

Gaywood Primary School



SEND information report (Updated December 2021)

All governing bodies of schools and nurseries have a legal duty to publish information on their website concerning the implementation of their policy for students with SEN.

This information will be updated at least annually.

Schools approach and rationale

Gaywood Primary is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all.

Ofsted October 2021 stated *'Pupils have a rich educational experience at Gaywood Primary. Their learning in class is interesting and carefully planned to ensure they cover a broad range of topics within each subject. This is enhanced by wider opportunities, such as sports clubs and music tuition.'*

They also stated *'The provision for pupils with special educational needs and/or disabilities is strong'.*

We endeavour to be:

- A strong welcoming community, safe, happy place where everyone is respected and listened to
- Providing Quality First Teaching
- Scaffolding to support, extend and develop a wide range of learning abilities
- Nurturing, within a caring environment
- Providing a stimulating learning environment
- Committed to teamwork
- Providers of varied experiences including a wide range of opportunities

Who's who in our team



Mrs C West-Burnham
SEND Governor



Mr D Crook
Chair of Governors



Mr N Mindhan
Headteacher



Miss P Young
Deputy Head Teacher



Miss Teresa Mendenay
Primary Trust SENCo



Mrs R Brundle
SEND TA



Mrs J Rye
SEND TA



Miss C Smallwood
SEND TA



Ms K Fralingham
1:1 SEN TA



Mrs L Pocknell
SEND 1:1 TA



Mrs L Wardill
Pastoral Support,
Safeguarding and
Attendance Officer

Training of staff

Trust Primary SENCo – Miss Teresa Menday

BA (Hons) QTS 2000

Designated Teacher for Looked After Children

Teachers and TA's

Quality First Teaching June 2021

Autism Awareness by the 'The National Education Trust' May/June 2021

Read Write Inc. training and refreshers

CPD programme by West Norfolk Academies Trust

Responsibilities: Special Educational Needs and Disability Co-ordinator (SENCo) and Assistant SENCo

- Work with the Headteacher, SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with Nursery providers and any potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Liaise regularly with the Assistant SENCO and SEN Support across the Trust Primary Schools.
- Co-ordination of all support for students with special educational needs and/or disabilities.
- Ensuring that all staff are aware of each student's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress. Providing support and advice so all SEND children reach their potential.
- Organising training for staff to ensure that they are aware of and confident in meeting the needs of all SEND students.

Responsibilities: Teaching staff

Each class teacher is a Teacher of SEND and they are responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan, differentiate and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- As with all children, we have high aspirations and celebrate the educational and personal achievements of SEND children.
- Ensure entry to examinations for SEND children.
- Be familiar with the SEND Code of Practice and respond appropriately to requests for information, to support the completion of referrals and other documentation needed, as part of review meetings.
- Liaise with the SENCo or Assistant SENCo where a child is experiencing difficulty.
- Provide a record of a child's progress towards their individual targets on an IEP (Individual Education Plan) or a Pupil Passport. Children with an EHCP have a different IEP which links directly to the outcomes in their EHCP which may also have additional specific targets. These are reviewed termly with the child and parent /carer, for IEP and the class teacher.
- Through Quality First Teaching, Plan appropriately challenging/scaffolded up activities that stimulate a life long love of learning and develops knowledge, understanding, resilience and ambition. This approach also enables all SEND children to have access to the same curriculum content and learning objectives as their peers.
- Provide resources that are additional and different from those provided as part of the school's usual differentiated curriculum.

Live mark so that children have immediate feedback and encouragement towards improving their work. Teachers and TA's use Blooms Taxonomy to help develop positive critical thought processes through questioning and metacognition.

Responsibilities: Student and Home

Students with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support they need to help gain the most from their education.

