

## Gilberdyke Primary School SEND Information Report



At Gilberdyke Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014. This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

### **School Information:**

SENDCO: Mrs Nicola Joplin

Telephone: 01430 440668

Email: [Nicola.Joplin@hcat.gov.uk](mailto:Nicola.Joplin@hcat.gov.uk)

Gilberdyke Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with communication and interaction difficulties, cognition and learning difficulties (including children with dyslexia and dyscalculia), social, mental and emotional health (including ADD) and sensory and physical needs.

## **The aims of our SEND policy and practice are:**

Gilberdyke Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all of our children, including those identified as having special educational needs, should have access to a broad and balanced academic and social curriculum. We aim at all times to provide a stimulating, caring environment where children feel safe, valued and happy, and where every individual can be included in all aspects of school life.

### **Our aims**

- To ensure the new SEND Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To monitor continually the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCo, and support staff as appropriate.
- To provide specific input, matched to individual need, for those pupils recorded as having SEND at all levels.
- To ensure that pupils with SEND are perceived and treated positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.

## **Identifying pupils with and assessing their needs.**

The school has a system for regularly observing, assessing and recording the progress of **all** children, which is then used to identify children who are not progressing in line with their peers and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- EYFS Framework
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Independent work produced by the pupil
- Phonic assessment data
- Standardised screening and assessment tools (PIRA)
- End of unit assessments (Effective Maths)
- Observations of social, emotional and mental health development
- An existing EHC plan of SEND

In some cases, outside professionals from health or social services may already be involved with the child and therefore information may be passed onto the school, with parental consent.

If a child's academic or physical progress, social/emotional wellbeing or behaviour becomes a concern, the school has an initial concern monitoring system in place.

Please see Appendix A (attached).

**Consultation**

**Arrangements for consulting with parents of children with SEND and involving them in their child’s education**

At GPS we are firm believers that a parent knows their child the best and therefore we encourage parental involvement throughout their child’s learning journey as much as possible. Close contact is maintained in order to ensure all stake-holders are aware of a child’s targets, achievements and areas of development.

If a child is not making the expected amount of progress, the class teacher/SENDCo may get in touch with the child’s parents/carers to discuss the possible intervention strategies that could be put in place: the child would then be placed on a monitoring list, with the parent’s consent.

If a child continues not to make the required progress, a conversation between the parents, teacher and SENDCo would then take place, at which it would be recommended that the child be placed on the SEND register.

**Once a child has been identified as SEND:**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. The class teacher will meet with all parents/carers whose children are recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we always make sure that the child’s strengths, as well as weaknesses, are discussed. We give parents/carers the opportunity to play an active role in their children’s education.
- SPs and annual reviews will be copied and sent to parents/carers after meetings.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.
- The SENDCo’s name and email address is on the school website for parents to contact directly.

**Arrangements to consult with young people with SEND and how we involve them in their education**

The child/young person is involved (as appropriate) at every stage of the ‘assess, plan, do, review’ process:-

- (i) At the initial assessing and planning stage in order to support a person-centred approach, the child/young person’s wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- (ii) A ‘child friendly’ section is included in the SP (which is shared with the child/young person) so that they are able to understand all aspects of their support.
- (iii) At least once annually, the child is asked to consider, ‘What has worked well?’ and ‘What could work better?’ This helps the teacher plan the best route of support for the following term/year.

The child/young person is able to discuss any aspect of their provision in a number of ways:-

- During circles.
- Informally with their class teacher on a regular basis.
- I:I with a support assistant or the Pastoral Lead.
- Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

## Assessing and reviewing children's progress towards outcomes is:

*How do we work with parents in doing this?*

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;

- Assess
- Plan
- Do
- Review

At Gilberdyke Primary School, we use a support plan system, as a guide to work through this cycle.

This is an ongoing process and not limited to more formal SEN reviews which are carried out termly.

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The emotional and social needs of the child
- The communication and interactions of the child
- Any sensory or physical needs
- The views and experience of parents
- The child's own views
- Advice from internal HCAT support services and external support services, if relevant

The class teacher then shares any previous progress and attainment successes with the SENDCo and Parents/Carers, before the work together to draw up another set of short, measurable targets, at termly support plan meetings.

