their own learning. Through our learning environment children are able to make choices about the independent learning activities they undertake. The children are involved on a daily basis in reviewing their learning and developing next steps. Success Criteria are used to support this.

Children who find learning more difficult are encouraged to identify the way they learn best and this is used to support them in their learning. During interventions, children assess their own learning against Success Criteria (steps to achieve learning). They make contributions to review meetings, identifying what they have enjoyed, what has helped them and what they would like help with next.

Individual needs are reflected through differentiation of learning objectives and the outcomes relating to planned activities. Like all children in Gatley Primary, for children with more severe and complex needs the learning is personalised. It is planned to reflect the learning of the class, and reshaped to facilitate individual learning. Collaboration between children of differing abilities is fundamental to our philosophy at Gatley.

We also offer a session early in the Autumn to come into the classroom whilst we are working with the children and see how our provision works and what it is like in our classrooms. This is useful to personally see how the classroom operates and see how we develop independence in our children.

### **2.3 How does the school know when a child needs extra help in our provision?**

As teachers, we are accountable for the progress and development of all the children in our class. We monitor and evaluate the progress and development of all pupils through a rigorous assessment system. We capture the children's successes each session, as well as personalising challenge, giving them next steps to instantly impact work.

When children are continually not meeting national expectation over a period of time (eg a term), a graduated response would be put in place:

#### **Quality First Teaching**

We believe Quality First Teaching (QFT) is the most important approach to supporting all pupils to achieve their best. To do this, we find where each child is secure in a concept, ensuring a firm basis to build on what they know, can do and understand.

We differentiate appropriately to ensure all children can access the most challenging expectations. We find different ways of teaching the same concept, including additional resources to support children's learning, opportunities for paired work or small group work, and find different ways of presenting work.

#### **Interventions**

Initially, the teacher would look at how additional intervention could be used to support the child. Parents would be informed of when an intervention programme is taking place with a group of children insecure with a specific objective. This intervention would be monitored and assessed using our 'rolling records' and the children would be reassessed against the objective. This then feeds back into the classroom teaching to continue to consolidate learning.

#### **Barriers to Learning**

If we feel that children are continually not making national expectation, we will begin to look at what barriers to learning your child may have. We believe that if we understand what is holding a child back, we can find effective strategies to overcome or at least work with it. Everybody has barriers to learning, and as we grow older, we find strategies to achieve regardless. By identifying the barriers earlier and working with the children with strategies to help, they can continue to become independent learners, achieving their potential. Within the child's provision, these barriers and effective strategies will be made explicit and will be discussed with parents.

#### **Element One: Initial Identification**

Our Element One Initial Identification does **not** put children on our Special Educational Needs Register, but does mean that we will be creating a personalised plan, incorporating the Quality First Teaching strategies and the interventions. The plan is called our Individual Provision Map (IPM). These maps are important at Gatley because they ensure a consistent approach to support and focus on personalised support. We reassess how successful each element of the provision map has been, and review what needs to be improved, changed or continued.

**Element One: School Support**

If your child is progressing well, and the Quality First Teaching strategies and Interventions are working, we may want to keep them on Element One with an Individual Provision Map. This would put them on the Special Educational Support Register but would mean that they do not need to move onto the next stage.

**Element Two: Outside Support**

For children who do not demonstrate the expected progress within the first element, the school would continue to adapt and refine its Quality First Teaching strategies. As well as continuing to find successful Quality First Teaching strategies, and Intervention programmes, at Element Two, we are looking for additional support from outside agencies with expertise that can be included into your child's provision map. We will need your signature to agree to the additional agency involvement. For us, we feel it is most important that we find a way to incorporate additional agencies programmes into our curriculum to ensure it isn't 'stand-alone' but enhances your child's provision. For example, if your child has a Speech and Language Programme, we would look at the targets on speech sounds and incorporate these into focus tasks and phonics lessons, as well as additional one to one intervention, should it be needed.

**Element Three: Educational Health Care Plans**

If your child is continuing to need bespoke interventions, one to one work in class to access the lessons, and a very high level of support and additional teaching, we may speak to the local authority about requesting an Educational Health Care Plan (EHCP). At this point, your child would need to be receiving £6000 of additional support on top of core funding and we have to prove that the support is not enough. We would need to obtain a range of reports from all the additional agencies involved who would also recommend an EHCP. A document from parents, school and additional agencies would then be collated and sent to the Local Authority Panel and they would decide if your child warrants one to one support through a Learning Support Assistant.

