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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.

October 2023

VERSION HISTORY

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1. Introduction

At Gatley Primary School we believe our school is a place where **we learning and achieving together.**

Additionally, we believe our school is a place where:

1. children can be loved and be happy in a secure environment
2. we celebrate what we do well
3. we value each other
4. we are creative, adaptable and confident
5. we have dreams for the future
6. we are responsible citizens
7. we are healthy and care for our environment
8. 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 diagnosed with an autism spectrum condition.

Cognition and learning

Investigation for identifying a specific learning difficulties may be required when children and young people make limited progress, even with a range of quality first teaching strategies, including appropriate differentiation, being employed. 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 always classed as having special educational needs, it is important that we review provision for these children. Provision may 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 School is structured around core ‘big ideas’ within each subject discipline, which are re-visited across a child’s primary journey, to encourage them to develop deep and meaningful schemas of knowledge. Our curriculum is designed to capitalise upon our pupil’s natural curiosity, prior knowledge and interests to promote high levels of engagement and rapid progress for all. Our curriculum is inclusive with adaptive teaching strategies used to enable all pupils to access our curriculum and the range of learning opportunities within our classrooms.

We adopt Rosenshine’s Principles of Instruction within the design and delivery of our lessons, and these principles underpin the pedagogy of our school. As such, our teachers are expert in providing scaffolds, adapting teaching in the moment and breaking learning down into small steps, to reduce cognitive overload and to ensure pupils are given sufficient time to practise and apply new learning.

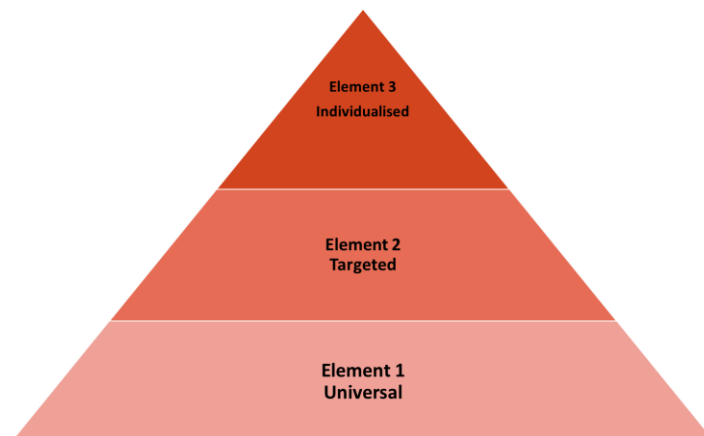
Children who find they have barriers to their learning are encouraged and supported to identify the way they learn best. Adaptations to provision are then made, to ensure children are provided with the tools, scaffolds and support needed to thrive within our provision. Children are also encouraged to contribute to the review of the provision in place for them, identifying what has worked well for them and what they would like further support with.

Individual needs are supported through adaptive teaching approaches, diagnostic assessments, interventions at the point of learning 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 all children is fundamental to our philosophy at Gatley Primary. Where appropriate and needed, learning activities are planned and delivered to focus specifically upon individual targets, for example with EHCP plans.

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.

Where children are identified as making limited progress from their starting point for an extended period of time (e.g. over half a term) or where other potential barriers for learning have been noted, the following graduated response will be instigated.



Barriers to Learning:

If we feel that children are continually making limited progress, or they are finding a particular aspect of learning more challenging, 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 to identify strategies to help, so that 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 1: The Universal Offer

Initially, the teacher would look at how additional Quality First Teaching Strategies could be implemented within the classroom, to offer further support and to overcome the child's barrier to learning. Children within element one will not be placed on our Special Educational Needs register, but an 'one page profile' document will be completed, identifying specific supportive strategies with contributions from the class teacher, the child (where appropriate) and the child's parents. This one page profile will outline the quality first teaching strategies in place to support the child's progress. Progress will then be monitored and parents will invited to contribute to this review. Where good progress has been made, the child will remain on Element 1. Where additional support is needed, the child will move to Element 2.