They will be encouraged to participate in the decision making process, including the setting of learning targets and contributing to plans. This will be achieved through a variety of approaches as appropriate to the age of the student. These include:

- Student interviews
- Questionnaires
- Self-evaluation (pictures or written answers)
- Student set targets

Home will be expected to provide:

- Love
- Nourishment
- Emotional support
- Clothes and equipment
- Varied experiences
- Wide range of opportunities
- Homework support

Definition of Special Educational Needs (SEN)

Students have a learning difficulty if they:

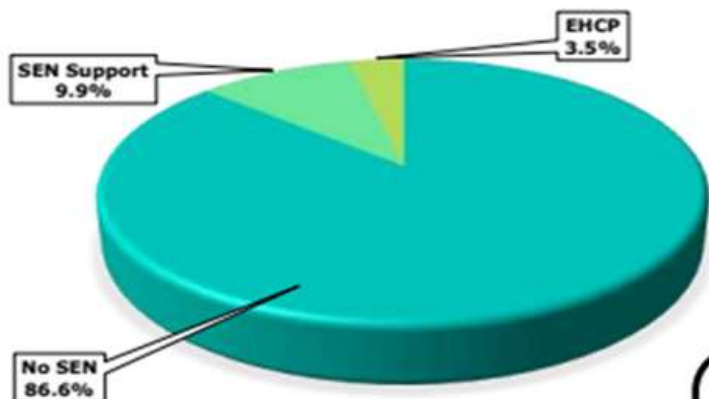
- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions given above or would do so if special educational provision was not made for them.

Types of Special Educational Needs

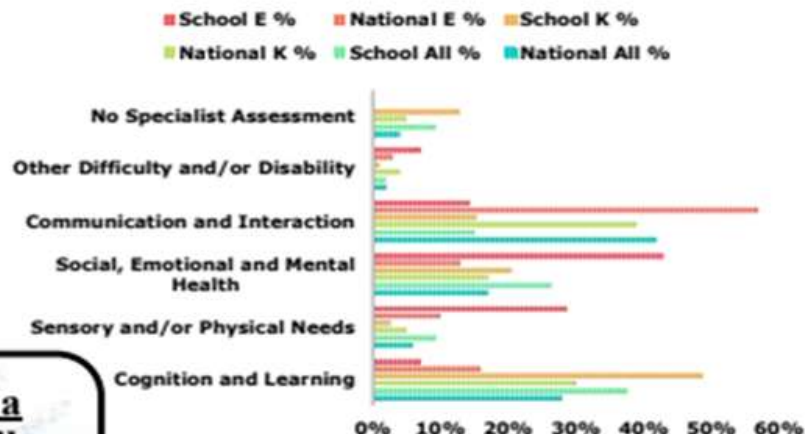
- Communication and Interaction
 - ASD (Autistic Spectrum Disorder, which can include other disorders e.g. Aspergers)
 - SLCN (Speech, Language and Communication Needs)
 - Speech and Language Difficulties
- Cognition and Learning
 - MLD (Moderate learning difficulties)
 - SLD (Severe learning difficulties)
 - PMLD (Profound and Multiple learning difficulties)
 - SpLD (Specific learning difficulties) For example dyslexia, Developmental Coordination Difficulties - dyspraxia,, dyscalculia and dysgraphia.
- Social Emotional Mental Health
 - ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder)
 - ADD (Oppositional Defiant Disorder)
 - PDA (Pathological Demand Avoidance)
 - Trauma
 - ACES
- Sensory needs
 - VI (Visual Impairment)
 - HI (Hearing Impairment)
 - MSI (Multi-Sensory Impairment)
 - Sensory processing difficulties
- Physical Difficulties / Disability
 - Cerebral Palsy Hydrocephaly/ Spastic Quadriplegia
 - Muscular dystrophy
 - Developmental Coordination difficulties (Dyspraxia)

Types of Special Educational Needs at Gaywood Primary School

Whole School SEN Data



Primary Broad Area of Need Compared to National



Attendance and Exclusions

Attendance for the Academic Year 2020/21 (Against National 2018/19)					
National	Girls	Boys	SEN	Disadvantaged	School All
95.30%	95.23%	94.76%	91.56%	95.00%	94.99%

