

SEND (Special Educational Needs and Disabilities) Information Report 2018-19

What kinds of SEND are provided for in your school?

At some time in their school careers any child may have a special educational need, whether temporary or more permanent. This may be as a result of circumstances in their home life, learning difficulties, medical problems or social, emotional and mental health difficulties. According to the SEND Code of Practice 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Gladstone Road Primary School provides for the full range of SEND needs covering:

Communication and Interaction which includes pupils with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD)

Cognition and Learning which includes pupils with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as Dyslexia

Social Emotional and Mental Health needs (SEMH) which includes pupils with Attention Deficit and Hyperactivity Disorder (ADHD) and mental health needs such as Anxiety and Attachment Disorder.

Sensory and/or Physical needs which includes pupils with Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)

Pupils do not need to be diagnosed with a type of Special Education Need, instead we frequently recognise the term 'neurodiversity' as being more useful. In the same way that every child looks different on the outside, the way in which they learn and develop is equally individual. By focussing on the four areas of learning (those mentioned above) this can often provide a more useful understanding of a child's strengths and difficulties.

If a pupil with an EHCP requests a place at the school, the pupil is welcomed and we will always take into consideration the individual needs and well-being of the pupil as part of the consultation process.

What policies do you have for identifying children and young people with SEND? How do you assess their needs?

All class teachers are responsible for the initial identification and assessment of SEN; they also have responsibility for its provision within the classroom. All children's special needs will be reviewed regularly as part of our 'graduated approach' cycle. Needs will be identified and met through the following procedures:-

Quality First Teaching

- Carefully differentiated, high quality teaching – e.g. learning tasks may be broken down into small manageable chunks, memory prompts and concrete resources will be provided as needed, language may need to be simplified or teaching may need to be presented in a different way. Teaching Assistants are used effectively to promote independence of all children within that class.
- Teachers initially identify children they have concerns about through the use of a class provision map. This is a simple screening tool which allows teachers to reflect on the needs of the children within their cohort and then plan how they will adapt their teaching methods accordingly (for example the teacher may make adaptations, where appropriate and possible, to the physical environment or if they have identified that children struggle to hold attention for long periods of time, tasks and inputs are shortened). This is monitored by the SENCO to promote high quality teaching.
- Children who have fallen behind age related expectations may be part of an intervention group to target the aspects of learning they have not yet understood. This could be through daily 'precision teaching' in class or a daily small group which meets outside of the classroom. When children are extracted from the classroom then their progress is expected to 'accelerate' and this is monitored closely.

Targeted Support

If it is clear that a child is not thriving, despite quality first teaching being in place, then the class teacher will arrange next steps with the SENCO. As well as a meeting with parents this will include some or all of the following steps:

- An observation of the child in class or on the yard
- A discussion with the child
- A meeting with the class teacher to look at assessments, provision mapping and school books
- Further assessments to understand difficulties (e.g. language assessment)

These further steps may lead to parents and the class teacher agreeing that a child is presenting as having special educational needs. At this point the child may require a '**support and success plan**' (SSP) to ensure that they have appropriate educational provision (*these are currently being trialled, Nov '18*).

Parents and carers of children who have been identified as having SEND will be invited to meet with the class teacher termly. This may be as an extension of parents evening or as a separate meeting. This will be an opportunity to review the child's progress and agree on new targets. The child's view will always be included as part of the review process. If parents find it difficult to come into school, teachers will endeavour to have a verbal meeting over the phone or find a mutually convenient way to ensure that termly discussions take place.

A minority of children with complex needs (around 2% nationally) may require an Education Health and Care Plan. For more information about what this means please refer to

Who do I ask?

The first person to refer to when wanting to discuss the needs of your child is always the **class teacher**. If you have questions or concerns regarding Quality First Teaching you may also want to include the **year leader** as part of the discussion. The role of the class teacher is to:

- plan, teach and monitor the attainment and progress of all pupils
- use a cycle of 'assess, plan, do, review' for all pupils to enable the early identification of pupils with SEN, and to monitor the progress of those already identified as having SEN
- monitor the impact of class teaching, differentiation and other provision, including intervention
- have a commitment to CPD
- liaise with other staff (Teaching Assistants, SENCOs).

