

SEND (Special Educational Needs and Disabilities) Information Report 2023-24

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 Severe Learning Difficulty (SLD) 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), Physical Disability (PD) and Multi-Sensory Impairment (MSI)

Pupils do not need to be diagnosed with a type of Special Education Need, instead we consider that all children have needs and these differ from child to child and are greater for some. 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 (mentioned above) this can often provide a more useful understanding of a child's strengths and difficulties, therefore making their needs clearer.

If a pupil with an EHCP requests a place at the school, this will be discussed to establish whether our school is the right setting. We will adjust our provision if this is needed to make it more accessible to pupils but also understand that some things are out of our control, including the size of our cohort, the constraints of our building and our limited indoor and outdoor space. Once a place is offered, pupils will be welcomed and a transitional plan will be put in place to support the individual needs and well-being of the pupil whilst also supporting the family.

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 adapted, 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.
- Teachers initially identify children they have concerns about through ongoing assessment. Teachers reflect on the needs of the children within their class and then plan how they will adapt their teaching methods, including what they will put in place to support the child. If this initial provision does not lead to improved progress, a discussion will take place with the SENCo and a Learning Plan will be put in place to further support this. This will be shared with parents and initial conversations begin to take place to gather useful information that may help school to support the child. 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, planning 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.

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 part 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 and parent's views 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 [Education, health and care plan \(EHCP\) assessments for young people | North Yorkshire Council](#)

Who do I ask?

The first person to refer to when wanting to discuss the needs of your child is always the **Class Teacher**. You may have questions or concerns regarding Quality First Teaching and how this will be adapted for your child. 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
- liaise with other staff (Teaching Assistants, SENCOs).
- have a commitment to CPD
- monitor the impact of their class teaching, adaptations and other provision, including intervention

Your child may also work closely with a **Teaching Assistant** who acts as their 'key person'. Whilst at Gladstone Road 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
- to provide focused 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 **Inclusion Lead, Mrs Jenkinson**, is available by appointment. Our school has two SENCOs, **Mrs Jenkinson** and **Mrs Walton**.

The role of the SENCO is to:

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

Members of our Inclusion Team will often liaise with parents on the phone and act on the SENCO's behalf. They will also liaise with professionals and organise documents and signatures needed for external professional involvement. They will oversee attendance and be present at many meetings, especially those linked to attendance and annual reviews for EHCPs where necessary.

The Assistant Headteacher for Inclusion is Mrs Jenkinson.

Role of the Assistant Head for Inclusion is to:

- provide strategic direction

- seek and provide CPD opportunities for staff working with pupils
- 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
- Work alongside others to oversee other aspects of Inclusion such as Attendance, Pupil Premium, Safeguarding and Behaviour

The SEND governor is Mr C. Waterman

The role of the SEND governor is:

- meet with the SENCo
- raise awareness of SEND in the 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 an ongoing process, this then feeds into the termly review procedure
- Children's views are collected as part of the Annual Review process.

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

At Gladstone Road Primary School, we have high expectations of all pupils. Progress is the responsibility of the Class Teacher and is reported to parents in line with the school assessment and reporting policies.

We have a number of ways of assessing progress towards outcomes for pupils with SEND including:

- Ongoing assessment including key objective trackers and termly attainment levels.
- Specific assessment linked to intervention and additional provision.
- All targets set on learning plans are assessed as part of the review process.
- All outcomes and milestones on EHCPs are assessed as part of the annual review process.

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 from their starting points.

Teachers use a whole school provision map to help them to write a learning plan for all children on the SEND register and any children that they have brought to the attention of the SENCo. These are created on Insight which is an online software programme. The

provision map supports staff to set targets and plan provision for pupils in the classroom alongside any interventions that are also in place.

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.

Most children will make the best progress learning alongside their peers within the classroom but 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.

Our school has established systems to support children at key transition times: Pre-school to Reception:

- Class teachers and SENCos 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 with some peers from the pre-school setting they have attended
- Children have a phased entry to Reception classes, attending half-days for a short period
- 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 have additional visits as 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 transition sessions in the Summer Term, where they go to their new class
- Additional transition is planned for individuals where needed

KS2 to KS3

- The Year 6 Leader meets with the Head of Year 7 from the Secondary Schools to discuss all children
- Year 6 teachers meet with staff from all secondary schools to discuss individuals and their needs
- 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
- 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 are invited to take part in the Sidewalk Mentoring Project which supports transition to KS3.

In school transition

- Class teachers meet to discuss all children in the Summer Term
- All children take part in transition between each year group in school
- Some children require an enhanced transition between year groups. This is set up when needed

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

The adaptations made in school for children with SEND depend on their individual needs and where in the 'graduated response cycle' the child is. We aim to make adaptations that will allow pupils to access learning alongside their peers. These are noted on an individual basis on learning plans. We are also aware that some adaptations will support other learners in the class and do not therefore keep them exclusively for specific pupils.

A small number of children require a completely personalised timetable/curriculum with activities and learning tasks which are different from their peers but for the majority of children it may be that simple adaptations enable them to make progress. In classes where there is a higher level of need there may be a higher ratio of adult support to help children to access their learning and allow teachers to use a more flexible approach.

At Gladstone Road Primary School, we are constantly reflecting and developing provision to meet the needs of the children at our school. 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?

