



Gawber Primary School



Special Educational Needs and Disability **(SEND) School Offer**

Welcome to Gawber Primary School's Special Educational Needs and Disability (SEND) offer. We hope you will enjoy reading about the variety of ways in which we are able to support your child to reach his/her full potential in order to ensure a successful transition into adult life.

We are a fully inclusive school and believe that all children should be valued and treated with respect and as individuals. The school uses its best endeavours to ensure that the provision for all of its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in variety of different ways.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Rachael Smith and our SEND Governor is Mr Marcus Phillips.

The School works with due regard to the SEND Code of Practice (2014), the Equality Act (2010) and The Children and Families Act (2014).

What is a special educational need?

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act 2014)'

What are the areas of SEND?

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autistic Spectrum Disorder, including Asperger's.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

These include vision impairment, hearing impairment or multi-sensory impairment that will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

What is a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A *physical or mental impairment* includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What should I do if I think my child has special needs or a disability?

If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance. If they are unable to see you straight away, they will be happy to make an appointment when you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENDCO attend the meeting also. The School closely monitors all of its children with special needs and at the meeting we may feel that we do need to put in place some strategies and interventions to try and remove your child's barriers to learning.

Following the SEND Code of Practice, the School uses a graduated approach when meeting the needs of children with SEND. Up to 20% of children and young people have special educational needs at some stage in their time in school; only around 2% have special educational needs, which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place, they are soon able to catch up with their peers and make expected levels of progress. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support, the School will monitor them according to the SEND Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated. You may be asked by School to support your child's learning by carrying out some simple tasks at home such as extra reading practice, or providing opportunities to practice new skills that have been taught in class. Please ask your child's class teacher for some suggestions as to how you can best support your child's learning at home.

The School will monitor your child at this stage for a period of time. You will be kept informed of their progress and School will share with you how they plan to personalise learning for your child. Often this level of support in addition to the classroom curriculum differentiation is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the School, with your agreement, will make the decision to increase the level of support provided. This simply means that the School have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

As more people become involved in helping the School to meet your child's needs, your child's class teacher, or the SENDCO, or the Head in School may talk to you about holding an Early Help Assessment (EHA) meeting. Once established, the EHA will help the School to organise Team Around the Family Meetings where everyone involved (including yourself) can sit down together and discuss the best way forward to help the School help your child to make progress. The School may decide to draw

up a personalised learning plan. This will record the additional more specialist strategies and interventions that will be required to help remove the barriers to your child's learning. In addition, some staff or the whole school may undertake specific training in order to help ensure that the environment and strategies used are appropriate to meet a child's needs and staff have the relevant skills. Again, you will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.

Again, for the majority of children, actions taken using this graduated approach often mean that the child begins to make adequate or expected levels of progress. If this is the case, then the School, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress.

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SENDCO may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs called an Education, Health and Care Needs Assessment (EHCNA). If this is considered appropriate, then the School will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put place and with your permission send it off to the Local Authority for them to consider the information at a panel meeting and make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place, the School will continue to meet your child's needs with the support that is already in place.

Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEND Code of Practice. The SENDCO will be able to explain the process and timescales to you or alternatively you would find this in the SEND Code of Practice. If the decision is made to go ahead with a statutory assessment, where an Education, Health and Care Plan is produced, then the Local Authority will signpost you to guidance and support that will assist you through the process for example from the Special Educational Need and Disabilities Information, Advice and Support Service (SENDIASS).

What are our admission arrangements for children with Disabilities?

Gawber Primary School will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend Gawber Primary because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs or disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds at the main entrance
- Disabled parking is available
- The building is on one level
- Wheelchair access into the school at the main entrance. Door is fully accessible.
- Exterior lighting to improve evening access.
- Children's disabled toilets and adult toilet, which can be accessed by a wheelchair.

Please also see the Accessibility Policy.

What can I expect the school to do in order to meet my child's special educational needs?

