

Pupils at Gaywood Primary School with Special Needs or Disability

Our Inclusion Lead is Mrs Anne Waters – She is the Special Educational Needs and Disabilities Coordinator (SEN-DCo), the English as an additional language (EAL) co-ordinator and the Looked after Children (LAC) co-ordinator.

Within the Inclusion Team we also have Mrs Rose, Gaywood's Child and Family Support Worker and Mrs Saines, the Safeguarding Lead.

Gaywood Primary School can offer you:

- Someone to talk to; you can always speak to your child's class teacher or the SEN-DCo (Special Educational Needs and Disabilities Coordinator) about any concerns you may have.
- A friendly, caring environment; we value social and emotional aspects of learning as much as academic aspects.
- Quality teaching; all our teachers work to a very high standard and are very aware of the need to ensure that all pupils, with or without special educational needs and disabilities achieve the most they can.
- Well trained teachers and support staff; all staff have access to up to date training to meet the needs of individual pupils through the Cluster funding mechanism accessed by the school
- The support of the Cluster SEN-D Lead (Cluster Special Educational Needs and Disabilities Lead), Miss Sue Wild, who visits our school regularly
- Access to specialist services; We can refer children or give you advice as to where you can make referrals.

Special Needs and Disabilities

Pupils have special education needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with learning difficulties can be grouped as having problems with Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health or Sensory and/or Physical disability.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

Equal Opportunities for all pupils

All staff at Gaywood Primary School recognise the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make 'reasonable adjustments' to ensure equal opportunities.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.” Section 1 (1) Disability Discrimination Act 1995

Our whole school policies on equality and behaviour ensure that arrangements are made to support children with SEN-D and measures are in place to prevent bullying.

Programmes we can use to support learning

Social, Emotional and Mental Health needs • Nurture • Time to talk • Behaviour plans

Cognition and Learning needs • Sensory Circuits • Sounds Discovery • Minute-a-day • Toe by Toe • Word wasp / Word hornet • Plus 1 / Power of 2 • Speed Up! • Write from the start • The 5 minute Literacy Box • the 5 Minute Numeracy Box • Catch-Up Literacy • Catch-Up Numeracy • Equipment such as pencil grips, slopes • Yoga

Communication and Interaction needs • Elklan Speech Therapy • Circle of Friends • Speech and Language programme • Visual supports such as timetables • Yoga

Sensory and/or Physical needs • Coloured overlays • coloured books • Equipment such as adapted scissors, technological aids

Gaywood School is equipped with two disabled toilets, a shower room and a sensory / changing room for children with physical difficulties or who have intimate care requirements. There is a disabled parking bay in the car park. All areas are accessible by wheelchair. Personal Risk Assessments and Personal Evacuation Plans are provided for some high-level needs children.

Children with medical conditions often have HealthCare Plans and their needs are met on an individual basis.

Staff training

We make sure our staff are up to date with training to help and support all our pupils. This includes:

- Autism Awareness/Social Story Training
- Manual Handling and Intimate Care Training
- Mental Health /Bereavement counselling
- Supporting learning and Behaviour Management Training
- First Aid and training for specific medical conditions
- PECs and ELKLAN training

Funding

Some children's difficulties are viewed as exceptional and their needs are not able to be met within our school budget. Funding known as Top Up funding is allocated to the Springwood Cluster, whose Head teachers currently divide the money up proportionally to each school according to the number of high needs pupils on roll. The Cluster SEND Lead will assist the Head Teachers in ensuring consistency of judgement across the range of schools.

Effectiveness

Data for all learners is analysed by teachers, Senior Leaders and Governors. Our school data is also monitored by the Local Authority and Ofsted.

The impact of the programmes we use is monitored throughout the year by the SEN-DCo.

The School's Accessibility Plan is reviewed annually by a group of stakeholders to ensure the Equality Act is being addressed.

Children within our school who are Looked after by the Authority have their progress monitored and support through the creation of a Personalised Education Plan.

Identification and Assessment of pupils

Identifying children with a Special Educational Need or Disability is detailed in 'The graduated approach' below.

Initial Concerns	
Teaching team	SEND-Co / Senior Leadership Team (SLT)
<ul style="list-style-type: none">Through using the School database 'Pupil asset' the progress of a child is identified as slowing or below that of their peersConcerns based on behaviours, attitude and / or work evidenceParents / carers have voiced concerns to teaching team based on behaviours, attitude and / or work evidence	<ul style="list-style-type: none">* Pupil asset shows the progress of a child is identified as slowing or below that of their peers* Parents / carers have voiced concerns based on behaviours, attitude and / or work evidence
Initial Actions	
Teaching team	SEND-Co / SLT
<ul style="list-style-type: none">Concerns acted upon through first wave high quality differentiated teaching and informed planning from evidence from child's performances in lessons, the regular review of child's progress and assessmentsConcerns shared with SEN-DCoObservational records of behaviours keptGathering of written evidenceConsultation with parents and sharing informationConsult with previous members of teaching team	<ul style="list-style-type: none">*Consult previous records*Consult with teaching team*Observe child in class*Look at child's recorded work*Complete tests*See parents / carers* Devise and share Action Plan
Subsequent Action	