Rate of Fixed Term Exclusions in Primary Schools (Against National 2018/19)					
National No SEN	School No SEN	National K	School K	National E	School E
0.38%	0.00%	6.90%	0.00%	13.61%	2.53%

Rate of Permanent Exclusions in Primary Schools (Against National Data for 2018/19)					
National No SEN	School No SEN	National K	School K	National E	School E
0.00%	0.00%	0.12%	0.00%	0.18%	0.30%

SEN in a Nutshell

Gaywood Primary School
Autumn Term 2021/22

Outcomes

EYFS Expected and Above Across ELG's (Summer 21)						
Girls	Boys	SEND	PP	Non pp	All	National
66.7%	63.0%	42.9%	42.9%	71.7%	65.0%	70.7%

KS1 Expected and Above (Summer 21)						
	All	Girls	Boys	SEND	DA	Non DA
Reading	62.5%	65.4%	60.0%	#	40.0%	67.4%
Writing	58.9%	57.7%	60.0%	#	50.0%	60.9%
Maths	71.4%	65.4%	76.7%	22.2%	50.0%	76.7%

KS2 Expected and Above (Summer 21)						
	All	Girls	Boys	SEND	DA	Non DA
Reading	69.0%	68.8%	69.2%	30.8%	33.3%	78.3%
Writing	66.1%	68.8%	63.0%	35.7%	38.5%	73.9%
Maths	65.5%	59.4%	73.1%	7.7%	33.3%	73.9%

Working together

At Gaywood Primary School we are committed to working together with all members of our school community. This local offer has been produced in conjunction with students, parents/carers, governors and members of staff.

Parents who wish to provide feedback or become involved in future reviews of our offer are welcome to contact the school on:

01553 774147

Or email Miss Teresa Menday at: senco@gaywood.norfolk.sch.uk

Identification of special education needs

At Gaywood Primary we are committed to ensuring that all learners have access through quality first teaching, scaffolding activities and any additional resources access to the same knowledge rich curriculum content and learning objectives as their peers. This not only enables development of their knowledge and understanding, but also develops and extend their skills and abilities. We use imagery, symbols, rehearsal and repetition to help remove barriers' to accessing learning and reduce any fear of the written word and or of failing. It does not follow that all vulnerable learners have SEN. Only those with a learning difficulty which requires special educational provision will be identified as having SEN.

Learners can fall behind for many different reasons. They may have been absent from school or have attended many different schools and not had the opportunity to learn consistently. Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN. Quality first teaching and identifying in class support and resources, assessments in school and externally, monitoring and assessing progress will be the first step to meeting a child's needs. Discussions and reviews with class Teachers and parents are also central to this process.

We endeavour to ensure that a child's needs are identified and met as early as possible and adopt the following procedures for identification and assessment.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