If your child has an EHCP, at Gatley, we feel it is fundamental that the high levels of quality first teaching, bespoke interventions and strategies to support the identified barriers to learning continue to be in place and the Learning Support Assistant is an additional level of support. We want our children with EHCPs to access our lessons and to gain the same independent skills as every child in our school. We focus on fine tuning the objectives to reflect the next steps for the development of the particular child.



### **3. Parent and Child Consultation**

#### **3.1 How are parent's consulted in the provision made for their child?**

Our school values and promotes the partnership between children, their parents and the school. We recognise that the person who understands a child's needs the best is the child themselves, and we involve children when making decisions about them. We recognise that parents know their children best and value their views. Throughout all 'elements', parents are an essential part of the Plan, Do, Assess and Review process. As an Individual Provision Map is being planned, parents are invited in to discuss the targets they wish to see addressed, the strategies that they see working at home, and strategies they feel do not work. The IPM will include activities and strategies to use at home and at school.

#### **3.2 Our 4.1 Review meetings**

We have a 4+1 meeting at the end of each term to review the current IPM and to discuss the next targets. These meetings include parents, staff and the child to ensure they also feel part of the process. They focus on celebrating success as well as identifying future targets. These meetings will occur just before Christmas, just before Easter and at the end of the school year. Once the new class teacher has been allocated, they are also invited to the Summer meeting to support the transition of the child into their new year group.

Should the Individual Provision Map need adapting or new targets set mid-term, this is a working document and can be done. We would ask parents to come into school and discuss changes.

It is essential that all parents feel they have a clear understanding of where their child is up to in their learning journey. We have two parent's evenings, one open evening and 3 drop in sessions in addition to the 4+1 meetings, and we hope that this gives parents enough opportunity to feel they know where their child is up to.

#### **3.3 How can I work with the school to support my child's learning?**

This is really important. The main thing is to encourage learning by widening your child's experience of the world. Enjoy leisure time and make the most of it. View new experiences from the perspective of your child and ask and answer questions. Transition meetings at the start of each new school year provide information about curriculum. Ask yourself how you can encourage the interest of your child, or if can you offer expertise or support to the school related to your own personal interest or experience. Always explore the curiosity of your child.

More basic, but equally important is to encourage reading, to practise reading, to practise the use of phonics when reading and spelling, and to learn number bonds and multiplication facts. Take a realistic approach to homework and inform school if you are not finding homework a rewarding experience.

Teachers review the achievement of all children as they are working on teacher focus activities, and record this formative assessment. Teachers make a summative assessment on a termly basis based upon their assessment of the attainment of each individual child. A termly standards review

interrogates the achievement of individuals and vulnerable groups. Children with SEN are a focus to ensure that they are achieving their maximum potential.

#### **4. Our Governor's commitment to SEND**

We have a named governor dedicated to championing inclusion, and oversee the needs of children with SEN. Our SEND governor is **Rebecca Keeping**.

The whole governing body are dedicated to support inclusion in the school and the Learning manager reports to the governors on a regular basis through termly review meetings and an annual report. Governors are also invited into in-house School Self Evaluation audits to look at inclusion in practice. The governors are concerned that children with barriers to learning access school life equally to other children, and that the significance of any barriers to learning are minimised as far as is possible.

#### **5. Pupil's wellbeing**

##### **5.1 How do we ensure pupils' wellbeing?**

Gatley Primary School's concern is to promote the wellbeing of all our children. Parents are encouraged to share related issues with a child's class teacher, or with the inclusion manager. Our behaviour policy is designed to ensure consistency and fairness, and to reward positive behaviour. Children are made aware of how to keep themselves safe on social media, and parents are kept informed on related issues.

Sometimes children experience situations that cause them worry. We can provide initial counselling, and when further, more specialist intervention is needed we can draw upon the support of external services.

##### **5.2 Developing Emotional Literacy**

We are currently conducting research on pupils' emotional literacy and how to improve highlighted areas including; self-awareness, self-regulation, motivation, empathy, social skills. Each class has an area for development and is looking at effective strategies to support this. The children are currently looking at creating a 'backpack' of skills to take with them as they go beyond Gatley Primary.