Teaching team	SEND-Co / SLT
<ul style="list-style-type: none"> Complete an MP3 as child needs to be recorded as having SEN-D and share with parents Put intervention in place and teaching team to monitor regularly Respond to outside agency advice 	<ul style="list-style-type: none"> *Discuss testing / observations / concerns with teaching team *SENDCo to talk to parent to gain advice from outside agency and school staff to respond appropriately to subsequent reports * Make referral to SEN advisory teacher and respond to advice given *Support putting intervention in place * Record child on SEN-D register on Pupil Asset
Review	
Teaching team	SEND-Co / SLT
<ul style="list-style-type: none"> Assess progress towards targets Review MP3 information termly and share with parents 	<ul style="list-style-type: none"> *Revisit action plan when appropriate with teaching team and parents *Devise new action plan or continue to monitor progress
Assessing your child Children will be monitored, observed and assessed to get the whole picture of them. The assessments used, depend on the child's age and include: The Foundation Stage Profile, Phonics screening , Year group word checklists, Reading tests, Sandwell Maths test, Spelling Test, British Picture Vocabulary Scale, Non-Verbal Reasoning Tests	
Programmes include <ul style="list-style-type: none"> *Nurture sessions (KS1/lower KS2) once or twice a week *Behaviour / Social skills sessions (KS2) once a week *Word Wasp / Word Hornet (KS2) daily for 5 minutes *Catch-Up Literacy (Y3, 4, 5) twice weekly for 15 minutes per child *Catch-Up Numeracy (Y3, 4, 5) twice weekly for 15 minutes per child *Toe by Toe (KS2) daily for 5 minutes *Plus 1 / Power of 2 (KS2) daily for 5 minutes * Clicker 6 * Speech and Language programme – provided by SALT team or after in-house assessment 	
Outside Agencies include <ul style="list-style-type: none"> Speech and Language Therapy service Educational Psychologist service Assisted Technology Team Virtual Sensory School Epilepsy nurse Occupational Therapist Community Adult Mental Health Service Point 1 School Nurse Continence Team ADHD Specialist nurse Autism Specialist Teacher 	

In some circumstances, if your child still does not make enough progress, we may ask the Local Authority for additional support for your child. Only in exceptional circumstances would we apply for an Education, Health and Care Plan (EHCP).

TRANSITION

On joining and leaving Gaywood

- The term before your child joins the Reception class, the class teacher visits to the pre-school where your child attends in order to meet your child. They will share any information regarding any SEN-D or other issue.
- Your child will visit the Reception class to get used to the new adults in their life and the new surroundings, prior to the start of the school year and your class teacher will visit you at home.

Children are assessed from their first term in Reception. If any child has particular issues or problems we put a plan in place to give any extra support that may be needed and the class teacher will talk with the SENDCo to see if there is any additional support or any referrals that are necessary. In the first term meetings with parents are held after school to give you information about their first term and to answer any questions you may have. Parents Evening meetings are held at least twice each year.

- When children move schools the handover systems ensure that we receive and pass on any information on their development so far, and any information on a special need or disability already identified by parents or health workers.

For certain high level need children, we endeavour to meet with everyone involved before the child starts or leaves our school to make sure their transition to school is as smooth as possible.

- On transition at Year 6 multiple visits are arranged over and above those arranged for the majority of the year group and extra staff visits are made to ensure all information is passed on.
- All children spend some time at their new school, and children with SEN or a disability will be given extra days to meet their particular needs and to meet support staff. Our teachers meet with the staff from each secondary school to discuss any particular issues.
- For the children with additional needs there will be a review in the summer term before they leave where they can meet and talk to Secondary school staff, at this time both parents and the child will have the opportunity to discuss any concerns.

TRANSITION

Throughout Gaywood

- Information is shared at end of year meetings between staff, staff and parents and staff and children.
- Children who find transition especially difficult are given nurture support and a book with visual reminders of the information is compiled for them.

For further information:

Norfolk's Local Offer for SEND children can be found on the Norfolk website:-

<http://www.norfolk.gov.uk> or at Norfolk County Council, County Hall, Martineau Lane, Norwich, Norfolk NR1 2DH Tel: 0344 800 8020 Email us: information@norfolk.gov.uk

Norfolk Parent Partnership:- Woodside Road, Norwich, NR7 9QL Tel: 01603 704070 or you can contact via e-mail: parent.partnership@norfolk.gov.uk

The Complaints procedure

Hopefully we never reach this stage but we recognise you may need to make a formal complaint. Our complaints policy is on our school website.

Finally

Our school is committed to supporting all children and through good communication between our parents and teaching staff we aim to ensure this happens. The SENDCO is always available for to provide further advice and support.