



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.

March 2022

VERSION HISTORY

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1. Introduction

Inclusion Manager: Kath Chow

Contact details: office@gatleyprimary.com

SEND Governor: Lisa Dennis

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.

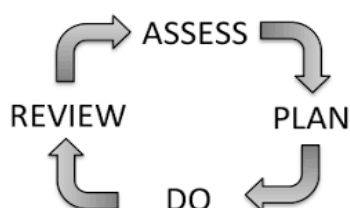
We hold the highest of expectations for all learners within our school. Within this information report, we will share how we do this.

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 Educational Needs and Disability Code of Practice: 0 to 25 years [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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>

Underpinning all our provision in school is the graduated approach cycle of:



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, emotional 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 is designed in a co-constructed way 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 they show how staff skillfully use the children's interests and ideas, and fuse them with the National curriculum 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 they have barriers in their learning are encouraged to identify the way they learn best and this is used to support them in developing and deepening their knowledge. During interventions, children assess their own learning against Success Criteria (steps to achieve learning).

Individual needs are reflected in variation 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.

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

As teachers, we are all 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 within 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), this would be discussed in a meeting with the class teacher and parents/carers and a graduated response would be implemented:

Quality First Teaching

We believe Quality First Teaching (QFT) is the most important approach to supporting all pupils to achieve their best. We promote inclusion throughout our school and believe children work well when they are in the classroom and able to collaborate with children who have different levels of knowledge. In making this approach successful, we establish where each child is secure in a component and composite knowledge, ensuring teachers have a firm basis to build on what they know and plan for their next steps. Teachers plan appropriate variation to lesson intents, to ensure all children can access the most challenging expectations. Teachers are creative when planning and create different ways of teaching the same knowledge, including additional resources to support children's learning, opportunities for paired work or small group work, and find different ways of presenting work.

Interventions

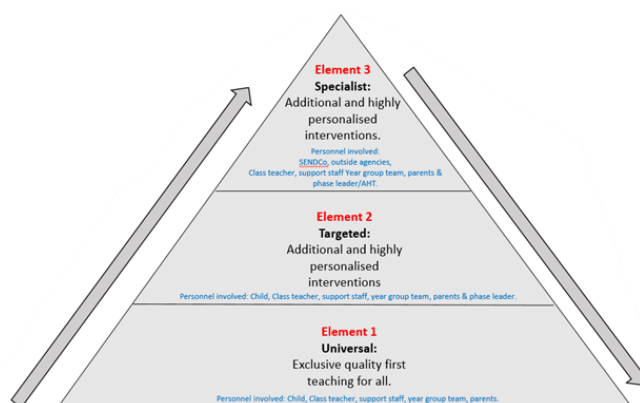
Although we promote inclusion, we recognise the impact well planned interventions can have for children who need to make accelerated progress. Teachers may plan for children to work in small groups or 1:1 with an adult on bespoke interventions to support them in their next steps. Parents would be informed of when an intervention programme is taking place with a group of children who are 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. Interventions are often delivered during our wave times at the start and end of the day by teachers and during the day by teaching assistants. We have an 'Intervention Lead' who shares best practise across the school and organises the most effective interventions for staff to deliver. This staff member works under the strategic leadership of the Inclusion Manager and they work in partnership to drive the SEND vision across the school.

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.

Our graduated response:

At Gatley Primary we recognise that individual needs require careful planning and consideration. We have created a graduated response procedure for children who require extra support to access their curriculum. This begins with initial identification where class teachers will raise an initial concern with the Inclusion Manager and a plan to monitor progress closely for half a term will be implemented. If a child does not make expected progress, class teachers will then raise this at a meeting with the Inclusion Manager and a child would then be placed on Element 1 of our SEN support procedure. A child can move up through the process to Element 2 or 3 depending on progress but the overall aim is that children make enough progress to move back down and eventually off SEND support if enough progress is made that they are then working in line with age related expectations. Progress is monitored by planning specific, measurable, achievable and realistic (SMART) Targets that are personalised based on their specific needs. Targets are reviewed regularly as part of our 'Plan, Do, Review' cycle at least three times in an academic year. Teachers will hold meetings with parents/carers in October, February and May to review the targets, set new targets and discuss progress at home and at school. Teachers also provide a written report on progress in the Summer Term. This is in addition to the planned Parents' Evenings that take place during our annual school calendar. Our graduated response procedure is clear for children, staff and parents and outlines the professionals who may be involved at each stage:



Element One: Initial Identification

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 Two: SEN Support

If a child does not demonstrate expected progress after two rounds of the 'Plan, do, review' cycle, they would then move on to Element Two which is SEN support. At this stage, Class Teachers would be planning for specific interventions to support their progress and next steps that are outlined on their IPM. Class teachers would meet with the Inclusion Manager to discuss any possible referrals to external agencies if they were concerned a child was not making expected progress with the QFT and interventions they have put in place. This would be discussed with parents in a 4+1 meeting as part of the plan, do, review process.

Element Three: Specialist Provision / Outside agency support

For any child who joins Gatley Primary school already in receipt of outside agency support, they would be placed on Element Three of our graduated response and the specific advice and targets from the professionals would be written into their IPM. Equally, any children who have completed all the rounds of Element 1 and 2, plan, do and review cycles would then be placed onto Element 3. At this stage a child may be placed on the SEN register. Any referrals to outside agencies would need parental consent and a signature would be obtained. We believe 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.

EHCP Pathway.