Your child may also work closely with a **Teaching Assistant** who acts as their 'key person'. Whilst at Gladstone Road we no longer use '1-2-1' Teaching Assistants, we recognise that some children benefit from a higher level of adult support. The role of the Teaching Assistant is:

- to be appropriately trained with a good knowledge of SEN
- to be committed to promoting independence and achievement for all learners
- have a commitment to CPD
- focus support for pupils on learning and development
- provide appropriate support in class
- deliver evidence based interventions
- liaise with other staff (Teachers, SENCOs).

For more specific or specialist advice the **Special Educational Needs Coordinator, Miss A Rhodes**, is available by appointment. The role of the SENCO is to:

- provide strategic direction
- oversee SEN provision, including supporting staff in the early identification of SEN, planning provision, and monitoring impact of provision
- meet with identified SEN Governor(s), Head teacher/leadership team, class/subject teachers, Teaching Assistants. (For further information see SEN and Disability Regulations 2014).

Mrs E Bochenek is the **SEND Admin Support Assistant** and will often meet with parents, liaise with them on the phone and act on the SENCO's behalf. Mrs Bochenek will also carry out standardised assessments, liaise with professionals and organise documents and signatures needed for external professional involvement.

Mrs L McGough is the **SEND Senior Advanced Teaching Assistant (SATA)**. Mrs McGough is instrumental in ensuring Quality First Teaching is in place for children with SEND. Under the guidance of the SENCO she will model to and support Teaching Assistants, liaise with class

teachers on the SENCo's behalf, create and locate resources and set up provision to meet the needs of children outside of the classroom. Mrs McGough will also oversee interventions and communicate with external professionals on the SENCo's behalf.

The Assistant Headteacher for Inclusion is Mrs T Jenkinson.

Role of the Assistant Head for Inclusion is to:

- provide strategic direction
- support CPD for all staff
- ensure high quality teaching is delivered with appropriate differentiation
- ensure interventions are evidence based, appropriate and effective
- ensure strong partnerships with parents
- provide support for the SENCo in monitoring the impact of SEN provision
- oversee other aspects of Inclusion such as Attendance, Pupil Premium, Safeguarding and Behaviour

The SEND governor is Mrs H Kindness.

The role of the SEND governor is:

- meet with the SENCo
- raise awareness of SEND in Governing Body
- be part of the review of the SEN Information Report
- have knowledge of SEN processes in school regarding funding, identification of pupils with SEN, monitoring of progress and attainment of pupils with SEN.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

- Children's views are sought as the part of the termly review process
- When appropriate children are invited to annual review meetings

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

At Gladstone Road Primary School the progress of all pupils is the responsibility of the Class Teacher and is reported to parents in line with the school assessment and reporting policies.

All children who have been identified as having SEND will be included in termly discussions to review their provision and their targets.

At Gladstone Road Primary School we prioritise a '**what works**' culture for children with additional needs. Therefore paperwork which details assessment and review arrangements will be used with discretion. Teachers will decide on how to evidence the additional and different provision which they are making. For example, in most cases the mandatory **review meeting template** will provide a sufficient example of support and progress. For children with more

complex needs, for teachers who require closer consideration of provision or for external professionals who need further information a 'pupil profile' or 'support and success plan' may be used.

The 'graduated response' and 'additional and different provision' is monitored by the SENCo and if it is felt that more detailed planning and assessment is needed to meet the needs of the child then the class teacher may be advised to complete relevant paperwork. In most cases, experienced teachers will have their own strategies and methods in place.

What is your school's approach to teaching children and young people with SEND?

At Gladstone Road Primary School we believe that all children need to experience success. We have high expectations of all of our pupils and use assessment and monitoring systems to endeavour that all children will make at least good progress. We recognise that with high quality teaching and good home-school communication, children with SEND can make good or better progress even when their starting points are lower than their peers.

By adopting a flexible '**what works**' culture, the approach for teaching children with SEND is that the SENCo and other members of the leadership team may advise and suggest strategies which can be used by the class teacher, but ultimately the class teacher is responsible for the progress of the children in their class and therefore have autonomy over how their children are taught. If however, the progress of the child is slowed or stagnates (this could be in any of the four areas of learning) then the SENCo may request that the class teacher adopts a recommended strategy or intervention.

At Gladstone Road we believe in personalising provision to meet the needs of a child and by using a flexible, team approach with staff, external professionals, parents and the child, this will facilitate the best outcomes.