## Arrangements for supporting children and young people in moving between phases of education

The school has a number of transition arrangements in place to ensure the transition for all children with SEND is as stress-free as possible.

- Children have a number of meetings with their new teacher, before the move takes place.
- The children take their SP folders up to their new class/school, to reassure them that their needs will continue to be met.
- ASAs follow the children with statements/EHCs up to their next class (internal move)
- ASAs will be part of transitional visits (external move).
- Where there are a number of children with specific needs in a class, the class teacher may move year groups with them, for continuity.
- SENDCo/current class teacher/SEND Administrator will attend secondary school visits with the child - and their parents (if required) - to ensure the transition is as smooth as possible.
- Children select 2 peers that they would like to be placed with in their next class (if moving into a mixed age/split class).

The previous support records will follow the children up to their next classes and SP handover meetings are arranged between the teachers, to ensure the move is seamless. Moving up week (in the Summer term), allow the children time to meet and work with their new class teacher and teaching assistants, before the new year commences. KS2 pupils with SEND have additional introductory sessions to their new secondary schools, to ensure the move is as comfortable as possible. All data regarding the levels of the children are passed up the next class teacher.

## **The school's approach to teaching children and young people with SEND**

At Gilberdyke Primary School, all children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

At our school we are lucky enough to have a good number of ASAs (Achievement Support Assistants) who work throughout the school. ASAs can be assigned to a particular class (if there is a high need) and in these instances it is the class teacher's responsibility to direct the ASA, to support/extend children's learning, as they see fit. ASAs can also be assigned to support specific children: these children often have an EHCP in place and may require 1:1 support throughout the day, for a number of different reasons. ASAs often lead intervention sessions, both in and out of the classroom to support small groups or individuals. These interventions may include:-

- Literacy/Numeracy support
- Reading fluency and Reading comprehension
- Spelling/Phonics support
- Socially Speaking/Friendships group support
- Speech and Language support
- Other

Teachers may also set specific targets based on the children's SPs, during lessons. Depending on the needs of the child, staff may also: use coloured overlays; coloured whiteboards; larger/smaller lined or squared paper; enlarged font and/or use voice recorders/electronic readers to support learning. Pre-teaching may also be used to prepare children for a lesson.

## **Adaptations made to the curriculum and the learning environment of children and young people with SEND**

*Including additional support for learning and equipment and facilities to support children*

Many children with SEND require adaptations to be made to the curriculum and environment to support their learning. We work hard to ensure all teachers differentiate their teaching to meet the needs of the children in their class. This is done in a number of ways:

- Practical, multi-sensory resources are used to support the more tactile learners;
- Quiet spaces provide relief from the noise of the classroom for those children with sensory needs;
- Headphones can be used to help a child concentrate;
- Individual tables can be used to allow a child to spread out and take ownership of their area
- Changes to timetable can be used to provide stimulation breaks
- Room allocation is taken into consideration at the beginning of each year to ensure pupils have appropriate breakout spaces
- Additional processing time, preloading/pre-teaching and catch up time give learners a chance to consolidate their understanding
- Additional support groups (peer and teacher/ASA) within the classroom, are used to encourage conversations and idea sharing
- ASAs are used to support 1:1 and/or in classrooms, where required

- ICT tools, such as readers and computers, allow some SEND children to maintain pace within the lesson

## **Expertise of staff**

*Including the expertise and training of staff to support pupils with SEN and how expertise will be secured*

SENDCO –

Nicola Joplin, the SENDCO at Gilberdyke Primary School has 13 years teaching experience and has worked in the role of SENCO for 6 years. She is currently not class based and therefore has an allocated 3 days per week to manage SEN provision.

Training -

In-service training and individual professional development is regularly arranged in order to match any additional needs and inclusion issues, as part of the school's overall development plan. The SENDCO runs a staff meeting once per half term to ensure all staff are as up to date as possible on any new matters and provide additional CPD. In addition, the SENDCO also distribute a monthly SEND newsletter, which contains key information and SEND CPD opportunities.