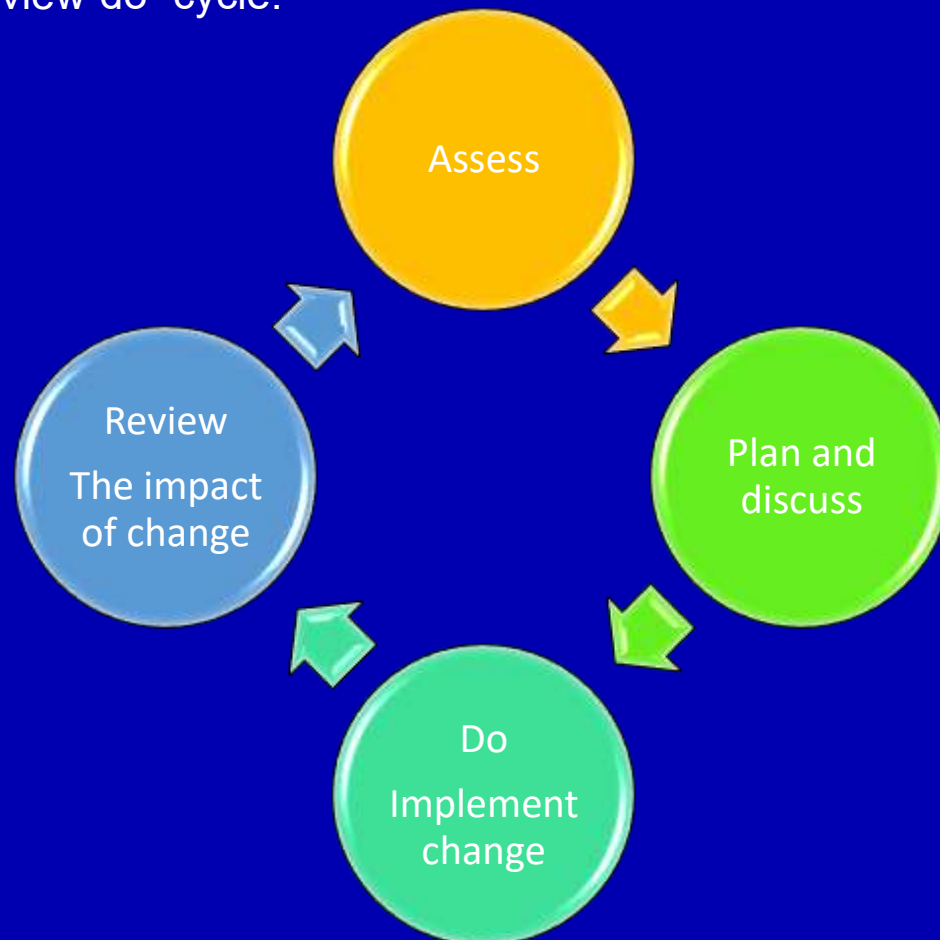
- is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Identification of special education needs

- We follow the approach outlined in the SEN Code of Practice (2014) which recommends a four-stage cycle of action, known as 'Assess – Plan – Do – Review', in which the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable the child to learn more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists and, if appropriate, provision of specialised equipment or resources. This cycle of support can be in place for a short period of time or a prolonged period and it is reviewed termly. Children who have an EHCP, or an identified SEND need will automatically have an IEP- Individual Education Plan. Additionally, we monitor children in the early stages with a Pupil Passport which are also shared with parents.
- In some cases a more in-depth, individual assessment may be carried out by the school. This can take many forms, including a reading assessment, observation of the student, one-to-one work in a certain area or a specific support programme/intervention.

Assess Plan Review Do cycle

- If there is an identified special educational need for a student, they may use additional or different interventions to those provided within the usual differentiated curriculum offer and strategies implemented by the class teacher. We will use an “assess-plan-review-do” cycle.



Application for an Educational Health Care Plan (EHCP)

- If a child continues to make less than expected progress, assistance from external services would be requested, again in consultation with parents. Reports from professionals will be discussed with school staff and parents. Their recommendations may form part of a Pupil Passport or an Individual Education Plan (IEP).
- External specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision.
- If a child is still struggling to access learning or making less than expected progress, despite advice, the support and adjustments available and over a prolonged period of time, an application for an Education Health and Care Plan may be considered. We have to make sure we have exhausted all other possibilities for support and the provision expected at SEN Support by the Local Authority. (PeASS)
- We also have to complete 2 cycles of the Access Plan Do a Review Process, which is 2 terms.
- Where a request for an Education Health and Care Plan assessment is made by school to the Local Authority, the child will have given significant cause for concern. The child's needs are not being met by the local offer.
- Parents can also make applications for EHCP's and the Norfolk Schools website has the relevant advice and paperwork or please ask us.
- If a plan is not agreed there is an appeal process for parents which can include mediation meetings with the Local Authority. They may still decide to uphold their original decision but all views and voices are heard at the meeting which is held by an independent mediator.
- An EHCP will not allocate 1:1 support but it will IF successful, detail a child's strengths, their life journey, their difficulties and the provision the local authority expects to be provided to meet a child's needs.