#### **6. Medication**

##### **6.1 How does the school manage the administering of medicines?**

We provide children with all medical conditions the same opportunities as others at school. We understand that certain medical conditions are serious and can be potentially life-threatening, particularly if ill-managed or misunderstood. We encourage children to take an increasing responsibility for the management of their medical condition as they progress through school.

Parents are asked to identify any medical conditions relating to their child on a data collection sheet at the start of the school year. This information is updated throughout the year as medical conditions are notified to us.

Children with more serious or on-going medical needs have an Individual Health Plan. All staff are made aware of Individual Health Plans as they relate to their teaching/supervision groups. Individual plans are shared with the school nursing service who may contact parents if they feel further discussion is needed.

## **6. 2 Administration of medicines.**

We will ensure that pupils with medical conditions have easy access to their emergency medication, and that the individual children concerned know about the arrangements that are in place.

Designated staff undertake the voluntary role of administering medicine in school, but only with the written consent of the pupil's parents, and only medicines that have been prescribed by a doctor. This consent is given via a form that parents sign and can be obtained through the school office. After medicine has been administered a record is signed and kept.

Staff who volunteer to undertake the administration of medicine will have received training in first aid and from relevant health care professionals.

Privacy for the pupil concerned is maintained during the administration of medicine. Children with unknown medical conditions, presenting with moderate or severe symptoms, are given access to standard first aid measures. In the event of an emergency the school will act in loco parentis.

***More information can be found within our Medical Policy***

## **7. Behaviour**

### **7.1 What support is there for behaviour, avoiding exclusions and increasing attendance?**

We aim to encourage a calm, purposeful and happy atmosphere within the school. We foster positive caring attitudes towards everyone. We encourage increasing independence and self – reflection so each child learns to accept responsibility for his/her own behaviour. We maintain an awareness of appropriate behaviour.

We have a whole school approach to behaviour management. It is a continual process, which is integral to teaching and learning. Our behaviour policy is implemented in a way that promotes whole school consistency and fairness. All staff celebrate and reward positive behaviour and achievement, they also apply sanctions where appropriate. All staff, pupils and parents are involved in our whole school approach to behaviour.

Adverse behaviour is regarded as a symptom of other needs, and the causes of adverse behaviour are sought and supported.

***Please see our Behaviour Policy for more in depth detail***

## **8. Additional Services**

Our first concern is to meet the needs of all children within our learning environment and through the facilitation of quality first teaching.

For children who are identified as SEN Support, we may need to call on the advice of services offering specialist skills, and we would seek to involve the services best matched to meet a child's needs. For children with severe and/or complex needs a number of external agencies may work together for the benefit of the child.

### **8.1 Who do we work with?**

We work alongside a large number of external agencies offering a variety of specialist services both to children and their families. These currently include:

- The Speech and Language Therapy service
- The Occupational Therapy/ Physiotherapy service
- The Educational Psychology service
- A dyslexia teacher
- Progressive Steps – A Child Behaviour Specialist
- Primary Jigsaw - Support for emotional needs
- ASD Partnership - Autistic Spectrum Support for families