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 need to prove that the support we have been providing 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 meets the criteria for additional funding for support. This may be additional resources to support them in accessing the curriculum or an LSA who could support them in their barriers. We believe children who have EHCPs should be encouraged to develop their independence. 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 parents 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 best is the child themselves, and we involve children when making decisions about their provision and learning. We value the views and knowledge that parents and carers have about their child and actively work in partnership to make provision as effective as possible. Throughout all 'elements', parents are an essential part of the Plan, Do, Assess and Review process. As an Individual Provision Map is being reviewed and a new plan being written, parents are invited to a 4+1 meeting with the class teacher 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. We include children as part of this process, ensuring they have pupil agency and the opportunity to share their views on their progress and how they are finding learning.

3.2 How can I work with the school to support my child's learning?

The main **goal** 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: **Lisa Dennis**.

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.

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. For this reason, we have specially trained staff who provide support across the school for children who may be struggling with their social, emotional or mental health. These staff are strategically led by the Inclusion Manager and a dedicated wellbeing lead teacher. Parents are encouraged to share related issues with their child's class teacher. 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. Support implemented thereafter, would follow our graduated response procedure which would provide the child with time to embed the support we put in place for them.

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 Care Plan **which is** written with the support of our school nurse. 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 our First Aid trained staff, provide the appropriate care for pupils with medical conditions and have easy access to their emergency medication. These staff will ensure 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 from the pupil's parents/carers. Staff will only administer medicines that have

been prescribed by a doctor and clear details of how this should be stored and administered has been obtained. 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 in school.

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?

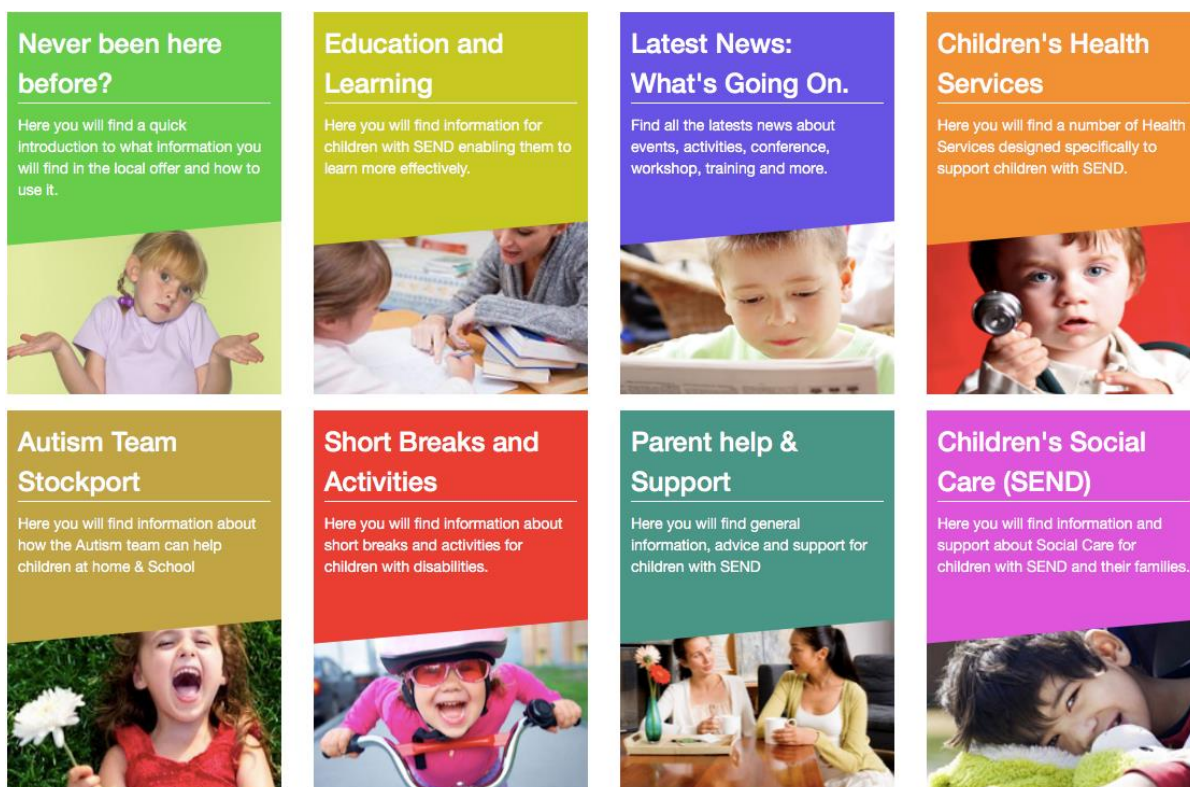
We work alongside a large number of external agencies offering a variety of specialist services both to children and their families. These currently include:

- The Speech and Language Therapy service
- The Occupational Therapy/ Physiotherapy service
- The Educational Psychology service
- A dyslexia teacher
- Progressive Steps – A Child Behaviour Specialist
- Our designated School Age Plus worker - Support for emotional needs
- ASD Partnership - Autistic Spectrum Support for families

The list is not exclusive, as we will aim to seek specialist support from other relevant services as required. 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/site.page?id=iTPJ3rvC9hc>. 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 Assess 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/setting and parents, to plan and implement a transition programme tailored to meet 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 in a secure way, often in a meeting with class teachers and the Inclusion Manager. 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 Kath Chow, Inclusion Manager by email at office@gatleyprimary.com.

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