The local authority and their support services in meeting the needs of pupils with special educational needs.

Local offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This local offer for children with Special Educational Needs and disabilities (SEND), has been developed in conjunction with the cluster local core offer in order to provide a consistent response to all students and families in our care.

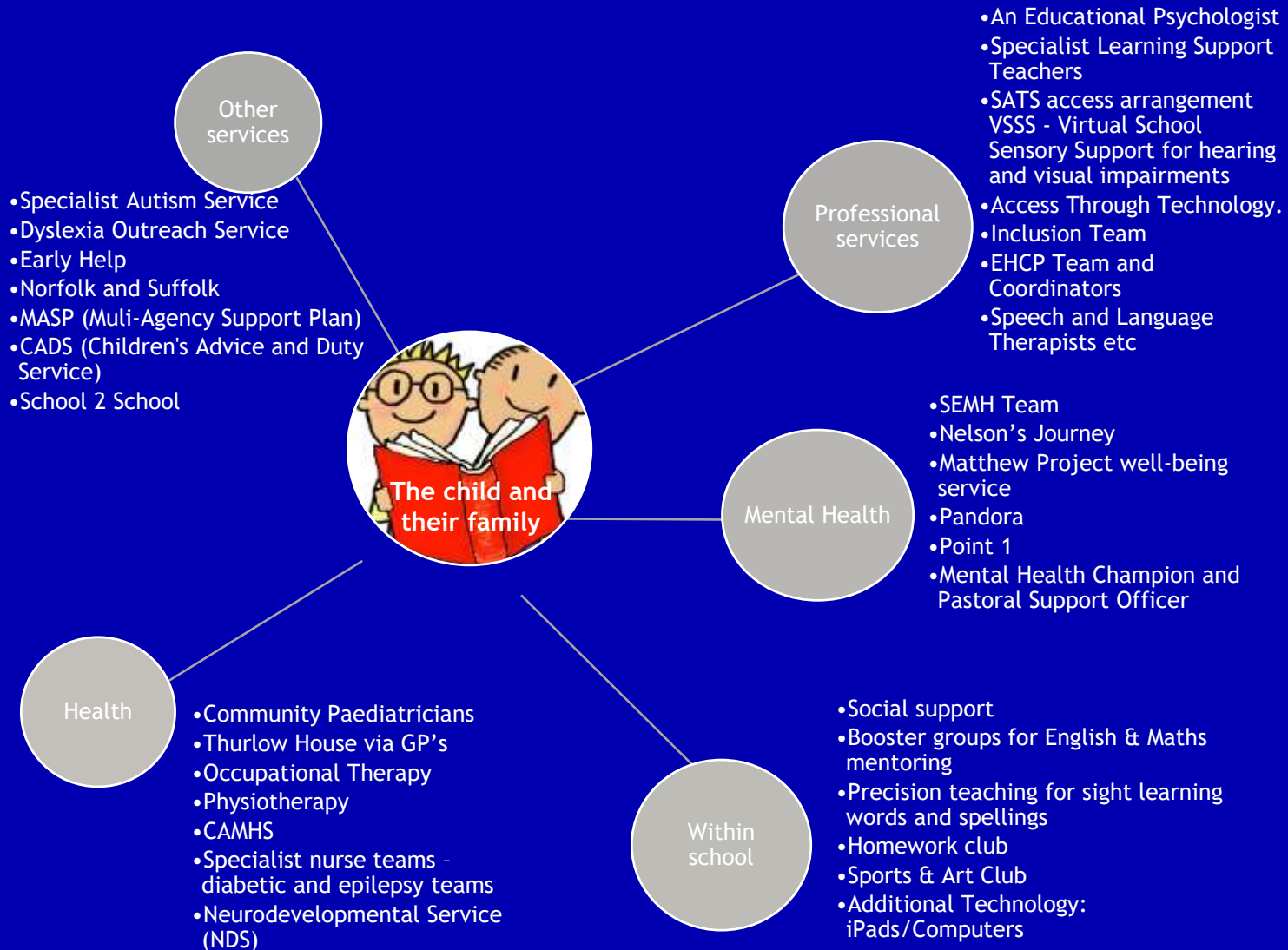
This local offer will provide clear, comprehensive and accessible information concerning the provision made for students with SEND. It also forms part of the Norfolk Local Offer for learners with SEN.

