

# Special Educational Needs and Disabilities

## Information Report

### Glusburn CP Primary School

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Further information: The Parent Partnership coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attend meetings with you. They may also be able to put you in touch with other organisations or parent support groups. A Parent Partnership Co-ordinator can be contacted through North Yorkshire on 0845 034 9469.

Should you require any extra information then please do not hesitate to come and see us in school.

### Point of contact

The school SENCo (Special Educational Needs Co-ordinator) is Mrs Danielle Burke (who has the National Award for SEN and is a member of our Senior Leadership Team)

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Email: [admin@glusburn.n-yorks.sch.uk](mailto:admin@glusburn.n-yorks.sch.uk)

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This report was adopted by the Governing Body on	SEPTEMBER 2021
This report is scheduled for review on	SEPTEMBER 2022

Article 23: All children have the right to special education and care if you have a disability.

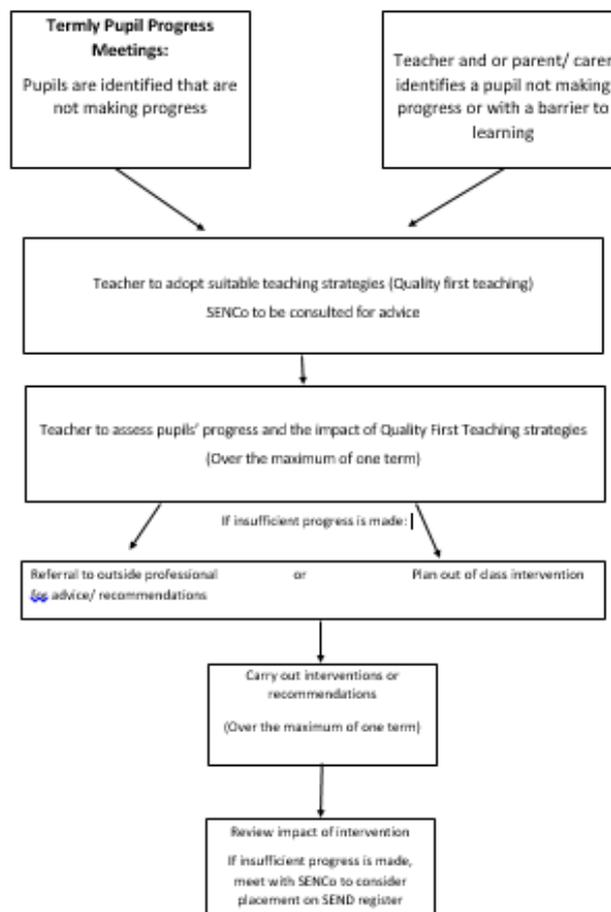
Article 29: Your education should help you use and develop your own talents and abilities.

## How we decide if a child needs to be on the SEND register

There are a number of ways in which pupils might be identified as having barriers to learning, including:

- ❖ At 'Pupil Progress Meetings' - Teachers meet with the Head teacher, Deputy Head teacher, Head of English, Head of Maths and SENCo termly to discuss children's progress. If a child is not making expected progress, a discussion is held to identify next steps and any additional support that may be needed. This may include a discussion with the SENCo to determine if the child needs to be placed on the SEND register.
- ❖ Monitoring - Senior leaders monitor all children's attainment and progress through termly assessments, data analysis, book scrutiny and lesson observations. As part of these monitoring activities, they identify pupils not making expected progress and discuss provision with the class teacher, SENCo and parents.
- ❖ Parents' Evenings - Teachers meet parents/carers at twice yearly Parents' Evenings to share information about their child. This is an opportunity to discuss concerns about progress and attainment.
- ❖ Referrals - Teachers can refer children to the SENCo if they have concerns about a specific child or want support in putting provision in place for children who are not making expected progress and/ or attainment.