The majority of children will make the best progress learning alongside their peers within the classroom but to ensure that we are always considering '**what works**' it is sometimes necessary to use out of class intervention or different provision. For example, some children may require a regular sensory diet or a quieter environment to maximise their well-being. Through regular conversations with the child and parents, school will always endeavour to use a flexible approach to meet the needs of the children so that they can thrive.

All children are 'learning to succeed' and we know that for some of our most vulnerable children it will take them longer than their peers to join with normal routines and structures of the school day. We will always endeavour to give them the time and the support that they need to allow them the best chance of success.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

'All children and young people are entitled to an education that enables them to make progress so they: achieve their best, become confident individuals living fulfilling lives and make

successful transition into adulthood, whether into employment, further education or higher education or training.' SEND Code of Practice 2015.

The school has established systems in place to support children at key transition times: Pre-school to Reception:

- Class teachers visit pre-school settings and where a child is already identified with SEND, a member of the SEN team will also liaise with the preschool setting and parents.
- Where possible/appropriate, children are grouped according to the pre-school setting they have attended
- Children have a phased entry to Reception classes, attending half-days only for the first two weeks
- Class teachers meet to discuss the needs of all children, with support from SENCOs and the Inclusion Team as required
- All children take part in a transition day in the Summer Term, where they go to their new class
- Some children may need additional visits and enhanced transition

KS1 to KS2

- Class teachers meet to discuss the needs of all children, with support from SENCOs and the Inclusion Team as required
- All children take part in a transition day in the Summer Term, where they go to their new class

KS2 to KS3

- Some children may need additional visits and enhanced transition KS2 to KS3
- The Year 6 Leader meets with the Head of Year 7 from the Secondary Schools to discuss all children
- The Gladstone Road School SENCO meets with the SENCOs from the Secondary Schools to discuss children with additional needs; the Secondary School SENCO may attend the SEND Review meeting in the Summer Term
- Children with Education Health and Care Plans have additional meetings in the Autumn Term of Year 6 to discuss the most appropriate setting for their Secondary education
- All children take part in a transition day in the Summer Term, where they go to their new school
- Some children may need additional visits and enhanced transition Some children require an enhanced transition between year groups

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

The adaptations which will be made for a child with SEND will depend on their individual needs and where in the 'graduated response cycle' the child is. For a very few children they require a completely personalised timetable with activities and learning tasks which are different from their peers but for the majority of children it may be that simple adaptations suffice

in enabling them to make progress. In classes where there is a higher level of need there will be a higher ratio of adult support to help children to access their learning.

At Gladstone Road Primary School we are constantly reflecting and developing provision to meet the needs of the children at our school. For example, staff are currently receiving training so that they understand how to make adaptations in their teaching to support children with speech and language delay. There are also nurture spaces being developed to reduce the stress levels of children with developmental delay or mental health challenges. We will always seek to use the resources we have creatively so that the learning environment is conducive to success.

What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

The SENCo is a qualified teacher, holds a Masters Degree in Education (MEd) and the National Award for SEND coordination. She is also a Specialist Lead Educator (SLE) and a member of the Chartered College of Teaching. By reading extensively, working as part of the Scarborough Teaching Alliance and taking an active part in national pedagogical discourse the SENCo holds specialist knowledge which enables the school to ensure that SEND policy and practice are up to date.

Teaching Assistants are invited to regular meetings and professional development sessions so that they can support children with additional needs effectively. School has recently engaged with 'Maximising the Impact of Teaching Assistants' training to upskill and develop this essential part of our work force. We are fortunate at Gladstone Road Primary School in that there are a number of Teaching Assistants with specialist skills and knowledge. Therefore, by being flexible with their deployment and utilising our 'Senior Advanced Teaching Assistant' Mrs McGough, we are able to provide internal opportunities for TA development.

The SENCo is invited to deliver training for teachers termly at staff meetings to share specialist knowledge and therefore support the continual improvement of Quality First Teaching. In addition to this, drop in sessions allow teachers to liaise with the SENCo and ask questions about provision. This year the Educational Psychologist Gillian Harper is also supporting the SENCo for these drop in sessions.

Currently a large number of teachers are engaged in a research project which considers child development and in particular the development of language and early literacy skills. By providing opportunities for teachers to reflect on their practice and reengage in pedagogy, the increased expertise of staff will facilitate better outcomes for some of our most vulnerable children.

