

Gorsemoor Primary School - SEN Information Report 2015-2016

Part of the Staffordshire Local Offer for Learners with SEND

In accordance with section 65(3) of the Children and Families Act 2014



Introduction

Welcome to our SEND Information Report which is part of the Staffordshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). If you have any specific questions about the Staffordshire Local Offer please look on the Staffordshire County council SEND website, <http://www.staffordshirecares.info/send>. Alternatively, if you are concerned about your child, please speak to your child's class teacher or contact our SENCo, Mrs. Lisa Morris on 01543 274788 or email her at senco@gorsemoor.staffs.sch.uk

At Gorsemoor Primary School, our staff strive to support all the children to enable them to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum. For this to be achieved, quality teaching is essential and we actively monitor teaching and learning in the school. However for some children, further additional support may be needed to help them achieve. This support may be sought from within school or through the involvement of outside agencies.

How does Gorsemoor Primary School identify children who may have a Special Educational Need or Disability (SEND)?

During their school life, a child may have a Special Educational Need of Disability (SEND). The Code of Practice defines SEND as:

"A child or young person has SEN if they 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 learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition."

Special Educational Needs Code of Practice July 2014.

How does Gorsemoor Primary School know if a child needs extra help?

We will investigate the need for additional support for a child if:

- ✚ Concerns are raised by parents/carers, teachers (including those from a child's previous school).
- ✚ Assessment and tracking procedures indicate a lack of progress over a period of time.
- ✚ Observations by those in school (teachers, support staff, Senior Management Team) indicate a child has a need in one of the four areas. (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory/Physical.)

What should I do if I think my child may have special educational needs?

- ✚ The class teacher is the initial point of contact for responding to parental concerns.
- ✚ Information communicated with the class teacher may then result in a referral to the school SENCo, Mrs. Morris. She can also be contacted through the main school office via email senco@gorsemoor.staffs.sch.co.uk or phoning 01543 274788

- ✚ All parent's concerns will be listened to. Parent's views and aspirations for their child will be regarded within the assessment and provision process provided in school.

How will the Gorsemoor Primary school support my child?

- ✚ All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners.
- ✚ The quality of teaching and pupil progress is monitored through processes including: classroom observations, discussions during Progress Meetings, ongoing assessment of progress, work sampling, scrutiny of planning, meetings with SENCo, and pupil and parent feedback.
- ✚ Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- ✚ All pupils have curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parental Consultations Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- ✚ Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly meetings that are undertaken between the class teacher(s) and members of the Senior Management Team and SENCo.
- ✚ Individual assessments of the pupil will be undertaken in order to make an accurate assessment of their needs.
- ✚ Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant. Any interventions will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.
- ✚ Where there are still concerns regarding rates of progress, even after high quality interventions, parents will be invited to discussions in order to support the identification of action needed to support their child.
- ✚ SEN support will be recorded on a Personal Education Plan (PEP), giving a set of expected outcomes. Progress towards these outcomes will be tracked and reviewed at least termly, with the parents and the pupil. Some pupils have a child friendly copy of their targets which they use in lessons.
- ✚ If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from Outside agencies, according to pupil need. This could include; the Special Educational Needs Support Service (SENS), Educational Psychologist (EP) Speech and Language Therapy (SaLT) and/or the Autism Outreach Team (AOT).
- ✚ For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonable be met from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided. Additional Educational Needs (AEN) funding can also be applied for if felt appropriate.

How will the curriculum be matched to my child's needs?

- ✚ Where a pupil has been identified as having special educational needs, their work will be differentiated by the class teacher to enable them to access the curriculum at their level.
- ✚ Teaching Assistants (TAs) may be allocated to work with the pupil 1:1 or in a small group to target more specific needs.
- ✚ We employ a Specialist support teacher who works once a week on an individual basis with children requiring specific literacy/numeracy support.
- ✚ A child receiving SEN support will be recorded using a Personal Education Plan (PEP), with targets being set according to individual needs. These will be monitored regularly by the class teacher. The SENCo will monitor these at least three times per year. PEP's will be discussed will be discussed with parents and pupils, as appropriate depending on the age of the child.