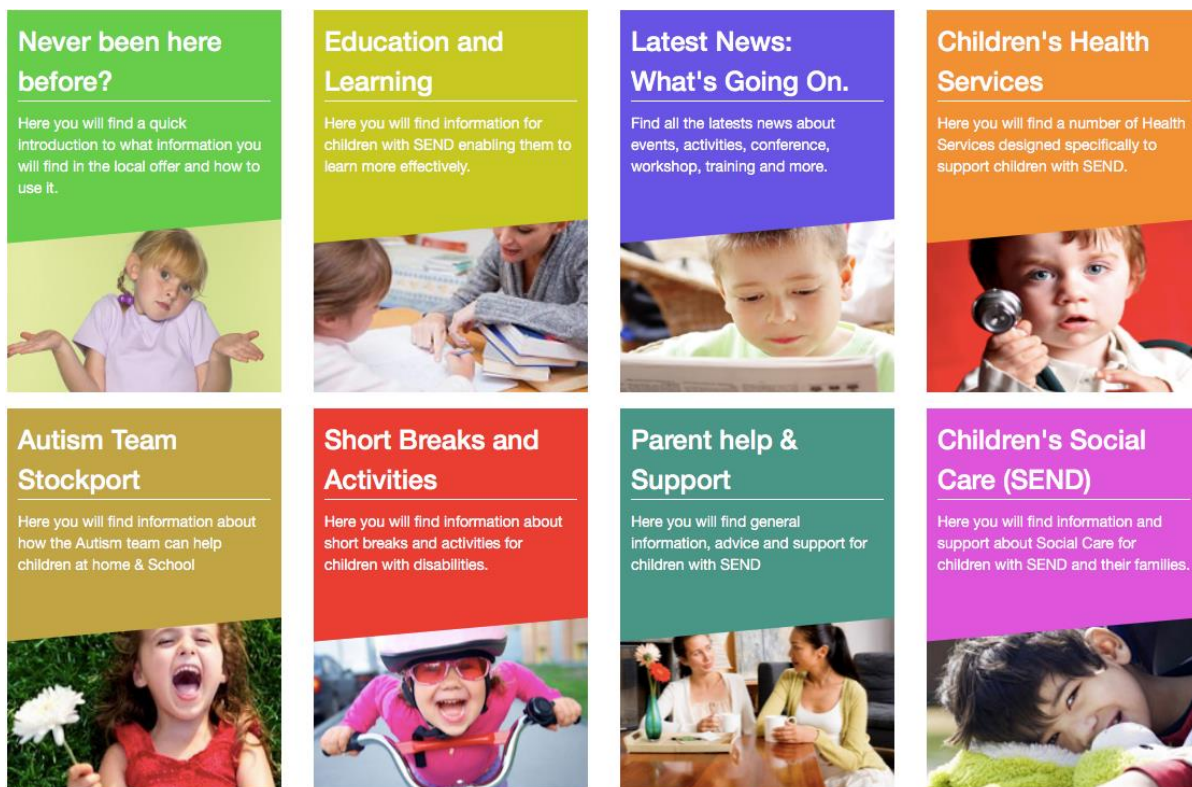
The list is not meant to be exclusive, as we seek support from all relevant services as needed.

At all times, the advice from external services will form part of the consideration for the ongoing review of strategies that are implemented to remove barriers to learning. This is done in conjunction with the child, parents and the school.

### **8.2 The Local Offer**

Additional support for both at school and at home is outlined in Stockport's 'Local Offer' which can be found on <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Within this page it shares all agencies which can support you. If you click on the area of need you or your child may have, it will give more detail.



The Local Authority has created an ‘Entitlement Framework’ for children with SEND. This can be found on the Stockport website from November 2019.

## 9. Accessibility

### How accessible is the school environment?

Our school is a single story building with no steps. It is accessible for children and parents with needs related to their mobility. We have two disabled parking spaces in our car park which are located as close as possible to the school entrance and are available for use by anybody with mobility needs. Our Accessibility plan can be found in our Disability Equality Scheme and Access plan. <https://www.gatleyprimary.com/assets/Policies-and-Procedures/Disability-Equality-Scheme-and-Access-Plan.pdf>. This plan is compliant with to paragraph 3 of schedule 10 to the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) for:

Further information can be found in Stockport’s Local offer <https://www.stockport.gov.uk/children-with-special-educational-needs>

We are able to provide a sound system in classrooms to support children with hearing needs and would provide interpreters from external services to facilitate inclusion in meetings for parents with hearing needs.

We provide interpreters from external services to facilitate the inclusion at meetings for adults with English as an additional language.

## **10. Transition**

### **How will the school prepare my child for joining the school and transferring to a new school?**

Families with children joining the school in the Nursery and Reception years undertake an induction programme so that they appreciate the learning ethos of the school and are enthused to begin and encourage the learning journey with their children.

The induction process will be reshaped or extended to meet the needs of children with additional needs.

For children transferring to our school from other primary schools during the academic year, an induction visit is undertaken and additional visits are offered if needed. Families are encouraged to create a personal profile with their child, which takes the form of a passport. This is followed by a personal telephone call or meeting.

For children with SEN, we liaise with the previous school and parents to plan and implement a transition programme tailored to the child's individual needs. This is also the case when children transfer from Gatley Primary School to another school.

We have close links with our local secondary school and information about children with SEN is shared. Staff from the school are available at our spring term parent's evening, and will arrange an individual programme for children with additional needs.

## **11. Who can I contact for further information?**

If you have any questions, or require further information please contact Claire Kitchen, Learning Manager by email at [learningmanager@gatleyprimary.com](mailto:learningmanager@gatleyprimary.com).

Should you wish to make a complaint, please contact us. Our SEND report follows the Complaints Policy, found on the school website.

You can also access Stockport's external partnership services through their Local Offer <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>