Both SENCOs are qualified teachers and have a number of years of experience in teaching and leadership roles. They are fully qualified SENCOs having achieved the NASENCo award and attend all SENCo networks to gain new information and updates from NYCC SEN Team.

Teaching Assistants are a valued and important part of the Inclusion Team. Professional development is seen as an important part of their role and this is built into all training days so that new initiatives and key messages can be shared and developed within the team.

Some Teaching Assistants deliver specific interventions. In these cases, training is given by outside agencies or internally trained staff to support the delivery.

SEND is a regular aspect of staff training for teachers and throughout the year, new initiatives, updates and information is shared to support the continual improvement of Quality First Teaching and other provision. In addition to this, staff can arrange meetings with the SENCO to discuss practice and provision.

At times it is necessary to seek the advice of external agencies such as the NYCC SEN Hub who offer specialist advice and support. If interventions are delivered, we use this as an opportunity to upskill staff.

Due to the high number of pupils with speech and language needs, school uses Language Links and Speech Links. This provides an assessment tool and group/individual interventions linked to need. We use these assessments to support referrals to the NHS Speech and Language department. Alongside this, we have our own school-based speech and language team. This team of Teaching Assistants work with children who require support with speech and language and have a care plan from the NHS or an intervention plan from Language Links. These staff have been supported in this role by speech and language therapists. The SENCO and teaching staff have also attended speech and language training linked to the specific needs of pupils. This is an ongoing opportunity with regular sessions offered by the NHS. Therapists also work with staff when they visit school to work with pupils. This year we have also signed up to Verbo which is a speech and language website which can give staff advice, support and training webinars to develop their understanding of specific needs linked to speech and language.

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.

SENCo sessions are held each term. Staff use these to discuss the progress of children and identify strategies to support those who are not making expected progress.

School uses EYFS assessment age bands to assess children who are working below the level of Year 1 and school generated Year Group Learning Objectives to assess children working at Year 1 or above. These allow teachers to identify gaps in learning, plan for individuals or groups of children and are also used as ongoing assessment. Termly assessments are used to track progress and these are reported on termly learning plans.

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 are invited to discuss progress at termly review meetings and annual reviews.

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 the curriculum offer and additional activities / experiences provided are available to all pupils.

Where a child has additional needs, staff are encouraged to try different adaptations until they find what works for the child in question. For some children a simple adaptation 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 curriculum including accessing the same activities as their peers.

In the first place the Learning Plan will allow teachers the opportunity to consider how to adapt their teaching to meet the needs of individuals. This will include any additional and different practice that is in place to support the child.

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. There will be a plan in place to support this which will be shared with staff, parents and where suitable, the child, so that all stakeholders understand the process.

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 Education as part of the curriculum throughout the school.

We understand the 6 principles of nurture and all inclusion staff have taken part in a training session this year focussing on these and how to use them in their practice. We use these within our daily school provision and believe that we are nurturing in our approach to children, parents, staff and all visitors to school.

We use the Boxall Assessment tool to assess children's social, emotional and mental health skills and needs where necessary. Individual assessments have been used to inform Learning Plans where there is a SEMH need.

We have three Learning Mentors in school. Miss Coultas and Mr Philips hold one-to-one sessions with children, work with small groups and respond to children when issues are brought to our attention. Mrs Haslam oversees the provision and assessment of a small number of pupils. We also have an Inclusion Leader and a team of Inclusion TAs who support children in and out of class depending on their needs. Lunch clubs are provided for children who need extra support in developing friendships and social skills.

Pupil views are collected as part of termly reviews of learning plans. These add an important insight and can add to the targets, outcomes and provision.

Bullying is not tolerated at Gladstone Road Primary School. Please refer to the Anti-Bullying Policy and Behaviour Policy for procedures used in school, including Restorative Practice.

Our behaviour policy is very structured with scripted language and phrases. We use Zones of Regulation alongside this to support some pupils with understanding their emotions and remaining regulated. Social groups also take place including Lego Therapy and social speaking groups.

As part of the ladder or intervention process, we meet with pupils to complete an environmental evaluation. This includes assessing areas of the school including the classroom, dining hall and playground and parts of our daily routine such as lessons and lunchtime. This can lead to adaptations to support individuals in managing the school day with more success.

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 for verbal permission or 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 SEN Hub. Other referral pathways to additional services are followed as appropriate, including: Prevention Service, CAMHS, Compass Phoenix, Be U, Speech and Language Therapy, the Continence Service, Learning Disability Team and Counselling. Services such as Occupational Therapy or a referral to the Paediatrician must be arranged by the family GP. School will often provide supporting information to support parents at GP appointments when a referral is being sought.

We use the Ladder of Intervention to support some pupils with social, emotional and mental health needs. This can include referrals to the Healthy Child Team, Compass Phoenix, Early Help and community counselling.

At Gladstone Road, we are committed to continual CPD for staff. This includes CPD linked to SEND. Inclusion TAs spend time with specialist therapists so they can deliver interventions including physiotherapy. TAs and teachers have attended training sessions linked to specific speech and language needs and have also joined therapists when working with pupils to develop their skills. Training sessions are also delivered by the SEN Hub so staff are well informed on the provision and strategies needed to support specific pupils.

We work with social care groups including Early Help and the Virtual School to support pupils and families and work in partnership to put additional support in place when needed.

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. 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 can be contacted on 01609 536923.