What is the provision for special educational needs at Gaywood Primary School?

Gaywood Primary School has access to support from a number of different services.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary.

In addition, we employ Teaching Assistants, who deliver interventions within the provision map co-ordinated by the SENDCo.



Adaptations the curriculum and learning environment for pupils for special educational needs

- All Teachers are Teachers of SEND children.
- All staff are trained to deliver lessons to a range of specific learning difficulties including dyslexia, autistic spectrum disorder, speech, language and communication needs and behavioural, emotional and social difficulties. Through quality first teaching and making adjustments through scaffolding up of activity resources to increase access to the same curriculum content and learning objectives as their peers.
- Additional resources may also be necessary: writing slopes, pencil grips, coloured overlays & tinted paged exercise books, weighted blankets, shoulder wraps & lap pads, their own working area or a calming area, wobble cushions and ear defenders etc.
- A variety of teaching methods are employed, covering visual, aural and kinaesthetic.
- The SENCo is always available to discuss Teachers concerns and to advise on adjustments and or further assessments by them or an outside agency.

Our school's approach to teaching SEND

Our high quality teaching includes:

Our lessons are structured to support SEND students with routine. We will support students with scaffolding. We can support students with transitions with visual timetable if needed

Other practical ways we support our children (this is not a complete list):

- Overlays, coloured paper and exercise books.
- Larger text and lined or squared books.
- Writing slopes, specific pens and pencil grips.
- Read Write Inc for phonic and reading daily.
- Neli - early language development programme.
- iPads/laptops from school or referrals to Access Through Technology (ATT).
- Regular handwriting practice.
- Own working spaces and calming areas in class where necessary.
- Sensory weighted items to help self regulation as well as exercises.
- Exam access arrangements – quiet spaces, scribes, 25% extra time

Engagement of learning supported

- We run planned interventions by need:
 - *Spelling*
 - *Reading*
 - *Anger management*
 - *Handwriting*
 - *Touch typing*
 - *Lego therapy*
- We will work with outside agencies, for example:
 - *Physiotherapy*
 - *SALT - Speech and language Teams*
 - *ATT – Access Through Technology*
- Other ways we support students:
 - *Lighting and high visual contrast (yellow paint against black backgrounds) tactile or braille in areas where required*
 - *Ramps and lifts to enable disabled access to all areas of our buildings*

Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Assessment:

Effective assessment systems are implemented as early as possible in conjunction with other agencies by:

- Encouraging parents/carers and the cluster schools to work together to recognise and support students with special educational and disability needs at the earliest stage, drawing on external advice where necessary and using delegated resources flexibly to make appropriate provision.
- Ensuring that the cluster schools, in liaison with other agencies, meet statutory obligations to students with special educational and disability needs and their families within the prescribed timescales.
- Working with other agencies to implement Family Support Plans (FSP) as part of a co-ordinated and staged approach to early identification and intervention.