Staff seek training from outside support agencies, when necessary, including outreach and transitional support (see local offer for list of external agencies), to allow them to provide the best possible outcomes for the children in their class. Existing training already undertaken, including safeguarding and emergency first aid (all staff). Furthermore, in the last academic year, staff have been trained in identifying and supporting specific learning difficulties, such as dyslexia; supporting children with ACEs; children and young people's mental health; supporting handwriting and precision teaching.

We have a team of experienced teaching assistants, including 1 higher level teaching assistant (HLTAs) who are trained to deliver SEN provision across the school.

## **Evaluating the effectiveness of SEN provision**

Regular data collection tracks the progress of all children, including those with SEND. Where a pupil is not making sufficient progress, a monitoring system is in place to support and evaluate the child's progress.

All children with identified SEND have a Support Plan in place. This is used to clarify for the child, parents and teachers, the individual's SMART targets and is reviewed on a termly basis. We ensure that this is a working document, which changes frequently, to support the needs of each individual.

Progress to parents is fed back: at parent evenings; in reports and at SEND meetings, on a regular basis.

ASAs also regularly feedback to the SENDCO regarding the success of interventions. They will then work together to make any adjustments needed to that intervention to ensure it is having the best possible impact.

SENDCO has also recently started to attend meetings with the THRIVE lead and Pastoral Support Lead to ensure SEMH targets being focused upon in their sessions, matches those being addressed through their Support Plan.

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

At Gilberdyke Primary School will endeavour to:

- Ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled.
- Make sure that the curriculum includes issues of disability, difference and valuing diversity.
- Work closely with disabled parents/carers of children within the school to ensure they are fully included in parent/carer activities.

As our school is all on one level and the majority of classrooms have an external door, children with any physical disabilities are able to move around freely with their peers. If a child with a physical disability is going on a trip, they would be given 1:1 support by an ASA, as required.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) and all pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## Support for improving emotional and social development.

*(include pastoral support arrangements and listening to the views of parents and carers.)*

Gilberdyke Primary School strives to support children with their emotional and social development both in and out of the classroom. As a school, we work hard to ensure our curriculum provides a broad and balanced approach to teaching social and personal development, through a rigorous PSHCE and RE curriculum. The school has adopted a restorative approach to working and therefore, we pride ourselves on the development of relationships and being part of an inclusive environment. Children are given a voice, circles provided opportunities to learn about one another and trust is developed between peers and staff.

In addition to the work the children do in class, Gilberdyke Primary School offers a number of additional support services for children with additional social and emotional needs, including;

THRIVE sessions

Friendship groups

Lego Therapy

Socially Speaking Group

Attachment/Bereavement Sessions

Daily Check-ins

The school has a Pastoral Support Lead (EWO), Megan Patterson, who is available on a daily basis to run small groups sessions, 1:1 sessions and hold circles to support children with their social and emotional development.

## Working with other agencies

If any additional advice or support is required to support a child on the SEND register, the class teacher/SENDCo may decide, with parental approval, that it is necessary to refer to one of the following external agencies -

- Speech or Physical Therapy (SaPTs)
- Speech Therapy (Bridge S&L)
- Children And Mental Health (CAMHS)
- Educational Psychology and Behaviour (East Riding Children's Team)
- Educational Psychology (Applied Psychologies)
- School Nurse
- Occupational Therapy/ Physiotherapist
- Social Services
- Educational Service for Physical Disability

### REFERAL TO THE EDUCATIONAL PSYCHOLOGIST

As each school can only be delegated a small number of Educational Psychologist hours per year, priority is given using the following criteria:

- When a pupil is at risk of exclusion
- When there are safeguarding/child protection issues
- When a statutory assessment is required
- When a pupil has particular needs which are difficult to identify

### SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

For a child who is not making appropriate progress, despite a period of support given by the school, and in agreement with the parents/carers, the school may request that the LA makes a statutory assessment in order to determine whether it is necessary to make an Educational Health Care Plan.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment. The process of assessment will take no longer than 14 weeks. Planning, provision, monitoring and review processes continue as before, while awaiting the outcome of the request.

If a child is granted a statutory assessment, an Educational Health Care Plan (EHCP) would be drawn up to ensure additional provision is in place to best support the child, and break down their personal annual targets.

