

GEORGIAN GARDENS C. P. SCHOOL

SEND INFORMATION REPORT

Schedule 1 Regulation 51

(Special Educational Needs and Disability Regulations 2014)

1. The kinds of special educational needs for which provision is made at school.

Georgian Gardens Community Primary School is a mainstream school and provides a broad and balanced curriculum for all children. The National Curriculum (2014) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having Special Educational Needs and/or Disability (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

At Georgian Gardens Community Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils. We will assess each child as required, and make the appropriate provision, based on their identified needs.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN."

(SEND 0-25 Code of Practice, 2015, p92)

2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Some of the children who join us have already been in early pre-school education. In a few cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

There are a variety of ways we gather more information about individual children (as opposed to the assessments that all children undertake), including the following:-

a. Learning

- Observations (in class)
- GL Dyslexia and Dyscalculia Screener
- LASS Junior
- CoPS (Cognitive Profiling System)
- DINS (Diagnostic Interviews In Number Sense) or the Sandwell Test
- Suffolk Reading or Neale Reading Analysis
- SPAR Spelling Test
- BAS (British Ability Scale)
- YARC (York Assessment of Reading for Comprehension)
- Jump Ahead Assessment
- Phonics test
- Marie Clay Dictation
- Phonological Assessment Battery (PHAB)
- Raven's Coloured Progressive Matrices (non-verbal reasoning test)
- British Picture Vocabulary Scale (verbal reasoning test)
- The Renfrew Language Scales

b. Behavioural and Emotional

- Observations (in playground and class)
- Goodman's Questionnaire
- Social Inclusion Survey
- Emotional Literacy: Assessment and Intervention
- Boxall Profile
- Sensory Profile

We are constantly extending our repertoire of assessments.

If our assessments show that a child may have a learning or emotional difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCO, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs. This level of support is called School Support.

There are three stages of School Support:

School Support 1: Low level of support with in-school learning assessments undertaken or single professional advice sought. Some single or group intervention support. Pupil Profile reviewed termly.

School Support 2: Moderate level of support with a single professional involvement in assessment or provision. Single area of need. Some single or group intervention support. Pupil Profile reviewed termly and Agency Targets reviewed termly both internally and externally.

School Support 3: High level of support with at least one, but possibly more professionals involved in assessment or provision. Severe or multiple needs. High level and frequent intervention support. Individual Learning Plan (ILP) reviewed termly, Pupil Profile reviewed termly and Agency Targets reviewed termly both internally and externally.

Education, Health and Care Plan (EHCP): Children identified by the Local Authority as needing a very high level of support, with at least one, but possibly more professionals involved in assessment or provision. Severe needs. Very high level and very frequent intervention support. EHCP reviewed annually, Individual Learning Plan (ILP) reviewed termly, Pupil Profile reviewed termly and Agency Targets reviewed termly both internally and externally.

Pupil Profile

To support SEND children they each devise a Pupil Profile which outlines the following: What your child's interests are and what they like about themselves (encouraging good self-esteem).

What is important to your child e.g. family, friends, pets, interests, holidays, family events, hobbies etc.

Your child's achievements and experiences.

'Life Aspirations' – what do I want to be? How am I going to get there? What do parents want for their child?

How we can work together to help your child (things I find difficult – needs, things that help me – strategies).

Pupils add to their Pupil Profiles over the year as an on-going record throughout the school. Developing a one-page profile is a way of personalising education. The goal of the one-page profile is to help children fulfil their personal potential and enjoy their life in school through a process of self-reflection and better communication between parents, pupils and staff.

The purpose of Pupil Profiles at Georgian Gardens are:

- To ensure children are receiving the most appropriate support for them.
- To monitor the effectiveness of this support: what is working and not working for our children.
- To work with parents to identify the outcomes that they, their child and the school want and discuss how to achieve these.
- To enable children to review their own progress.
- To value everyone's unique contributions.

The process for reviewing Pupil Profiles at Georgian Gardens is as follows:-

- a. Child's views: the child meets with the teaching assistant to discuss and review their Pupil Profile.
- b. Staff's views: The adults working with your child plus the SENCO meet to discuss the Pupil Profile.
- c. Parents' views: Parents are invited into school once per term to review their child's Pupil profile with the class teacher. If parents are unable to make the time given, the Pupil Profile is sent home to parents. Parents are then welcome to respond either with a written comment or to discuss at the termly parents evening.

If a child is at School Support 3, we will record, in an Individual Learning Plan (ILP) or an Individual Provision Plan (IPP) the strategies used to support the child. These will detail the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every term.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those previously used. External support services will provide information for the child's ILP/IPP.

If a child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Plan (EHCP) may be made to the Local Authority. A range of written evidence about the child will support the request.

If, at any stage, a child has a need identified (not usually learning) that requires a multi agency response, an Early Help Plan will be considered. Parents also have the opportunity to request the school start an Early Help Plan when there are no obvious needs identified in school.

3. Information about schools policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans including:

(a) how the school evaluates effectiveness of its provision for such pupils;

The Assistant Headteacher Inclusion/SENCO monitors the movement of children within the SEND system in school. She provides staff and Governors with regular summaries of the impact of the policy on the practice of the school.

The Assistant Headteacher Inclusion/SENCO is involved in supporting teachers involved in drawing up Individual Learning Plans (ILPs) for children. The Assistant Headteacher Inclusion/SENCO and the Headteacher hold regular meetings to review the work of the school in this area. She reviews interventions termly on the Provision Map and provides a report to the Headteacher. These termly reports form the basis for the annual report to the Governors.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

In addition to parent meetings, parents are kept regularly informed of their child's progress by agreeing and sharing their child's targets with the class teacher. This will identify the next steps for their child to make progress and how the school and parents can help them. Progress will be monitored and reviewed regularly (at least termly) to ensure that both parents and the child can express their views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, emails, telephone calls or meetings.