Arrangements for assessing the progress and reviewing the progress of pupils with special educational needs

Monitoring:

Monitoring progress is an integral part of teaching and leadership at Smithdon High School. Parents, carers, students and staff are all involved in reviewing the impact of interventions for learners with SEN. The 'assess, plan, do, review' model is followed to ensure that parents/carers and students are involved in each step. The SENDCO collates the impact data for interventions to ensure that they are effective. Whole school progress data for all students is collated and monitored by teachers, senior leaders and governors. Whole school and cluster data is also monitored by the Local Authority and Ofsted. Student progress towards target outcomes is assessed by:

- The use of tracking data to check that progress is good across the curriculum.
- Monitoring the progress of all students at least every half term by the Senior Leadership Team and SENDCo.
- For students with Statements of SEND or Education and Health Care Plans, the SENDCo and where possible the appropriate teachers and teaching assistants, discuss progress with parents at individual review meetings.

Funding

Gaywood Primary School receives funding from the Local Authority to support the needs of students with SEN.

The funding received for: 2019/20 was £32.712
2020/21 was £40.981

The funding for **2021/22** will be **£47,709**
Including £ top up or exceptional needs funding.

Link to our budget share tracker:
<https://csapps.norfolk.gov.uk/BudgetShare/ReportsMenu.aspx>

Costed Provision Map

Will be added shortly once this has been approved for 2021 and 2022.

Additional support for learning

Equipment/Resources for additional support:

- We use a range of individual or group programmes to assist learners according to their needs.
- Any specific or physical requirements will be assessed individually and equipment will be provided, where possible, to meet those needs with the help of the Local Authority SEND services.
- All learners should have the same opportunity to access extra-curricular activities. The school offers a range of additional clubs and activities and is committed to making reasonable adjustments to ensure participation for all.

Evaluation the effectiveness of provision

There is clearly a challenge to allocate resources and interventions with respect to funding.

Regular Pupil Progress meetings with class Teachers and SLT highlight where children are making good progress and where they may also need additional support, actions are agreed and followed up.

In providing additional support for students, this will be provided from a perspective of evidence based scenario.

If we have found from school-based or research that interventions do not improve student outcomes we may withdraw this intervention. We will use the 'assess-plan-review-do' cycle.

How we enable pupils with special educational needs to engage in the activities of the school together with students who do not have special educational needs

We have a number of extra-curricular activities that take place at Gaywood Primary School, ranging from after school clubs to residential trips.

We support students on these by ensuring we make reasonable adjustments so that every young person is included in every aspect of school life.

We therefore undertake risk assessments for all our pupils in conjunction with the school trip leader, parents, and any outside agency where appropriate.

All our buildings are wheelchair accessible and we have a number of disabled facilities within school. Ranging from toilet facilities to parking bays.

Support for social emotional, and mental health (SEMH) development of pupils with special educational needs (SEN)

- We at Gaywood Primary School have a 'whole school approach' to a young person's well-being. Their well-being and mental health is everyone's responsibility. That is, all staff, governors, the community and outside agencies.
- We currently have a Mental Health Champion and Pastoral Officer who work regularly with our children. This enables us to build our capacity to support the emotional needs of our children.. It recognises that children learn better and are happier in school if their emotional needs are also addressed.
- We also make referral and work very closely with the Social Emotional and Mental Health Team (SEMH), who are an outside agency who work with children intensively over a six week period for a diverse range of needs.
- We have developed a culture of talking about emotions and feelings. There is an acknowledgement of difficulties and it is ok to accept help. We achieve through assemblies, PSHE lessons, pastoral support, time to talk with any adult a child feels comfortable with and activities in class that cover anti- bullying, cyber bullying, online safety and positive healthy relationships. We use restorative cycles to heal conflicts, giving all concerned a chance for their voice to be heard and to positively move forward.
- Our Pastoral Officer is Mrs L Wardill.

Consultation with parents and young people about special educational needs and involving in their education

In accordance with the SEN Code of Practice, Gaywood Primary School believe that all parents of children with SEN should be treated as equal partners. The cluster schools have positive attitudes to parents, provide user-friendly information and strive to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their children's entitlements within the SEN framework.
- Make their views known regarding how their children are educated and, where appropriate, co-produce plans to meet their Special Educational Needs.
- Access information, advice and support during the assessment process.