Element Two: Targeted 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, at Element Two, interventions will be programmed and delivered to support the child in overcoming their barrier to learning. At Element 2 an SEN support plan and a termly provision map will be created. This plan will be reviewed termly, forming a 'plan, do, review' cycle. These maps and targets are reviewed in collaboration with the class teacher and the child's parents under the guidance of the SENCO. Plans are written with SMART targets, to ensure small steps in progress can be recognised and celebrated. The targets within a child provision map are highly personalised and are written to reflect their next steps in learning.

Element Three: Individualised Support

If, following the 'plan do review' cycle (over at least 3 half terms) it is felt that progress against the child's identified SMART targets has not been made, the child will be moved to Element 3 of our provision. At Element 3, it may be deemed necessary to refer to external agencies. External agencies (for example SALT or the inclusion team) will provide recommendation for provision (to be incorporated within the child's provision map) and appropriate next steps. The SENCO will also make recommendations for provision and will support the class teacher in implementing these. At Element 3 children will have a bespoke weekly provision map, outlining their weekly SMART targets and the provision in place to support them.

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). This represents a level of provision that is considered 'more than can reasonably expected of a mainstream primary school' as part of our SEN offer. At this point, your child would need to be receiving £60 00 of additional support on top of core funding and we have to prove that more support is needed. We would need to obtain a range of reports from all the additional agencies involved to ensure the multi-agency team around the child are in agreement that an EHCP referral is the appropriate next step. A document from parents, school and additional agencies would then be collated and sent to the Local Authority Panel and they would decide if the level of support your child needs warrants a top-up of funding to provide additional support which is significantly different from that of their peers. 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, with the additional support of having access to a Learning Support Assistant to provide bespoke, one-to-one support in accessing some areas of the curriculum when required. We want our children with EHCPs to access our lessons and to gain the same independent skills as every child in our school in preparation for adulthood. We focus on fine tuning the objectives to reflect the next steps for the development of the individual 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 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 any support 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.

3.2 Our Review meetings

We have review meeting at the end of each term to review the current provision 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.

Should the SEN Support plan 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.

3.4 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 and there is a wealth of information available on our website, if you would like to know more about the curriculum and the areas of learning your child is currently engaging with. Ask yourself how you can encourage the interest of your child, or if you can offer expertise or support to the school related to your own personal interest or experience. Always explore the curiosity of your child.

Equally important is to encourage reading, to practise reading, to practise the use of phonics when reading and spelling. Every child will be given a book (either from our reading scheme or from our 'Top 100 reads' selection) to take home. Please support your child in reading, enjoying and sharing their book. For children at the earliest stages of reading, we follow The FFT Success For All phonics programme. Please see this link for further information about how you can support your child at home in developing their phonics knowledge:

<https://parents.fft.org.uk/tips-for-home-reading/>

Homework will be given out each Thursday. Your child's class teacher will provide additional guidance (via Class Dojo) on how best to support your child with this, but please ask if you require any additional guidance. Where appropriate, homework will be personalised to a child's targets and designed to support in progress towards the child's SMART targets within the SEN Support Plan. If you feel your child would benefit from a more personalised homework offer, please speak to your child's class teacher.

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 **David Balmer**.

The whole governing body are dedicated to supporting inclusion in the school and the inclusion lead 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

At Gatley Primary School pupil's mental health and wellbeing is of the utmost importance. We have a comprehensive offer to support our pupils, with a graduated and staged response. Within this offer, a number of our support staff have received specialist training in the delivery of wellbeing interventions. For children who would benefit from additional support for their mental health and/or wellbeing SEMH provision maps are put in place, with specific support, interventions and strategies identified.

For detailed information about our provision to support pupil's wellbeing, please see our ***Pupil Mental Health and Wellbeing Policy***

<https://gatleyprimary.com/school-information/social-emotional-and-mental-health-semh>

6. Medication

For detailed information about the administration of medicines in school and our approach to managing medical needs, please see our ***Medical Conditions in School and First Aid Policy*** (plus appendices)

<https://gatleyprimary.com/school-information/policies-and-procedures>

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 Standards of Learning and Behaviour Policy for more in depth detail

<https://gatleyprimary.com/school-information/policies-and-procedures>

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 Element 3- individual 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
- The Inclusion Service
- Sensory Support

- Designated School Age Plus Worker

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.

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 SEND, 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 SEND is shared.

11. Who can I contact for further information?

If you have any questions, or require further information please contact The Inclusion Lead 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.

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