- ✚ If appropriate, additional specialist equipment or resources, ICT and/or additional adult support may be provided.

How will I know if my child is making progress?

- ✚ You will be invited to discuss your child's progress during Parental Consultation Evenings.
- ✚ Your child's class teacher will be available at the end of the school day should you wish to ask any questions or raise a concern. For a more detailed discussion, you are able to request an appointment to see your child's class teacher.
- ✚ An appointment can be made with our SENCo, Mrs Lisa Morris, by phoning the office to make an appointment or by emailing her.

How will staff at Gorsemoor Primary school help me to support my child's learning?

- ✚ An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning.
- ✚ Mrs. Morris, the SENCo can meet with you to further discuss how to support your child.
- ✚ If external agencies are involved, they may suggest further strategies and resources to help your child.
- ✚ We organise a number of parent workshops during the year with the aim of providing parents with more information about the curriculum and suggestions regarding ways to help your child.
- ✚ Your child's progress will be closely monitored to ensure that any intervention or extra support given is being effective.

How are pupils with medical needs by supported?

- ✚ Pupils with medical needs will be provided with a Health Care Plan, this is completed by parents.
- ✚ Staff and parents can also access support from the school nurse, Mrs Jenny Ayres, at Norton Canes Medical Centre, Brownhills Road, Norton Canes, Cannock WS11 9SE or by phone on 01543 478098.
- ✚ A central record of pupils' Health Care plans is kept in the office, to which all staff have access to.
- ✚ Individual copies of Health Care Plans are signed by and copies given to class teacher. These are kept in a green Healthcare folder in each class room.
- ✚ All staff receive Epipen training once a year and this is delivered by the school nurse.
- ✚ Where necessary and in agreement with parents/carers, prescribed medicines can administered in school. All medicine administration procedures adhere to the LA policy and DfE guidelines included within 'Supporting pupils at school with medical conditions DfE 2014'.
- ✚ A number of staff hold qualifications in paediatric first aid and/or have attended the Three day First Aid at Work course.

What training do the staff supporting children with Special Educational Need or Disabilities (SEND) undertake?

Staff have had the opportunity to receive training related to SEND, including:

- ✚ How to support children with dyslexia
- ✚ How to support pupils on the autistic spectrum
- ✚ How to support pupils with speech, language and communication needs.
- ✚ How to support pupils with physical and coordination needs.
- ✚ How to support pupils by accelerating progress in basic skills (Reading, Writing, Spelling, and Number).
- ✚ How to support pupils with behavioural difficulties.
- ✚ How to help to improve the emotional, mental and social development of pupils.

- ✚ The SENCo has completed the National SEN Coordination Award and attends termly SENCo update meetings.

What specialist services are available to pupils attending Gorsemoor Primary School?

Additionally, we are supported by a number of Outside Agencies including;

- ✚ The Speech and Language Therapist (SaLT) visits at least termly to assess and plan for targeted pupils. During their visits, they meet with the TA who works with the child to discuss progress and the set new targets.
- ✚ The Specialist Educational Needs Support Service (SENSs).
- ✚ The Autism Outreach Team (AOT) visit school on a regular basis to support children with a diagnosis/working diagnosis of autism.
- ✚ The Behaviour Support Team (BST).
- ✚ The Educational Psychologist (EP).
- ✚ Occupational Therapist (OT).
- ✚ Physical Disability Support Service (PDSS).

How will my child be included in activities outside the classroom including school trips?

- ✚ Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities.
- ✚ However, if it is deemed that an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ✚ Ramps into school to make the building accessible to all.
- ✚ 1 toilet adapted for disabled users.
- ✚ Wide doors on some parts of the school site.
- ✚ Disabled bay marked on the school car park.

Our Accessibility Plan can be found via the school website.

