



Gaywood Primary School

SEN Information ~ 2018

School Offer

At Gaywood Primary School, we aim to have a curriculum that is exciting and promotes learning in all children in a happy, safe and caring environment. The whole school approach to teaching pupils with educational needs and disabilities is child centred and relies on a shared responsibility to promoting high expectations in all children. The curriculum will be presented in a way that is appropriately challenging (differentiated), that enables ALL learners to access knowledge, develop their understanding and build their skills and abilities.

All staff have regular training by school staff and through other training providers to ensure they are updated on approaches and strategies to support the range of Special Education Need and Disability (SEN -D). The SENDCo (Special Educational Needs Coordinator) - Mrs Menday and the SLT (Senior Leadership Team) monitor the quality of teaching and learning of SEN-D pupils in order to provide constructive feedback to ensure provision is effective.

Each class has a well-trained Teaching Assistant to support the learning of pupils and in some situations a Teaching Assistant is assigned to the care of one child. They provide support for:

- Small-step Learning opportunities if a child has a Cognition and Learning need such as Dyspraxia, Dyslexia or from mild learning difficulties to Global Developmental Delay. This could be 1:1 or in a small group outside the classroom, but with the precise direction of the class teacher and or SENDCo.
 - Emotional and social support through consistent and continued praise and monitoring of specific reward charts, in class behaviour monitoring charts etc.
 - Language development, especially if the child has a home language, that is not English or has a Communication and Interaction Need such as Autism or a Speech and Language need. Autism encompasses diagnosis such as Asperger's Syndrome and Pathological Demand Avoidance (PDA), ADHD, ODD, Social and Communication Disorders and some anxiety disorders that do not have a full Autism diagnosis. There are many co-occurring elements of disorders that can be present in any one individual.
 - The continued support of a Speech and Language programme provided by a Therapist and beyond where there is a need.
 - Support the recoding of information and learning through the use of Assisted Technology laptops, access to specific iPad Apps and or being a scribe for a child.
 - Physical and toileting needs if a child has a disability such as Cerebral Palsy.
 - Medical needs such as support for children with diabetes, Epilepsy and allergies.
- Care Plans are shared with all staff whom support and come into contact with the child.

Arrangements are made for children with physical, hearing or visual impairments as suggested by NHS professional, to ensure accessibility to the curriculum within our school which is on one level. This could mean facilitating regular Physiotherapy activities.

Children are identified as having Special Educational Needs (SEN) through information provided on transition, in school assessments, concerns from parents and teaching staff and the regular monitoring of progress. The identification of SEND needs are built into the overall approach to monitoring the progress and development of all pupils.

We have a designated THRIVE practitioner and a Mental Health Champion. Thrive takes place 1:1 in the afternoons. Thrive is a therapeutic approach to help support children with their emotional and social development. The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.

In accordance to the SEN Code of Practice 2014 the 4 stages of support are:
'Assess, Plan, Do, Review'

This graduated approach is implemented in all areas of support for children with SEN-D. This is regardless of if a child has a recognized diagnosis, disability, EHCP or not.

SMART targets are set by the class teacher and recorded on an Individual Target sheet (ITP), which is shared with the child and parents. These ITP's are regularly updated and reviewed with a child and their parents/carers. SMART being: small, measurable, agreed upon (attainable, achievable), realistic (relevant) and time based.

Interventions and boosters (different teaching programmes) are put in place to support the child in groups or individually. We currently implement Toe by Toe, Word Wasp, Word Hornet, Sound Discovery, Numicon as a spate booster and in class focus and Precision Teaching.

Progress is monitored closely to ensure progress is being made, alternatives are discussed if a child is finding a programme too difficult or no progress is being made over a half term.

Appointments with class teachers and parents are arranged to review and set new SMART targets. If you wish to discuss any concerns about your child, then please see their class teacher and or SENDCo.

If progress continues to be delayed or extra support is required then outside agency support is obtained through bought in services from, CAMHS, Access Through Technology, ASD Specialist Teacher, Educational Psychologist, Point 1, Early Help Team, Doctor / Pediatrician, Speech and Language Team, Sch2Sch, SEMH Team, Behaviour Specialist Teacher or school nurse team. Our SENDCOo is able in consultation with parents and class teachers, to provide letters/reports that can be taken to a families G.P so that concerns can be discussed with a medical professional.

Children whom have an Educational Health and Care Plan (EHCP), will have an annual review. Interim Reviews can take place if there are ongoing concerns relating to any aspect of their needs, and or an alternative placement is being sought.

Reports and assessments from outside agencies are shared with Teachers so that they are fully informed about a child's needs which can encompass medical, social and emotional as well as academic needs. Actions are agreed from the recommendations and progress towards these are closely monitored.

Specialist Resource Base (SRB) placements are also considered and discussed with parents, where it is felt more specialist and specific provision needs to be implemented, for a set period of time.

If a special need or disability cannot be met using the resources available in school, we will make a High Needs Funding request to Norfolk County Council.

Twice a year a parent survey will be available for parents to comment on the SEN provision made for their child.

For the successful transition into school for our reception children, a meeting in June is offered to give out information and receive information about the children and the SENDCo and Class Teachers are present to talk about any children's extra needs. An extra meeting for parents of children with a home language, other than English, is arranged in order to give an opportunity to share information in a smaller group. Contact with a child's nursery may be necessary to ensure we are completely informed and prepared. Wherever possible any records to be transferred in agreement with parents.

For SEN children joining Gaywood at other times, the office staff will ensure information is passed on that will ensure the smooth transition into our school and appointments with the SENDCo are welcomed at this time.

For SEN children leaving Gaywood all SEN records are passed onto the new school. At Year 6, meetings between the Gaywood class teachers, SENDCo and High school staff, ensure all information about a child's needs is passed on, and extra visits to the High School are arranged for the SEN and our most vulnerable children who may not necessarily be SEN children.

Where a parent wishes to make a complaint this would initially be conducted informally, at the earliest opportunity, in the best way to meet parents and the child's wishes. An appointment should be made with a child's class teacher as soon as possible so that concerns can be discussed openly and transparently. It is in everyone's interest, particularly the child or children, for concerns and complaints to be sorted out quickly and smoothly.

An Action plan can then be developed and agreed upon. Sometimes appointments may be delayed due to the very busy nature of the school life, so one may not be available straight away.

Parents, carers or guardians dissatisfied with the result of any discussions or meetings, should make an appointment with, initially a member of the leadership team. If a resolution to the issue is proving difficult to find then an appointment with, the Head Teacher needs to be made and promptly.

An issue that has not been resolved through the informal levels can become an official complaint and must be made in writing to the Head Teacher.