### What this process looks like in our school?



- ❖ Children can be identified as SEND for a number of reasons:
  - Having difficulties in one or more of the four broad areas of need, despite intervention. The areas of need are:
    1. Communication and interaction
    2. Cognition and learning
    3. Social, emotional and mental health
    4. Sensory and/or physical
  - Receiving ongoing support from external agencies, therapeutic services or advisory services. For example, a pupil may receive continuing support from professionals such as:
    - Speech and Language Therapists
    - Occupational Therapist
    - Children and Adolescent Mental Health Service
    - Paediatrician
  - Has a diagnosis/diagnoses that could impact on a pupil's ability to access the curriculum. These could include, but are not limited to, the following:
    - Autistic Spectrum Disorder
    - Attention Deficit Hyperactivity Disorder
    - Dyslexia/Dyscalculia
    - Developmental Co-ordination Disorder (Dyspraxia)
    - Sensory Processing Disorder
  - Has a disability
    - A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a child's ability to do normal daily activities.
- ❖ If a child is considered by school to have Special Educational Needs/Disabilities, then they will be placed on the school's SEND Register. Parents will be informed if children are added to or taken off the register.

### **How we keep parents/ carers informed**

- ❖ We are a child and family centred school, so parents will be involved in all decision making about their child's support.
- ❖ When we assess SEND we discuss the assessment with parents to determine whether their child's understanding and behaviours are the same at home as in school; we take this discussion into account to work with parents so that we are all helping their child, in the same way, to make progress.
- ❖ Parents are invited to a meeting held every term with class teachers. In the meeting parent's/ child's views will be used to support the class teacher in writing and reviewing targets for their child. Class teachers will then write them onto Individual Provision Maps (IPMs).
- ❖ Their child will also have a Support Plan which will be updated annually by the SENCo, class teacher, parents and the child. This is used by school and professionals to share information about the child's specific needs.

## How do we involve Children/ young person?

- ❖ We endeavour to include and seek the views of the children in all aspects of their learning and decision making. This will be in an appropriate way, for the age and specific needs of each child. Their voice will also be captured in their Support Plan and Individual Provision Map.

## Support for learning and well being

- ❖ First and foremost, we believe that the biggest impact on teaching and learning of all pupils is quality teaching in the classroom (Quality First Teaching). Therefore, all teachers are expected to plan appropriately differentiated lessons so that all children can access the curriculum. Examples of differentiation methods include: a differentiated learning objective; use of different resources; planned adult support; extra time to complete a task. Some children may need specific resources to support their learning. These can include a laptop to type rather than hand-writing pieces of work; an easy-speak microphone to record ideas and then write as pupils play it back to themselves or first and next boards to communicate what task should be completed first before moving on.
- ❖ Those children working well-below the year group expectations (including those working within the PIVATs) will often need a separate programme of study, particularly for English and Maths. Teachers are expected to provide planning for the teaching assistants in delivering such a programme, and to be part of the delivery and assessment on a regular basis.
- ❖ We are also able to offer children additional interventions in school that focus on the specific needs of the child. Children are identified for interventions through discussions between the Head teacher, SENCo and class teachers alongside school tracking systems. These interventions will complement quality first teaching.
- ❖ We have a part time Learning Mentor in school who is able to support children with specific social, emotional and personal difficulties and liaises with home and school staff to ensure continuity of approaches and provision.
- ❖ Weekly well-being sessions in class to promote individual well-being and positive mental health.
- ❖ Teachers are trained according to the needs of the children in their care. Additional training includes delivering speech and language programmes, Makaton, First Class at Number, Nessy.
- ❖ The school Governors also have a role in ensuring each child is supported where necessary. The Head teacher and SENCo report back to the Governing body regularly in addition to the SENCo meeting with the SEN Governor.

## How we assess pupil progress towards the outcomes we have targeted for children. How we review this progress so that children stay on track to make at least good progress.

- ❖ All children are assessed using the EYFS and National Curriculum statements depending on their age. We use Target Tracker software to track attainment and progress in the Early Years. PIVATs are used for children in Year 1 to 6 who are not accessing the National Curriculum, progressing in smaller steps and at a slower pace.
- ❖ We check how well a child understands and makes progress in each lesson through formative and summative assessments and evaluations. Staff work closely with colleagues and other schools to moderate their judgements.

- ❖ Our Senior Leadership Team monitor the progress of all children every term at pupil progress meetings and reviews. We discuss what we are doing to make sure they make good progress including those with SEND. Alongside, these meetings senior leaders report back to Governors on the attainment and progress of all children in school.
- ❖ For children with SEND, teachers discuss progress with parents every term, when updating the child's Individual Provision Maps (IPM). An annual meeting to update your child's Support Plan will take place during the Summer term. Children with an Education, Health and Care Plan (EHCP) will have ongoing IPM reviews as well as an Annual Review, which is reported to the Local Authority.