Transfer support to next phases of education

Gaywood Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions. Transition may be to a new class in school, a new teacher or moving to a new school.

Prior to admission to Gaywood Primary School we liaise closely with other professionals who have had recent links with the pupil in the following ways:

- Additional visits and discussions with parents and the child
- For those with an EHCP and where this is known in sufficient time interventions will be planned and in place for the first weeks.
- Where a nursery provision has identified a child as having a SEN and additional support this will be recorded, shared with teaching staff and monitored.
- Where progress is not as expected the class teachers in conversation with the SENDCo will discuss further assessment and other support could be put in place.

Complaints and the governing body

Parent views are important. The first point of contact is always the person responsible, which may be the class teacher, form tutor, or SENDCo.

If this does not resolve the matter, parents should refer to the relevant Head teacher or ask to contact the school's governor representative. If a parent feels that an issue has not been resolved, they can request a meeting with the Chair of Governors of the school.

A copy of the Schools Complaints Policy found:

<http://www.westnorfolkacademiestrust.co.uk/page/?title=Policies&pid=11>

Signposting of policies and procedures

Accessibility Plan

Admission Policy

Behaviour Policy

Equality & Diversity Statement

Safeguarding Policy

SEND Policy

Supporting Medical Conditions

Further sources of support

Support name	Website address	Email address	Telephone numbers	Brief description of service	Who is it for
Local offer	https://www.norfolk.gov.uk/children-and-families/send-local-offer	n/a	n/a	Find Information on support in education Learn about special needs services that can help children, young people and their families Find a support network - parents, groups and organisations. Get guidance and advice about how to help a young person plan their adult life	Anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.
Norfolk SENDIASS (Information, advice & support services)	https://www.norfolksendias.org.uk/	norfolksendias@norfolk.gov.uk	01603 704070	We provide free and impartial information, advice and support about special educational needs & disabilities (SEND).	For children, young people, parents and carers.
Contact a family	https://contact.org.uk/	info@contact.org.uk	0808 808 3555	Contact is a trading name of Contact a Family. We run a free helpline for parents and carers with a disabled child aged from birth to 25, living in any part of the UK. Your child does not need a diagnosis for you to call our helpline. We support families, bring families together and help families take action for others.	Parents and carers with a disabled child.
SEND Gateway	https://www.sendgateway.org.uk/	info@wholeschoolsend.com	020 3925 3596	The SEND gateway is an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND).	Educational professionals
Independent Parental Special Education Advice (IPSEA)	https://www.ipsea.org.uk/	office@ipsea.net	01799 582030	Our vision is that children and young people with special educational needs and disabilities are able to fulfil their potential. We help children and young people with special educational needs and disabilities, and their families and carers, to get the appropriate education, training and support to which they are entitled under the law.	Children and young people with special educational needs and disabilities, and their families and carers
Family Voice	https://www.familyvoice.org.uk/	office@familyvoice.org.uk	07950 302937	Is the parent carer forum for Norfolk. We work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families.	Families, children and young people with SEND.
Norfolk Just One Number	https://www.justonenorfolk.nhs.uk/		0300 300 0123	Just One Number is our single point of access for all Norfolk Healthy Child Programme services. Find out more about the care we can offer for you and your child from age 0-19. You can use their website, call or text Parent Line 07520 631590	Families, children and young people with SEND.
Early Childhood and Families Service (ECFS)	https://www.norfolk.gov.uk/children-and-families/early-childhood-and-family-service	ecfs-families@actionforchildren.org.uk	0344 800 8020	The Early Childhood and Family Service (ECFS), offers support to 0-5-year-olds and their families in Norfolk. We have commissioned Action for Children to deliver additional support.	Families and children