## Contact details for Support Services for Parents and Carers

Please see - Appendix B (attached)



## The local authority offer and what we contribute as a school

Local authorities were required by the Government to set out and publish a 'local offer' by September 2014. The purpose of the 'local offer' is to provide clear accessible information about what services are available in the area for parents, children and young people aged 0 – 25 with Special Education Needs and Disability (SEND).

This is part of the SEND reform bill, which:

- Aims to transform the way children, young people and their families can access services and achieve their aspirations, includes information about Education, Health, Social Care, Community and Voluntary Sector, Housing, Transport etc.

Makes clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs.

### **HOW CAN I ACCESS LOCAL OFFER INFORMATION?**

**By telephone:**

Ring the FISH team on (01482) 396469

**Email:**

[fish@eastriding.gov.uk](mailto:fish@eastriding.gov.uk)

By email: <http://eastridinglocaloffer.org.uk/>

## Complaints about SEN provision

Complaints about SEN provision within the school are first dealt with by the SENCo (Mrs Nicola Joplin) during arranged meetings. If you have any concerns or complaints you should firstly seek a meeting with the SENCo.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher (Mrs Melissa Shirley) during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached, then the Governing body must become involved.

Review Date: January 2022

## Initial concern flowchart



Appendix B –

Contact details for the support services listed below can be found on the East Riding Local Offer website:

<http://eastridinglocaloffer.org.uk/>

Telephone: 01482 396469

<b>External Agency</b>	<b>Objectives/Purpose</b>	<b>Commissioning process</b>	<b>Cost</b>
<b><u>Educational Psychology</u></b>	To support parents, carers and staff working with children and young people to understanding more clearly their needs in order to plan the best way to help them make progress.	Following an initial discussion between the Educational Psychologist and the Special Educational Needs Coordinator (SENCo), the parent or carer would then be asked to sign a Request for Involvement form which would be sent to the Educational Psychologist.	No cost
<b><u>Inclusion Practitioners</u></b>	To provide schools with a specialist knowledge, understanding and training of how to best support pupils with a diagnosis of an Autism Spectrum Conditions and/or speech, language and communication needs.	The school SENCo would initially have a conversation with their link Educational Psychologist. This would always be done with the full consent of the pupil's parent/carer. If, after speaking with the link educational psychologist, it is agreed that the Inclusion Practitioner could provide the support needed, the link Educational Psychologist would submit a formal request.	No cost
<b><u>Primary Behaviour Support Team</u></b>	To provide a specialist knowledge, understanding and training in order to support schools in meeting the needs of pupils with social, emotional and behavioural difficulties.	After discussion with parents, a referral form would be submitted by the school.	For local authority maintained primary schools, the services provided by the Behaviour Support Team are provided through de-delegated budget.  Primary academies and secondary schools purchase the service through a Service Level Agreement or on a pay-as-you-go basis.  Approx. £240 per day
<b><u>The Sensory and Physical Teaching Service (SaPTS)</u></b>	Educational provision for children and young people with hearing, vision or physical difficulties.	Referrals to the service can be made in the following ways: <ul style="list-style-type: none"> <li>▪ Deaf children are referred by a Paediatric Audiologist</li> <li>▪ Children with a Vision Impairment are referred by health services and schools (with</li> </ul>	No Cost at the point of delivery