#### **How do we adapt the curriculum and the learning environment of children with SEND?**

- ❖ At Glusburn, we strongly believe that all teaching should be differentiated according to the needs of the children. Therefore the curriculum is adapted whenever necessary and class teachers and adults working with a child are aware of the needs of that child. We continue to use dyslexia friendly approaches for all children throughout school and regularly review the learning environment to ensure all needs are supported.

#### **What equipment or resources we use to give extra support**

- ❖ We use visual timetables and cues; various ICT Programs and practical learning resources alongside a range of other equipment on a day to day basis for children who need additional support. These are used within daily quality first teaching.
- ❖ We deliver speech & language programmes provided by the Speech and Language Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed over a given period of time.
- ❖ We use ICT equipment, Apps and programs to support specific needs as appropriate.
- ❖ We use a range of resources and other activities for children who have physical or sensory needs.
- ❖ Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

#### **What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively**

- ❖ We can access support from specialist teachers to enable children to access the curriculum and meet specific needs (speech, language and communication, hearing impairment, visual impairment, behaviour related needs and severe learning difficulties, autism)
- ❖ We get support from other Local Authority services, SEN Specialists, Educational Psychologists, Speech Therapy, Healthy Child Team, Craven Early Help Team and CAMHS as needed.
- ❖ We get support from occupational therapists and physiotherapists for children with specific physical needs.

- ❖ We review all provision with the child, parent and any other services involved. We will agree the role and responsibility of each stakeholder to support the development of the child, setting targets that will make a difference which will be reviewed termly with parents. This information is recorded to ensure accountability.

#### **How do we support children with SEND with Extra-curricular activities?**

- ❖ We have a number of before and after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.
- ❖ We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year for Year 5 and for Year 6 children. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all. Extra visits can also be arranged prior to the residential.

#### **How do we support children in their transition into our school and when they leave us?**

- ❖ Reception aged children entering the Foundation Stage Unit will have a setting visit in the summer term prior to starting in the September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school and meetings with staff are encouraged for those children who may find the transition difficult between home and school.
- ❖ Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.
- ❖ When children leave Glusburn to go to secondary school, transition meetings are arranged between schools that include both staff and children. SENCos from each school will discuss those children with SEND and records are shared. Additional visits to secondary school are arranged for vulnerable children supported by Glusburn staff. Parents can be invited to be part of this process.
- ❖ Transition between year groups in school is supported with extra visits to the new class. For children with SEND, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face. Staff meet to discuss individual needs and strategies for SEND children and records are shared including the Child's support plan or EHCP. Parents can be invited to be part of this process.

#### **How additional funding works**

- ❖ Schools receive funding for all children, including those with Special Educational Needs and Disabilities, in order to meet their needs and achieve the best possible outcomes.
- ❖ The Local Authority may contribute more funding if the cost of meeting an individual child's SEND needs is more than £10,000 per year. The school will make a request for an assessment for an Education Health Care Plan if they are unable to meet the specific needs of a child. The school will allocate how any allocated additional funding is spent in consultation with parents in order to secure the best possible outcomes.

## Where children and parents can get extra support

- ❖ Parent's views are important to us and we value their role in supporting their child. We recognise collaboration between home and school is the best way to help children progress.
- ❖ In the first instance parents should speak to the class teacher, who will then recommend a meeting if appropriate with the SENCo.
- ❖ The North Yorkshire local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child. Find out more at <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>
- ❖ There are a number of parent support groups and networks related to specific SEND needs, please come into school to find out more or visit the contact page in the Inclusion tab of the school website.
- ❖ The North Yorkshire Parent Partnership Service and North Yorkshire PACT parent group provide independent, individual information and advice for parents of children with special educational needs. Visit <http://www.northyorks.gov.uk/article/25378/Special-educational-needs---parent-partnership-service> and <http://www.nypact.co.uk/> for more information.

## What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ The first point of contact is always the class teacher and/ or the SENCo. If a parent is not satisfied that their concern has been addressed, they can speak to the Head teacher.
- ❖ If a parent does not feel the issues have been resolved, they can follow the whole school complaints procedure on the website.