

Gaddesby Primary
School
Special Educational
Needs
Information Report
November 2021



Gaddesby Primary School

Special Educational Needs and Inclusion Information Report/Local Offer To be read in conjunction with the Special Educational Needs and Inclusion Policy

School Aims

At Gaddesby Primary School, together we...

- know what learning is. We challenge ourselves, set high standards and embrace creative minds.
- develop flexibility for future learning and have high aspirations for the future.
- respect the environment and the diversity of local and global communities.
- nurture self-esteem, resilience and respect for oneself and others.

Our children are given a broad and rich curriculum that ensures learning is continually building towards this vision and this is shared by all stakeholders. We ensure that our curriculum is underpinned by the teaching of basic skills, concepts, knowledge and values and is built with the knowledge and skills that children need to see and understand the bigger world around them. We have strong partnerships between school, home and the community that enhance and support this learning and creates opportunities for children outside of academic achievements.

As a community school, we use our Gaddesby Values to promote positive attitudes to learning which reflect the values and skills needed for future success.

Our curriculum is:

- Ambitious for all
- Designed to meet the needs of all of the pupils at Gaddesby Primary School
- Broad and balanced in a way that allows access to creative and sporting opportunities as well as academic.

Welcome to our SEND information report which is part of the Leicestershire Local offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nurseries and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations.

At Gaddesby Primary School we strive to support all children to enable them to achieve at school. To do this many steps are taken to support children through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support, reasonable adjustments, may be needed to help them achieve their targets.

Key Roles and Responsibilities:

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. She liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. Where needed she will contact a wide range of external agencies that are able to give more specialised advice.

The SENDCO is a member of the leadership team and is **Miss Katie Stansfield**
(office@gaddesby.bepschools.org)

SEND Governor: The SEND governor is **Mrs C Comber**, one of our co-opted governors. She has responsibility for monitoring policy implementation and liaising between the SENDCo and the Governing Body.

Designated Safeguarding Lead (DSL) The Head Teacher, Mr Leigh Fox
Deputy Designated Safeguarding Lead (DSL) Deputy Head, Miss Annalee Toon
Deputy Designated Safeguarding Lead (DSL) Teacher, Mrs Joanne Linnett

Contact Details:

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If you have any concerns regarding SEN matters do not hesitate to contact us.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEN terms.

AAP	Attention Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAHMS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SpLD	Specific Learning Difficulty
SEMH	Social Emotional and Mental Health
VI	Visual Impairment

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

- They are held accountable for the decisions they make through:
- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government transformed the system for children and young people with special educational needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them. The Bill extends the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan (EHCP), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."


What will it do?

- The Leicestershire framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs. Below are Gaddesby Primary School's responses to these questions.

Gaddesby Primary School Local Offer


What can we offer children with SEND?

- From tracking
- From teacher's concerns
- From observations
- From liaison with parents




Early identification of needs.

- Parent review meetings
- Annual school reports
- SENCo available on site
- Informal meetings




Communication with parents

- High quality focused interventions
- TAs trained to lead interventions




Interventions matched to learner's needs

- Referrals to outside agencies if needed
- Classroom adaptations
- Curriculum adaptations
- Individual Education Plans (IEP)




Individualised support

- Teacher assessment identified children having difficulties
- Effective deployment of staff
- Individual strategies used
- Monitoring of teaching



High quality classroom teaching

- Progress against IEP measured
- SENCo able to track progress
- Teacher assessment identifies children having difficulties



Tracking of progress

How are pupils identified and assessed for special educational needs?

We have several methods to help us identify if a child needs extra help. These include:

Prior to starting school—

- Gathering information from your child's pre-school or previous school. This may involve conversations with their former teacher or key worker.
- Gathering information from other services who have worked with your child, for example a speech and language therapist or paediatrician.

Once your child joins our school, we will monitor their progress and development. If we have concerns, we may ask other professionals to give advice and support.

- Teachers will be aware that a child may have additional needs if they are demonstrating a lack of/limited progress, poor test scores, a change in behaviour, through our rapid feedback cycle, or if the child or parent asks for help.
- If you are concerned about your child's progress in school then initially, please make an appointment with the class teacher, who knows your child extremely well and is your first point of contact.
- If following conversation with the class teacher your concerns remain, then please contact Miss Stansfield who is the SENDCo.

How do we identify children with special educational needs?

All staff working with pupils at Gaddesby Primary School put a child's well-being and progress at the forefront of their practice. If any member of staff working with a child identifies that they have difficulties in particular areas, academically or emotionally, they will bring this to the attention, initially of the class teacher who will ensure through 'Quality First Teaching' that the child is given every opportunity to progress.

Concerns about a child will be raised with the SENDCo and the parent at this point. An Early Monitoring Form will be actioned, with strategies and interventions put in place to support the difficulties a child is facing. If expected progress is not made further discussions will take place between SENDCo, teachers and parents and a joint decision will be made to agree if the child should be placed on the SEND Register to access a higher level of intervention and help.