		<p>medical information)</p> <ul style="list-style-type: none"> <li>▪ Children with a Physical Disability are referred by schools (with medical information)</li> </ul> <p>Parental consent and evidence of a medical diagnosis is required in all cases, then a further educational assessment will be carried out.</p>	
<b><u>Community Children's Nursing Service</u></b>	Provides nursing care for children & young people aged 0 – 18	<p>Parents/carers can self- refer to the service through the Single Point of Access administration team.</p> <p>Children can also be referred by the school once their needs have been identified via fax/electronic completion of the referral form.</p>	No Cost
<b><u>Barnardo's Occupational Therapy and Sensory Integration Therapy Service</u></b>	The service supports children and young people identified with having sensory processing difficulties	Access to the service is through the completion of a referral form but families can self-refer. There is also an initial enquiry form to ensure that the therapy is suitable.	There is a cost for assessment, training and subsequent intervention.
<b><u>Integrated Paediatric Therapy Service</u></b>	Provides support for families and schools and consists of: Speech and Language Therapists, Occupational Therapists and Physiotherapists.	<p>Speech and Language Therapy referrals are accepted by Health Visitors, GP's, Consultants, Educational Practitioners and parents/carers.</p> <ul style="list-style-type: none"> <li>- This requires the completion of a referral form</li> </ul> <p>Physiotherapy referrals are accepted from GP's, Consultants, Community Doctors and other allied health professionals.</p> <p>Occupational Therapy accepts medical referrals from GP's, Consultants and Community Doctors.</p>	No Cost
<b><u>Social Communication Difficulties (SCD) Panel</u></b>	Provides a consultation and diagnostic service for Autism Spectrum Conditions	<p>The Panel accepts referrals for assessment from Paediatricians, Educational Psychologists and Speech and Language Therapists. If a child is under 5 and involved with the Portage service they also accept referrals from their Portage worker.</p> <p>Parents are required to sign a consent form.</p> <p>A specialist report also needs to be submitted to the Panel with the consent form.</p>	No Cost

<p><b><u>Speech and Language Therapy Service</u></b></p>	<p>Assessment, advice and treatment (if appropriate) is provided for children with:</p> <ul style="list-style-type: none"> <li>▪ Delayed speech, language or communication skills</li> <li>▪ Complex needs</li> <li>▪ Specific Speech and language impairment</li> <li>▪ Dysfluency</li> <li>▪ Cleft Palate</li> <li>▪ Hearing Impairment</li> <li>▪ Physical Disability</li> <li>▪ Autism</li> <li>▪ Learning Difficulty</li> <li>▪ Eating and drinking difficulties</li> </ul>	<p>Speech and Language Therapy referrals are accepted by Health Visitors, GP's, Consultants, Educational Practitioners and parents/carers. Referral forms and initial screening tests required before a child is registered.</p>	<p>No Cost</p>
<p><b><u>Child and Adolescent Mental Health Services (CAMHS)</u></b></p>	<p>Specialist CAMHS support children with mental health needs. These services are designed to help with:</p> <p>Mood related disorders such as depression and anxiety</p> <p>Trauma</p> <p>Eating disorders</p> <p>Self harm</p> <p>Assessment and Management of ADHD</p> <p>Psychosis</p> <p>Mental health difficulties associated with a physical health problems</p>	<p>A referral form can be completed by:</p> <ul style="list-style-type: none"> <li>• the family</li> <li>• the young person (if over 16years old)</li> <li>• a health professional working with the child or young person with parental consent</li> </ul>	<p>No Cost</p>
<p><b><u>Early Help and Safeguarding Hub (EHaSH)</u></b></p>	<p>Provide help, advice and support for professionals:</p> <ul style="list-style-type: none"> <li>▪ If you are worried about how well a child/young person is progressing</li> <li>▪ If a child/young person or their parent/carer raises a concern with you</li> <li>▪ If the child/young person's needs are unclear or broader than your service can address.</li> </ul>	<p>Completion of an early help assessment form (They are also available to contact via telephone for urgent advice/support)</p>	<p>No Cost</p>
<p><b><u>Family Information and Services Hub (FISH)/ Special Educational Needs and</u></b></p>	<p>Provides information, advice and support for parents and carers of children and young people (aged 0-25) with special educational needs or disabilities.</p>	<p>The service has an open referral policy. Parents and carers can contact the service by telephone, email, in writing, face-to-face or by completing an online enquiry form.</p>	<p>No Cost</p>

<p><b><u>Disability Information, Advice and Support Service (SENDIASS)</u></b></p>			
<p><b><u>Sure Start Children's Centres</u></b></p>	<p>To support and advise on:  Child development and school readiness  Child and family health and life chances  Parenting aspirations and parenting skills</p>	<p>Parents can register by completing the Children's Centre Registration Form</p>	<p>Advice and Support is free of charge  Some of the specialist centre activities come at a small charge i.e. baby massage</p>