

Gillibrand Primary School

SEN Information Report 2020

Name of the Special Educational Needs/Disabilities Coordinator:

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The kinds of SEND we provided for.

Gillibrand Primary School is a mainstream primary school with 211 children currently on role.

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

Children's SEN 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 special educational needs and disabilities) 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 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.

The admissions criteria can be accessed on our website and states that priority may be given for the following:

(ii) The medical, social and welfare criterion will consider issues relevant to the child and/or the family. This category may include children without an EHCP who have special needs. (iii) 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 I do if I think my 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 SEN, we will take a 'graduated approach' - this means **'step-by-step'**. We will offer your child **extra support**, with the possibility of more support if needed. This can be adult support or through prompts and resources in school.

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**. The school will also consider requesting an assessment for an Education, Health and Care Plan (EHCP).

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 special educational needs by providing, for example, extra help from their teachers and/or adapting the curriculum so it is more accessible

for your child.

Also, all schools have a special educational needs coordinator (SENCO) who may meet you if your child has SEND.

What you should 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

what **you** can do to help

It is very important that SEN is identified at an early stage. We gather information to support such early identification in a variety of ways, this includes:

- 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
- 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 Headteacher and SENCO every term through pupil progress meetings. The progress of children with an EHC Plan 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.

Regular book scrutiny's and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and 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 EHC plans

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

- 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 are made 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 make for consulting with the parents & 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 EYFS 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, 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 are updated 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 my child/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 2017-2020

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

https://www.gillibrand.lancs.sch.uk/files/Policies/Accessibility_Action_Plan_2017.20

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?

SEN provision mapping

A SEN 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 SEN. 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 SEN for periods of time during sessions when the individual with SEN needs no distraction of a bright and busy classroom to complete some focus work.
- A specialist SEN teacher works in school one day a week and provides support in and out of the classroom for children with SEN.

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 SEN 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 the school prepare and support my child/young person 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
- Transition meetings with the high school that the pupil will be attending along with parents and other stakeholders
- Invitation of high school to any EHCP reviews
- Extra visits to the school if deemed appropriate
- Individual files including all relevant documentation forwarded to the high school

How will my child/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 including:

- 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 and sometimes Yr5.

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 SEN 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 do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Children with SEND have IEPs which are regularly reviewed and updated with the child, parents and any involved outside agencies.

Meetings are held with parents on a regular basis in order for parents to contribute to the evaluation and planning of IEPs. Reports on individual progress are readily available to parents and to outside agencies to support funding applications.

Regular meetings are held between the SENCo and the SEND governor. The SEND governor provides regular reports to the governing body on the effectiveness of the provision made for the children with SEND at Gillibrand.

The school has an Anti-bullying Policy and the ethos of the school reinforces that bullying is unacceptable and children are encouraged to report it to an adult should it be happening to them or if they see it happening to another child. School takes part in national campaigns on a regular basis to reinforce that all forms of bullying be it physical, verbal or on the internet is totally unacceptable. Children with SEND contribute to all parts of school life at Gillibrand, including school council, school performances, after school clubs and roles and responsibilities in school. Eg Buddies

How do you 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. Termly assessments are completed by the specialist support teacher to identify need and the opinions of parents are also 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 TAF meetings/CAF meetings and annual reviews. Health and well-being support for children is accessed through Livewell Counselling Service.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

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 Headteacher and we would encourage dialogue to try to resolve issues together without having to progress to the formal complaints process.

Where can I find the contact details of support services for the parents of children/young people 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 Carole Power

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

How will both you and I know how my child/young person is doing and how

will you help me to support their learning?

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Reports are sent out to parents each term and termly meetings are held with the class teacher, child and SENCO, if needed, to discuss progress, review targets set on IEPs and set new targets.

Where can I find information on where the local authority's local offer is published?

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

Reviewed by Headteacher and SEN Governor **February 2020**