



## Gillibrand Primary School

### Special Educational Needs and/or Disabilities (SEND) Information Report

September 2024

**Name of the Special Educational Needs/Disabilities Coordinator (SENCO):**

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**The kinds of SEND for which provision is made at Gillibrand.**

**Gillibrand Primary School is a mainstream primary school with 199 children currently on role.**

Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory or/and physical needs

At Gillibrand we endeavour to achieve maximum inclusion for all children (including those with SEND whilst ensuring all their individual needs are met. Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to all aspects of the school curriculum. All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners including those with SEND.

Admission to Gillibrand Primary School for those with SEND follows the admissions criteria set out on the school's website. The website states that priority may be given for the following:

- (i) The medical, social and welfare criterion will consider issues relevant to the child and/or the family. This category may include children without an Education and Health Care Plan (EHCP) who have special needs.
- (ii) As required by law, all children with an EHCP naming a school will be admitted before the application of the oversubscription criteria. Children who have an EHCP have their applications considered separately.

## How does the school know if children/young people need extra help and what should a parent/carer do if they think their child/young person has special educational needs?

Schools are required **by law** to provide an education for **all pupils**, regardless of their ability or special needs. Every child's education is equally important. If the SENCO and your child's teacher agree that your child has SEND, we will take a 'graduated approach' - this means '**step-by-step**'. We will offer your child **extra support**, with the possibility of more support being added later if needed. Extra support may take the form of additional resources, prompts or extra adult support within the school day. Whatever the school decides to do, you have the right to be **informed** and for your views and your child's views to be **taken into account**. At Gillibrand, your child's teachers will talk to you if you have concerns about his or her progress. If you notice any difficulties with your child's learning you should ask your child's teacher about them first. We are able to support and help children who have SEND by providing, for example, extra help from their teachers and/or adapting the curriculum so it is more accessible for your child. All schools have a SENCO who may meet you if your child has SEND.

### Questions a parent/carer could ask and who to ask:

Talk to the teacher/SENCO about:

**Why** you think your child has SEN?

Whether your child learns at the same rate as other **children their age**

What the **school** can do to help?

### How can parents be involved?

It is very important that SEND is identified at an early stage in order to provide the child with appropriate and timely support. We gather information to support such early identification in a variety of ways, including:

- Whole school tracking system for early identification of children who are underperforming and who require additional support
- Identification by the class teacher through observation of behavioural or emotional difficulties
- Concerns raised by a parent
- Liaison with previous school or nursery setting
- Medical issues identified by a health professional or external agency

## Assessment and evaluation of provision for young people with SEND

The provision for pupils with SEND is assessed and evaluated regularly using a range of strategies including:

- Provision mapping – A provision map is a management tool providing an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that a school makes available to its pupils.
- Termly assessments and tracking
- Evaluation of targets set prior to intervention
- Regular assessment and update of the SEN register

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Head Teacher and SENCO every term through pupil progress meetings. The progress of children with an EHCP will be formally reviewed at an Annual Review with all stakeholders involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group intervention they are part of.

As with all children, the SENCO and other members of the Senior Leadership Team will check the learning of children with SEND by regularly checking the work in their books and observing them in lessons to ensure that the quality of teaching and learning is as high as possible

## What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about, and involving them in their education?

### Arrangements for reviews of statements of educational needs or EHCPs

Annual reviews take place for those children who have statements or EHCPs:

- All stakeholders are invited to attend and to make contributions during the review
- Written advice is requested from all parties and the child is also involved whenever possible in reviewing their progress over the year and setting new targets.
- 1:1 meetings with the SENCO when appropriate
- Provision mapping used to effectively plan provision

### Arrangements in place for children with other SEN needs

Arrangements for those children with other SEN needs including:

- Meetings with the SENCO when appropriate to discuss specific needs.
- Provision mapping to effectively plan provision. This is regularly evaluated and updated.
- IEP targets discussed and reviewed every term with the class teacher and the child.