(c) the school's approach to teaching pupils with special educational needs; Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having Special Educational Needs and Disabilities. The named SENCO for the school is Mrs Claire Lewis. A member of the Governing body, Mrs Jane Draude, takes particular interest in Special Educational Needs and Disabilities, although the Governing Body as a whole is responsible for making provision for pupils with Special Educational Needs and Disabilities.

The school may support a child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to your child's needs (differentiated) and will be overseen by the class teacher. An additional provision may be through targeted small group work that takes place out of the classroom. A child's targets will be set by the class teacher in collaboration with the SENCO, child and parents. A further level of provision may involve a child working individually with a member of staff to meet specific targets.

These targets may be set out in an ILP (Individual Learning Plan) or an IPP (Individual Provision Plan) or be recorded on the school's Provision Map. These detail support that is additional to or different from that provided as part of the School's usual differentiated curriculum. All children on SEND Register will also have a Pupil Profile detailing what is important to them, their hopes for the future, how we can help them and their school champions.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Georgian Gardens strives to provide an engaging and exciting curriculum for all children. Class teachers will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with Special Educational Needs and Disabilities, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.

(e) additional support for learning that is available to pupils with special educational needs;

The school receives money on an annual basis to support provision for Special Educational Needs and Disabilities. This is based on the number of pupils on roll who are on the 'SEND Register' and this varies from year to year. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and resources which support children with Special Educational Needs and Disabilities throughout the school.

On top of this resource, there may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with a 'Statement of Special Educational Need' or an 'Education, Health and Care Plan'.

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCO will work closely with parents and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.

(g) support is available for improving the emotional and social development of pupils with special educational needs;

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist support from our highly experienced Learning Mentor (Mrs Gina Watts) who supports children in addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil, and they are monitored and reviewed at agreed intervals. We are also fortunate to have a Family Support Manager (Miss Claire Lewry) who works with families as a whole.

4. In relation to mainstream schools and maintain nursery schools, the name and contact details of the SEN coordinator.

The Assistant Headteacher Inclusion/SENCO at Georgian Gardens Community Primary School is Mrs Claire Lewis. Telephone: 01903 771555; Email: senco@georgiangardens.co.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

External support services play an important part in helping the school identify, assess and make provision for children with Special Educational Needs and Disabilities.

These include seeking advice and support from:-

- the nominated Educational Psychologist for the school.
- the specialist advisory teaching services for children with sensory impairment or physical difficulties.
- services like the Occupational Therapy Service.
- the Speech and Language Therapy Service along with contributions to the reviews of pupils with significant speech and language difficulties.

- the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- the school nurse and community paediatrician (Child Development Centre or CDC).
- the Family Link Worker service.
- the Education Welfare Officer service.
- Think Family

Multi-agency meetings (known as Early Help Forums), with representatives from Children and Family Services, Social Care and Health, Young Carers, CAMHS, Think Family. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Before the school make any referral to a specialist service we will always gain your permission.

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.

The SENCOs of each school within the Angmering Locality meet together each half term to share good practice and this is a strength of our group of schools.

6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.

Georgian Gardens school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.

7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.

The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.

The school prospectus contains details of our policy for special educational needs and disabilities, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named Governor takes a particular interest in special educational needs and disabilities and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

The first point of contact will always be a child's class teacher. The Assistant Headteacher Inclusion/SENCO at this school is Mrs Claire Lewis, the Family Support Manager is Miss Claire Lewry and the learning mentor is Ms Gina Watts; all are available if further assistance is necessary. Alternatively speak to Mrs Vivien Stevens

(Interim Headteacher) or Mr Elliott Crook (Assistant Headteacher Teaching, Learning & Assessment).

8. The arrangements for consulting young people with special educational needs about and involving them in their education.

At Georgian Gardens School, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children are involved in writing their Pupil Profiles and at an appropriate level in setting targets in their ILPs. ILPs are child-friendly and children are encouraged to make judgements about their own performance against their ILP targets. We recognise success here as we do in any other aspect of school life.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The first point of contact will always be your child's class teacher. The Assistant Headteacher Inclusion/SENCO, Mrs Claire Lewis, the Family Support Manager, Miss Claire Lewry and the Learning Mentor, Ms Gina Watts, are available if further assistance is necessary. Alternatively, parents can speak to Mrs Vivien Stevens, Interim Headteacher, or Mr Elliott Crook, Assistant Headteacher Teaching, Learning & Assessment. If parents have any worries or concerns they should discuss these with one of the named people above who will endeavour to resolve the concern. Appointments can be made through the school office. If an issue cannot be resolved, there is a formal complaints policy, details of which are available at the school office or on the website.

10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils.

Georgian Gardens Community Primary School is fully committed to the ECM agenda and works closely with a variety of agencies including the Early Help, Inclusion Team, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, school nurse, Primary Mental Health Care Worker, CDC, CAMHS, the Hub, Social Services, Family Centre, Family Link Worker, Young Carers and Play Therapists. To further our own understanding of other agency work, we are committed to attending multi agency training and meetings where appropriate.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The SENCO and Family Support Manager will be able to signpost parents to organisations, services etc. that can provide additional support. A group of parents at Georgian Gardens also run a very successful parent forum.

The parents meet half-termly and there are also activity sessions monthly at the school's Children and Family Centre.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's Special Educational Needs and Disabilities or pass on information about any specialist support or agencies already

working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.

13.Information on where the local authority's local offer is published. The Local Authority Local Offer can be found at: <https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/>

Mrs Claire Lewis May 2017