



SEND Information Report

Gorse Hall Primary and Nursery School is an inclusive school which is committed to providing high quality education to all learners. We are committed to inclusion, ensuring that all pupils are included in all aspects of learning and school life. We believe that all children, including those who are vulnerable or have additional needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

What kinds of SEND are provided for?

The Special Educational Needs and Disability Code of Practice 2015 defines Special Educational Needs as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

b) *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

Special educational provision is defined as provision that is *additional and different* from that made generally for other children of the same age.

Special Educational Needs are classified under four areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

Some children may have needs that fall under more than one of these areas.

How are children with SEND identified and assessed?

The decision as to whether a child has a Special Education Need will be made based on the individual pupil. Information may be gathered from:

- The views of the child and their parents
- The child's class teacher or support staff via a "Causing Concern" form
- The child's progress
- The child's attainment
- Reports from other professionals (such as medical professionals, educational psychologists, advisory teachers etc).
- Previous schools if the child is a new starter.

There can be many reasons for children experiencing barriers to their learning. These may include absences, difficulties with speaking English, or worries that distract them from their learning. We understand that these children may be vulnerable and may need a short term intervention to support them; however, this does not mean that *all* vulnerable learners have SEND. Only learners who have a difficulty which requires a special educational provision that is additional and different to provision that can be made through high quality classroom teaching will be identified as having SEND.

When a new concern has been raised, the Special Educational Needs Co-ordinator (SENDCo) will meet with the class teacher and discuss the areas of concern and address and monitor the issues over the course of the next half term. Parents/carers will be informed of the concerns and be invited to share their views.

Following a period of monitoring, the child's progress and attainment will be reviewed.

At this point, a decision may be made to include the child on the SEND register provided that there is evidence that:

- there has been little or no progress made with existing interventions;
- additional support is required to develop English or mathematics skills;
- additional support is required for emotional, behavioural or social development;
- additional support is required for sensory or physical impairments;
- additional support is required for communication or interaction needs;
- children have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling;
- children have more severe or longer term needs that are likely to result in an application for further professional advice.

Once a child is entered on to the SEND register within school they will have a SEND profile created and will receive personalised individual targets and support.

How are parents, carers and the children themselves involved in decision making?

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers and pupils will be involved at all stages of the education planning, reviewing and target setting process.
- Pupils with SEND in Key Stage 2 will be involved in the review meeting termly and input into their One Page Profile.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

- 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 on. Where this has not happened; however, parents/carers are able to make a complaint by contacting the Headteacher 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.

Looked After Children

The arrangements in place for looked after children with additional needs matches those available to other pupils. Issues related to safeguarding may mean it is not possible to involve the maternal parents of children, in which case the carers and the designated social worker will be fully involved with the SEND process.

What should I do if I think my child may have Special Educational Needs?

If you are concerned that your child may have Special Educational Needs that are not already being addressed, please contact your child's class teacher or the School SENCo/INCo.

How do we approach teaching children with SEND?

If a learner is identified as having SEN, we will provide support that is '**additional to**' or '**different from**' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching of all children.

Where children in school experience barriers to learning, support is classified under three "waves". Wave 1 and 2 support apply to all children; wave 3 support is introduced when a child has been identified as having SEN and has been included on the school's SEND register.

Wave 1- differentiated curriculum support within the class

Wave 2- interventional group support in order to address gaps in learning and to accelerate progress and attainment

Wave 3- SEN support through additional school-based provision and in the case of children with more profound needs the involvement of outside agencies and other professionals

Wave 1

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. It is our aim to meet the needs of all children through high quality, differentiated teaching ('wave 1' support). However, we recognise that there are times when children may need additional support and/or interventions. The aim of these interventions is to support children with a view to them making accelerated progress in the area being targeted.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making expected progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, additional provision at a school based level may need to be made.

Wave 2 Support

If it has been identified that a child needs additional support, the first step is usually for a 'wave 2' intervention to be put in to place. The majority of these interventions are carried out by either the class teacher or teaching assistant. These interventions will usually be done in small groups and will be additional to the whole class teaching ('wave 1' support). 'Wave 2' support may also come in the form of access to resources to meet the child's needs.

Wave 3 Support

If it is felt that a child needs additional support as they have SEN needs that cannot be met through 'wave 2' support then a 'wave 3' intervention may be put in to place and a child will have a SEN Profile compiled. At this point they will be put onto our

School's SEND register. This provision will be in small groups or through 1:1 support and will be additional to the whole class teaching (wave 1 support).

This additional support 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class will be closely monitored. Provision will run concurrently with differentiated curriculum support.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo/INCo and LSAs.

How is progress assessed and reviewed for children with SEND?

Our school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

When providing SEN support, we engage in a four-stage process in line with the Code of Practice (2015):

Assess - Plan - Do - Review

Assess - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do - providing the support - extra assistance for learning or learning aids - as set out in the plan.

Review - measuring the impact of the support provided and considering whether changes to that support need to be made. This stage then informs the next cycle, if necessary.

SEND profiles will be reviewed at least once a term, although some pupils may need more frequent reviews. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCo/INCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current provision. Where this is the case a decision may be made to make request the support of outside professionals for the purpose of assessment and future planning.

How are children with SEND supported with transition between phases?