'Quality First Teaching' is an entitlement for all children and School are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. This is the classroom teaching that your child receives on a daily basis from the

teacher. Lessons are carefully differentiated to take account of different learning styles and abilities. In addition, the School staff can gain knowledge and skills from the relevant training and advice given from professionals, which enhance their daily teaching practice in order to make the classroom environment and the delivery of the curriculum more accessible for children with needs. Teaching and learning is carefully targeted to meet individual need. This is called personalised learning.

Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. This may be to undertake work on particular intervention programmes or simply as a means of facilitating opportunities to re-visit skills, or knowledge where they may need additional practice or over-learning. The work carried out in small groups is carefully overseen by the class teacher who is responsible for monitoring the child's progress and targeting the support carefully. The School currently has the following group interventions available for children, but if a child was considered to need something different then this would be considered.

We currently have numerous interventions running which include Jump Ahead, Read Write Inc, Fresh Start, Social Stories, Lego Therapy, Booster Classes, etc.

Some children may require interventions of a 1:1 nature for very short periods of time. Again, these are overseen by the class teacher and progress is carefully monitored. The School currently has the following 1:1 interventions available for those children for whom it is deemed appropriate, but if a child was considered to need something different then this would be considered.

We currently have several 1:1 interventions running in school, which include prescribed physiotherapy session, speech and language therapy, handwriting programmes, inference sessions, etc.

The Head teacher/SENDCO is responsible for the allocation of 1:1 / group interventions support timetable for the School. This information is detailed within the School's Provision Maps.

The School is working towards the achievement of a dyslexia friendly environment. A wide range of dyslexia friendly strategies are evident in all classrooms ensuring a consistent approach for children with literacy difficulties of a specific nature.

The School has made a range of reasonable adjustments to internal and external teaching and learning environments such as handrails in the playground, a showering facility and changing bed installed. If any adaptations to the learning environment for a child were needed these would be considered and acted upon.

How will my child's learning needs be assessed and their progress monitored?

The School has a rigorous programme for assessing children's learning. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a daily/regular basis to ensure that the opportunities presented to children are appropriate to meet need and aid their learning and development.

The same systems and procedures are in place for children with special educational needs. In some instances, additional assessments may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development. The SENDCO/class teacher will be happy to discuss any additional assessments used, the results achieved and the implications for future learning. However, it is felt that something more specialised is required then the relevant service could be contacted to discuss this.

The School sets aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next. Children with special educational needs who have a personalised plan are aware of their learning targets and are engaged in the discussions relating to how much progress they feel they have made. Parents are invited to the reviews of personalised plans and their contribution to the setting of new targets is welcomed. Once a new personalised plan has been written, the School will carefully monitor the progress being made.

How effective is the School's provision for children with special educational needs?

The School has a robust policy for special educational needs. The policy is implemented by all members of staff and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENDCO meets with the SEND Governor on a regular basis, enabling up to date general information on the progress of children with SEND and the provision made for them to be shared with the whole governing body.

How do we secure staff expertise in supporting and working with children/ young people with SEND?

The SENDCO will support the class teacher when planning for teaching a child with SEND and source relevant training, strategies and resources. The School regularly discusses with all staff any relevant training available to improve teaching and learning for all children including those with SEND and also includes this when conducting Performance Management reviews for all staff in school. Whole school training on SEND issues such as dyslexia and speech and language difficulties is also carried out to ensure that staff obtain training in these areas. Individual teachers and support staff attend courses run by outside agencies that are relevant to the needs of specific children in their class.

How will we support your child when leaving this school or moving to another class?

At Gawber Primary School, we recognise that transitions can be a difficult time for all children and also for a child with SEND and we therefore take steps to ensure that any transition is as smooth as possible.

When your child is moving classes in school, transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term. We may also ask for professionals from outside agencies, e.g. the Educational Psychologist, to come into school to speak to the new class teacher regarding strategies and resources.

When your child is moving to another school or moving into Year 7 we will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival. We will make sure that all records about your child are passed on quickly to the receiving school and wherever possible we will arrange additional transition visits for children with SEND.