At times it is necessary to seek the advice of external agencies such as the Inclusive Education Service who offer specialist advice and specific assessments.

How do you evaluate the effectiveness of the provision made for children and young people with SEND?

The progress and attainment of all pupils, including those with SEND, is carefully monitored and reported to parents. Internal monitoring systems are robust and all staff are held to account for the progress of all pupils which is a key factor in staff performance management. Pupil Progress Meetings are held each term to discuss the progress of all children and identify strategies to support those children who are not making expected progress.

School is currently reviewing its systems for assessing children working significantly below age related expectations however the 'PIVATs' assessments which we have in place at the moment allow teachers to identify gaps in learning.

For children with complex needs a learning journey approach with photographs and annotations may be used so that a holistic approach to assessment can be used.

Parents and children are invited to discuss progress at termly review meetings.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

At Gladstone Road we take a personalised approach for children with additional needs and teachers are encouraged to try different strategies until they find '**what works**' for the child in question. For some children a simple adaption such as ear defenders will enable them to eat lunch alongside their peers for example.

The concept of 'Inclusion' is approached as a process rather than a fixed idea so that through reflection, observation and assessment we are always seeking out ways in which children with additional needs and disabilities are able to access the same activities as their peers.

In the first place the '**class provision maps**' allow teachers the opportunity to consider how to adapt their teaching to meet the needs of their cohort. For example, they may decide to rely less on teacher talk to deliver information so that children with language difficulties can better access their learning. For more specific activities teachers might need to use a risk assessment to consider how best to support the child. For example this might mean that for school trips a child is escorted by additional adults. In some extreme and complex cases it might mean that a child needs to spend some time away from their peers but there will be a '**support and success plan**' in place (currently being trialled Nov 18) so that the team working with that child understands the process of inclusion which has been planned.

By understanding the term 'inclusion' as a process we also acknowledge that there is always room for improvement. At Gladstone Road Primary School we pride ourselves in working closely with parents and professionals to continuously review provision and seek ways in which to better include children with SEND.

How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

The school teaches Personal, Social, Health and Citizenship Education as part of the curriculum throughout the school.

In 2017/18 we engaged in training for children with Attachment Disorder as recognition that there is a growing need for schools to adopt a different approach for some children who display symptoms of anxiety as a result of challenges at home. We are currently developing strategies to support these children. At Gladstone Road Primary School we recognise that children who display challenging behaviours may have underlying mental health difficulties and with time, patience and the right kind of support, they will 'learn to succeed'.

Mrs Day, our Learning Mentor holds one-to-one sessions with children, works with small groups, holds drop in sessions at break and lunch times and responds to concerns raised in the 'Listening Box'. We also have an Inclusion Manager and team of specialist TAs to support children in and out of class with social and emotional needs. Lunch clubs are provided for children who need extra support in developing friendships and social skills.

Bullying is not tolerated at Gladstone Road Primary School. Please refer to the Behaviour Policy for procedures, including Restorative Practice.

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

Some pupils may require more specialist support to meet their needs. Gladstone Road Primary School works in partnership with a number of specialist support and outreach services to support pupils with SEND. Parents/carers are always consulted and asked to sign a consent form before a referral is made to specialist services.

Access to most additional support services is now available through one referral to the Inclusive Education Service (IES). Other referral pathways to additional services are followed as appropriate, including: Educational Psychology Service, Prevention Service, CAMHS, COMPASS, Speech and Language Therapy, the School Nurse, Learning Disability Team and Bereavement Counselling. Services such as Occupational Therapy or a referral to the Paediatrician must be arranged by the family GP.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We very much appreciate your feedback at Gladstone Road Primary School as your communication feeds into the process of Inclusion where we are continually reflecting and looking for ways in which to improve. Parents have valuable insight into '**what works**' for their

children and by operating in partnership with you we are able to facilitate better outcomes for children with SEND.

All complaints follow the normal school complaints procedures: In the first instance it is advisable to contact your child's teacher, then the Year Leader, then the SENCO, then the Assistant Headteacher for Inclusion, then the Deputy Head/Head Teacher.

If you still do not feel your complaint has been satisfactorily resolved, please refer to the General Complaints Policy which is available on the school website.

In addition you may wish to contact a member of the Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) – see link on school website. Staff from SENDIASS can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups. The SENDIASS coordinator in Scarborough is Angela Cavill and she can be contacted on 01609 536923.