## What arrangements does the school have for consulting with the parents and carers of children/young people with special educational needs and disabilities and involving them in their child's/young people's education?

### Informing parents about roles and responsibilities

The school ensures that parents are aware of the roles and responsibilities of particular staff

- Roles and responsibilities of all staff are identified on the school website.
- All children in the reception class have a nominated key worker

### Communication with key staff

At Gillibrand, we have an 'open door' policy and encourage parents to contact us, either in person or by phone, email or letter, to discuss any concerns about their child. Class teachers are usually available after school and where this is not possible, appointments can be made.

### Updates for parents

Parents receive regular updates on their children's progress and the provision provided by the school in a variety of ways including:

- Termly parents meeting (class teacher and SENCO where necessary)
- Reports identifying individual targets are sent out at the end of autumn and spring term.
- End of year report in the summer term.
- Curriculum evenings including reading, phonics, maths and internet safety
- Learning mornings/afternoons

### Parental feedback

This is sought formally, via parental questionnaires and Parent View, but we also welcome conversations about things parents have enjoyed or constructive comments on any issues.

## How will the curriculum be matched to children/young person's needs?

### Provision to facilitate access to the curriculum

A range of facilities are used to enable pupils to access all areas of the curriculum including:

- Every child with identified needs has their own individual education plan with 'SMART' targets to enable them to make progress in key areas
- Support and advice from local special schools- we have links with Astley Park Special School / Hillside School for Autism
- Support from outside agencies including health care professionals who visit school regularly
- The school employs the service of a Specialist Special Needs Teacher and an educational psychologist who visits school if needed
- A range of appropriate equipment is provided to enable all children to access all aspects of the curriculum

## How accessible is the school environment?

### Accessibility Plan 2023-26

The governing body has a written Accessibility Plan which can be viewed on our website within the parent's section under Special Educational Needs. Click on the link below.

<https://gillibrandprimary.co.uk/our-school/policies>

## How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

## How is the decision made about the type and quantity of support my child/young person receives?

### **SEND provision mapping**

A SEND provision map is in place and is reviewed and updated termly by the senior leadership team to make adjustments such as the allocation of 1:1 support or Inclusion in intervention groups as the need arises. Monitoring and assessment of children's progress informs the level of provision required.

### **Additional classroom support**

The ethos of our school is one of inclusion and each child at Gillibrand is valued as an individual whatever their needs. Additional classroom support is provided for children who require it in a variety of ways including:

- Teaching assistants work in every class to support children's learning in small groups or 1:1 as required with children with SEND. We are fortunate to have a higher than average number of support staff at our school.
- As well as in class support, we also withdraw children with profound degrees of SEND for periods of time during sessions when the individual with SEND needs no distraction of a bright and busy classroom to complete some focus work.
- A specialist SEND teacher works in school one day a week and provides support in and out of the classroom for children with SEND.

### **Arrangements and adjustments for SATs**

Appropriate arrangements and adjustments are made for those children who have an identified need. Examples of these are:

- Reader provided
- Extra time
- Exemption from participation

## What training have the staff supporting children/young people with SEND had or may they have?

## What specialist services or expertise are available at or accessed by the school?

When individual needs are identified training is quickly accessed for the teacher and teaching assistant to address those needs. Staff appraisal is also used in order to identify training needs

The school employs a specialist SEND teacher to work in school one day a week.

The school also employs a counsellor to work in school one day a week.

The school employs a Pupil and Family Support Worker full time.

## How will parents and the school know how well their child is doing and how the school will help them to support their children's learning?

Throughout each lesson teachers and Teaching Assistants make assessments to ensure that all children are challenged appropriately and where needed additional support or pre teaching is needed this is put in place. This support will be tailored to meet the needs of the individual and will be continuing monitored and assessed to ensure that progress is made.

Reports are sent out to parents each term and termly meetings are held with the class teacher and SENCO, if needed, to discuss progress.