- In other cases; parents, previous schools or settings or outside agencies such as Speech and Language Therapy may bring a child's specific needs to our attention.

How will I know how Gaddesby Primary School support my child?

The type of support needed by your child will depend on their level of need. It can include:

Class teacher input - Quality First Teaching. For your child this would mean:

1. Your child is taught by excellent, experienced teachers and ensures that classroom practice is inclusive for all the learners in their class.
2. That the teacher had the highest possible expectations for your child and all pupils in their class.
- 3.

4. That all teaching is based on building on what your child already knows, can do and can understand.
5. At times the teacher may direct the class-based Teaching Assistant to work with your child as part of normal working practice—wave 2 intervention.
6. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical hands on learning, the use of visual representations and utilising different ways of communication e.g. visually and verbally
7. Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
8. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group for additional boosting. This will be run by the teacher or teaching assistant and may take place in the classroom. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENDCO.

Pupil Progress Meetings are held during the year. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Team, Paediatrician etc. A referral will be made, with your consent, and forwarded to a panel to decide the most appropriate professional to support your child. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of Gaddesby Primary School are responsible for entrusting a named person, Mrs Keeley Baigent, to monitor Safeguarding and Child protection procedures. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review all other statutory policies as defined by the DfE.

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

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Specific resources and strategies will be used to support your child individually and in groups.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the SENCo three times per year. IEPs will be discussed with parents at agreed meeting times. After jointly reviewing the progress the next set of targets will be discussed. The class teacher will produce an IEP which will be sent to the parent within 2 weeks, if not before.

Appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

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

His/her progress is reviewed formally every term and a National Curriculum level given in English and Maths.

You will be able to discuss your child's progress at Parents' Evenings.

Your child's class teacher will be available at the end of each day if you wish to raise a concern.

Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

Children on our SEND register may have a SEND Support Plan or an Education, Health and Care Plan. These are reviewed with your involvement.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also monitor that your child is making good progress and will submit a SEN summary report to Governors each term.

How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child outside of the classroom.

Our SENCo may meet with you to discuss how to support your child with strategies to use, if there are difficulties with a child's behaviour/emotional needs.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home. Collaboration between home and school is key to ensure a child thrives.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

Members of staff such as the class teacher, teaching assistant and SENCo are readily available for pupils who wish to discuss issues and concerns.

Circle Time and RSE sessions.

Social skills and friendship group session.

Behaviour programmes including rewards and sanctions.

Embedded use of promoting our Gaddesby values (positivity, respect, creativity, curiosity, resourcefulness, teamwork and aspirations) throughout the school day. All staff are utilising key school values, developed by SENCo and teachers, to promote positive well-being.

Where appropriate, meditation sessions are carried out.

Buddy systems are available for those who find lunchtimes a challenge.

We also employ emotional literacy support assistants who can work with children with emotional needs.

Pupils with medical needs

If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff will receive additional training to support pupils with medical needs (for example diabetes).

Staff receive EpiPen training delivered by the school nurse.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

All staff have basic first aid training.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychology Service
- Specialist Teaching Service including the Hearing Impairment Team, Visually Impairment Team and Autism Outreach
- Speech and Language Therapy
- School nurse
- Ashmount Special School Outreach Services
- Early years services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Social Services
- Paediatricians

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (In School Review). These are meetings held once a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil to take their learning forward.

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

Different members of staff have received raining related to SEND.

These have included sessions on:

How to support pupils on the autistic spectrum.

How to support children with dyslexia.

How to support pupils with speech and language difficulties.

How to support pupils with physical and co-ordination needs.

Supporting early literacy development.

Phonics training.

The Educational psychology service has also provided training on anxiety, attachment disorder and understanding literacy difficulties.

Mr Fox and Miss Stansfield have gained the qualification 'National Award for Special Educational Needs Co-ordination.'

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

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

However, if it is deemed that an intensive level of 1:1 support is required a parent or 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:

- Accessible buildings.

- One toilet adapted for disabled users.
- Ramped access to the playground.

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

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Where appropriate pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Our SENCo is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff may visit pupils prior to them joining their new school.
- New schools are invited to attend any reviews prior to transition.
- Mr Fox and Miss Stansfield liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with our SENCO, the secondary school SENCO, the parents/carers and where appropriate the pupil.
- Pupil voice (children are asked their views on an issue either individually or in small groups).

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

Additional provision may be allocated after discussion with the class teacher at pupil progress meetings, or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances or concrete resources to use in the classroom.

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

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

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

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during Parent's Evenings
- During discussions with our SENCO or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated. IEPs are a collaborative process between teachers and home and all parental views are welcomed.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENCo.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Where can I find the local authorities Local Offer?

Please access the Local Authority Website and locate the Special Educational Needs Assessment service (SENA).

Leicestershire Local Offer

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

The Family Information Service is another useful site on the Local Authority Website.

<https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/family-information-directory>