- Nursery and Reception staff will meet with staff from partner nursery schools and other child care providers prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo/INCo after this meeting. Where necessary the SENCo/INCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCo/INCo will telephone to further discuss the child's needs.
- At the end of each school year, information about pupils are passed onto the next class teacher in the form of a "transition file". This includes detailed information about children with SEN's needs and the provision in place.
- For children transferring to Secondary Education, visits are arranged once the receiving school has been allocated. Most children get at least 2 full days at their receiving school in the July prior to them starting in the September. For children with Special Needs, the SENCo will liaise with the SENCos from the receiving schools to ensure that all information and documentation is passed on and that transition is as easy as possible for the pupil.

Are staff specially trained to meet the needs of children with SEND?

Gorse Hall's SEND and Inclusion Team consists of the following staff members:

- Alexandra Flood - Headteacher and Nazia Suleman - Special Educational Needs Coordinator (SENCo), Inclusion Manager (INCo) and Deputy Headteacher.

The role of the SENCo/INCo is to oversee SEND provision within the school. This includes responsibility for the day to day operation of SEN policy and provision. The SENCo/INCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

- Joanne Sandilands- SEND Support Assistant (Learning) (Early Years and KS1)
- Samantha Abbott - SEND Support Assistant (Learning) (KS2)
- Heidi Rowe - SEND Support Assistant (Learning) (KS2)

Our SEND Support Assistants provide support and interventions to children with additional needs. The majority of this is done through small group and 1:1 'wave 3' support.

- Jane Troy - Safeguarding and Welfare Mentor

Mrs Troy works closely with children and their families to provide additional support, advice and pastoral care. She liaises closely with external professionals such as Social Care and the Early Help Team to provide the best support for our families.

Staff training:

Regular CPD opportunities are made available to all staff working at Gorse Hall Primary School to ensure they have an up to date subject and pedagogical knowledge to enable them to best meet the needs of children they work with. From time to time, individual members of staff may be given additional support to meet the specific needs of the children they are working with. If you would like further information about the expertise and training please contact the SENCo/INCo.

How is the effectiveness of the provision made for children with SEND evaluated?

1. The Special Educational Needs Coordinator (SENCo)/ Inclusion Coordinator (INCo) and Learning Support Assistants (LSAs) will meet with each class teacher each term to discuss additional needs concerns, set targets and to review SEND Profiles. Targets arising from discussion, meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
2. The SENCo/INCO, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, Book Looks and Child Chats.
3. SEND support is delivered by class teachers through differentiated teaching methods. Additional support is provided by the Inclusion Team in the form of trained Learning Support Assistants (LSAs) in the school. The support timetable

is reviewed each term, by the SENCo/INCo in line with current pupil needs, educational initiatives, provision mapping and the budget.

4. Support staff, class teachers, SENCo/INCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

How are children with SEND enabled to engage in activities?

- The school will ensure that all children have access to a balanced and broadly based curriculum
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate. Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

How are children with SEND supported with emotional and social development?

Our Safeguarding and Welfare Mentor works closely with children and their families to provide additional support, advice and pastoral care. Families are signposted to services provided by the local authority. Teaching Assistants and Special Needs Assistants also provide 1:1 or small group work focused around children's social and

emotional needs. This may include Nurture Groups, Social Stories etc. and work around social relationships.

We also work closely with outside agencies such as the SEMH Inclusion Service, Healthy Young Minds and Communication, Language and Autistic Spectrum Support (CLASS) to implement strategies to support children with emotional and social development.

How do the school involve other professionals in meeting the needs of children with SEND and supporting their families?

Provision at this level often requires the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School may seek additional support from:

- Speech and Language therapy
- Educational Psychology services
- Pupil Support Services - SEMH Inclusion Service, Communication, Language and Autistic Spectrum Support (CLASS) and Specific Learning Difficulty Team (SPLD).
- Healthy Young Minds
- Integrated Services for Children with Additional Needs (ISCAN)
- Multi-Agency Autism Team (MAAT)

This kind of support would be provided where there is evidence that the level and duration of the child's additional needs are such that the child needs continual support for their needs both within school and from outside agencies and professionals. A child receiving support at this level will have a highly personalised SEND Profile. Monitoring will take place as for school based support and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

Education Health and Care Plans (EHCPs)

From September 2014 Statements of Special Educational Needs are being replaced by EHC Plans.

'An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.'

Special educational needs and disability code of practice: 0 to 25 years (July 2014)

Some children may require a more intensive level of specialist help that cannot be met from the resources available to school. In these instances we may apply for an EHC assessment for the child involved. An EHC plan brings your child's education, health and social care needs into a single, legal document.

What arrangements are there for handling complaints from parents?

- Regular communication between school and home ensures that any concerns parents have are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue, the governing body.
- Our complaints procedure sets out the steps in making a complaint in more details. This is available on the school website.

Where can I find further information?

- Local Offer for Tameside: <http://www.tameside.gov.uk/localoffer>
- Tameside Special Educational Needs and Disability Information, Advice and Support Service - SENDIASS (formerly Parent Partnership Service): <http://www.tameside.gov.uk/sendiaass>
- If you wish to contact the SENCo/INCo, please call school on 0161 338 4262, to make an appointment.

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