

# Gosforth C of E Primary School SEN Information Report for 2016 - 17



Part of the Cumbria Local Offer for Learners with Special Educational Needs (SEN).

At Gosforth C of E Primary School, we recognize the fact that all children are different and therefore have differing needs. This report provides information on how the Special Educational Needs process works in our school.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Lindsey Martin (SENCO) to discuss your concerns.

**1. Does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

*"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress, well-being or a medical condition then please speak to either your child's class teacher or Mrs Lindsey Martin (SENCO) to discuss further.

## 2. How will early years setting / school / college staff support my child/young person?

### The class teacher:

#### Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Education Plans for Inclusion /Individual target plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as needed
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

### The SENCO: Mrs L.Martin

#### Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date

### The Head teacher: Mrs L. Martin

#### Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.

**The SEN Governor: Mrs A. Millington**

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

### **3. How will the curriculum be matched to my child's/young person's needs?**

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

Gosforth School adheres to the following inclusive principles:

1. Discussion with all parties involved and individual education plan written with review date
2. Carry out support as indicated on IEP
3. Hold review meeting and measure impact of support, making amendments, changes or referrals where necessary

This is a repeating process. Our school is flexible in its approach

### **4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made.

- Your child's progress will be continually monitored both formally and informally on a daily basis by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Parent evenings and reports inform parents how their child is performing against age related expectations and about progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed through the SATs process.
- Where outside agencies such as psychologist/specialist teacher visit a report will be provided and an IEP will be based on this
- The progress of children with a EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

Information can be found on the school website and APP including news, events and useful links.

#### **4b) What support will there be for my child's/young person's overall well-being?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / play partners
- Buddy system
- Individualised programmes of work
- Access external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy and Anti bullying policy which are both accessible to parents.

Any pupils with additional medical needs are well catered for at Gosforth School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept securely and are accessible to appropriate members of staff.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly.

#### **5) What specialism services, experience, training and support are available at or accessed by the setting / school / college?**

Once the school has identified the needs of SEND pupils, the SENCO/Head teacher decide what resources/training and support is needed.

##### ***School Provision:***

- Range of Literacy and Numeracy small group interventions delivered by TA's/teachers
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants offering social skills.
- Speech and Language support

##### ***Local Authority provision available:***

- Autism team outreach support
- Educational Psychology Service

- Speech and Language Therapy (SALT)
- Specialist teachers

***Health Provision available:***

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- School counselling sessions (Howgill)

**6) What training are the staff supporting children and young people with SEND had or are having?**

Our staff are trained in Reading Intervention, ELS, ALS, maths invention, dyslexia support and autism. All teachers and TAs working with children with specific educational or medical needs have all received relevant training.

**7) How will my child/young person be included in activities outside the classroom including school trips?**

At Gosforth School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

**8) How accessible is the setting / school / college environment?**

- The school has disabled access
- There is a disabled toilet
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has a room that can be accessed for withdrawal work (small group or individual).

**9) How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**

### New pupils to Gosforth C of E Primary School

Foundation Stage staff will meet with parents prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

### Preparing for next steps

We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

**10) Provide examples of interventions, equipment, resources that settings/ schools / colleges may allocate to match children's/young people's special educational needs?**

- Accelerated reader - reading
- Specific ipad/tablet Apps for individual pupils/needs
- Time to Talk book and game
- Phonics programme
- SEAL resources
- Early Literacy Support programme.
- Write from the start
- Fine motor skills programmes

**11. How is the decision made about what type and how much support my child/young person will receive?**

The school budget, received from Cumbria, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

**12. How are parents involved in the setting / school / college? How can I be involved?**

At Gosforth, we value the importance of building positive relationships with all involved in the care and development of pupils. We welcome opportunities to meet with parents and professionals and this can be done through prior arrangement with Mrs Martin.

**13. Who can I contact for further information?**

The first point of call for information is the school. If at any time you have a complaint, please see our policy on our website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors and staff.

If you have any comments, please contact Mrs Martin (SENCO)