How will Gorsemoor Primary school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

- ✚ Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- ✚ An invitation to attend a transition session where pupils can spend some time with their new class.
- ✚ Additional visits are arranged for vulnerable pupils or those with a high level of need.
- ✚ Staff are always willing to meet with parents prior to their child joining the school. This may be the class teacher, SENCo or a member of the Senior Management Team.
- ✚ For Y5 pupils with a Statement of Educational Needs or an Education Health Care Plan, the Annual Review will focus on beginning the process of looking at secondary school choice, with parents and pupils.
- ✚ For pupils transferring to local schools, the SENCo and/or key staff will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. This includes any medical needs a pupil may have.
- ✚ Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCo/Leadership Team, outside agency representatives, parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget; The Pupil Premium funding for pupils whose meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs (AEN) funding. This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- ✚ In-class support from teaching assistants.
- ✚ Small group support from teaching assistants e.g. nurture groups, Literacy and Numeracy support.
- ✚ Specialist support from a teacher e.g. 1:1 tuition
- ✚ Bought in support from external agencies
- ✚ Provision of specialist resources e.g. assessment tools
- ✚ Training relating to SEND for all staff

How is the decision made about how much support my child will receive?

- ✚ For pupils with SEND but without a Statement/Education Health Care Plan, the decision regarding the support required will be taken jointly between the class teacher, SENCo and Senior Management Team. These are reviewed regularly, with decisions being based upon tracking of pupil progress and as a result of assessments made, including those by outside agencies if appropriate.
- ✚ For pupils with a Statement of Educational Needs or an Education Health Care Plan, this decision will be reached when the plan is being produced or through the annual review.

How will I be involved in discussions about planning for my child's education?

This will take place through:

- ✚ Discussions with the class teacher.
- ✚ During discussions with the SENCo or other professionals.
- ✚ During parental consultations.
- ✚ Parents are encouraged to comment on their child's PEP on a termly basis.

Who can I contact for further information or if I have any concerns?

- ✚ In the first instance, your child's class teacher.
- ✚ The SENCo, Mrs Morris
- ✚ The Acting Head teacher, Mrs Barbara Heath

For complaints, see the complaints procedure on the school website, or contact the School Governor with responsibility for SEN, Mrs. Clare Walton.

What are the roles and responsibilities of the Special Educational Needs Co-ordinator (SENCo)?

The SENCo, Mrs Lisa Morris, is responsible for the operation of the Special Educational Needs Policy and co-ordination of provision made to support individual children with SEN. She is supported in this role by the Assistant SENCo, Miss Charlotte Elwell. The SENCo and Assistant SENCo liaise with staff to monitor the pupil's progress and plan further interventions and support when progress is slower than expected. We regularly have contact with a range of outside agencies that are able to give more specialised advice.

There are many SEN terms that are abbreviated which can be confusing. Below is a glossary of the most used terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AOT	Autism Outreach Team
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HIS	Hearing Impairment Service
IEP	Individual Education Plan
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapy
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SENSS	Special Educational Needs Support Service
VI	Visual Impairment

What are the aims of the SEND policy at Gorsemoor Primary school?

- ✚ To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- ✚ To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- ✚ To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- ✚ To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory/Physical.

- ✚ To request, monitor and respond to the views of parents/carers and pupils in order to evidence high levels of confidence and partnership.
- ✚ To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- ✚ To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- ✚ To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Who can I contact for further information or if I have any concerns?

If you wish to discuss any aspect of your child's educational needs please contact either:

- ✚ Your child's class teacher
- ✚ Our SENCo, Mrs Morris
- ✚ Our Acting head teacher, Mrs Heath

For complaints please contact the school Governor for SEND, Mrs Walton.

Additional support services for parents of pupils with SEND include:

- ✚ Parent Partnership
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- ✚ If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on spps@staffordshire.gov.uk
- ✚ Parents in the Know – newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Staffordshire Local Authority have also published a Local Offer on their website. This can be found at:

<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

We hope the above points have answered any queries you may have but do not hesitate to contact the school if you have further questions.