Individual Education Plans (IEPs) are evaluated each term each term and this is done in collaboration between teacher, SENCO, child and parents. New IEP targets are set in collaboration between all stakeholders during this evaluation process.

## How will the school prepare and support child/young person with SEND to join the school, transfer to a new school or the next stage of education and life?

### Transition

We support the children's transition to our school, between every class, and also to high school in a variety of ways including:

- Detailed liaison between staff and parents
- Familiarisation programme with new staff and location when moving class each year
- Additional transition meetings with the high school that the pupil will be attending along with parents and other stakeholders
- Invitation to relevant high school staff to attend any EHCP reviews'
- Extra visits to the high school if deemed appropriate
- Individual files including all relevant documentation forwarded to the high school

## How will children/young person be included in activities outside the classroom, including school trips?

### After school clubs and trips

After school activities are on offer for all children.

- Sporting, music, arts and curriculum clubs are offered free of charge by members of staff
- Outside agencies provide additional clubs often at a small cost e.g. football / drama.
- Residential visits are offered to children in Yr6.

### Inclusion

Some of our clubs are age-specific to ensure full enjoyment but we ensure that all clubs and trips are inclusive by:

- Making adjustments so that a child with any SEND including disability can attend clubs or school trips
- Including extra members of staff or 1:1 support within the club or on a trip if necessary
- Providing equipment that enables all pupils to take part.

## How will school support children/ young people improve their emotional and social development?

Whole school assemblies focus on the School Values which create a sense of belonging and an opportunity to develop their:

1. Kindness
2. Honesty
3. Perseverance
4. Learning from Our Mistakes
5. Pride in our School
6. Self-Belief

All children will be included in a variety of lessons which focus on all aspects of emotional and social development. Lessons focus heavily on conversation and talking about difficulties that children and families may face and ensuring that children have the tools to cope with adversity. Computing lessons which focus on keeping safe online and cyber bullying take place in all classes to ensure that all children know how to stay safe online and what to do if they see something which worries them.

Children and families also have access to a full time Child and Family support worker who is school based and runs 1:1 sessions with children, friendship groups and is a port of call for all families who need additional support or guidance.

School also has an external counsellor who visits school and supports children with their mental health and offers children ways to deal effectively with their emotions.

Gillibrand Primary School has a rigorous Anti-Bullying policy which all staff are aware of and children are encouraged to use the STOP acronym to spot bullying and are encouraged to speak out to staff.

### **How does the school involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Support for children with SEND from outside agencies is accessed whenever necessary. School accesses specialist teacher support from Inclusion Solutions. Inclusion Solutions is an organisation that provides additional support for children with SEND. Termly assessments are completed by the specialist support teacher to identify need and the opinions of parents are also sought and valued. Referrals are made by the SENCO on a half termly basis. Services such as health and children's social care are accessed from the local authority at Team around the Family (TAF) meetings and annual reviews. Health and well-being support for children is accessed through Livewell Counselling Service.

### **What procedures are in place to deal with any complaints or concerns about the provision made for children with special educational needs and disabilities?**

If a parent has any concerns in relation to the provision in place for a child, the first point of contact should be a meeting with the class teacher and SENCO.

#### **Complaints procedure**

If any issues cannot be resolved, there is a formal complaints procedure detailed on the school website. However, most issues can usually be resolved through discussion with the Head Teacher and we would encourage dialogue to try to resolve issues together without having to progress to the formal complaints process.

### **Contact details of support services for the parents/carers of children with SEND.**

SEND Support Services can be contacted at the following address:

IDSS (Inclusion and Disability Support Services)

4th Floor

Joint Divisional Offices

East Cliff

Preston

PR1 3JT

School's named SEND Officer is at LCC is Kelly Hayes

Additional advice and support is available from the Information, Advice and Support team at LCC.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

Telephone 0300 1236706

### **Information on where the local authority's local offer can be found'**

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>