

Special Educational Needs and Disability (SEND) Information report **for Gig Mill Primary School 2019-2020**

Part of the Dudley Local offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Dudley Local Offer for Learners with Special Educational Needs and Disability (SEND). This local offer can be found at the following site:

<https://fis.dudley.gov.uk/localoffer/>

At Gig Mill School we are committed to working together with all members of our school community. This information has been produced in line with the current SEND Code of Practice 0 -25 Years, September 2014.

The Inclusion Leader's name and contact details

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How we identify SEND in our school?

The Code of Practice 0 -25 Guidance, September 2014, defines SEND as:

“A child or young person SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a person has a learning difficulty or disability if they:

- a) have a significant greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools mainstream post – 16 institutions.”

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. English may not be a first language or they may be worried about different things that distract from learning. At Gig Mill school we are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

If you think your child may have SEND please speak to your child's Class Teacher or Mrs Suchomski, the school Inclusion Leader and SENCO.

What is our Approach to Teaching Learners with SEND?

At Gig Mill school we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school and to be responsive to the diversity of our children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in our school. We aim to create a learning environment which is flexible to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

What is our policy for making provision for all pupils with SEND?

Following identification and assessment we adopt a graduated response to meeting special educational needs and disabilities (SEND) through high quality teaching for all and differentiated tasks for individual pupils. If a child's progress continues to be less than expected the class teacher will work closely with the Inclusion Leader to assess whether a child has a SEN or disability.

The school will then put interventions into place, targeting to the needs of the individual child. For higher levels of need we will draw upon more specialised assessments from external agencies and professionals. If a young person's progress continues to demonstrate significant cause for concern despite interventions at school under the single category, a request may be made to the Local Authority for Statutory Assessment – Education, Health and Care Plan (EHCP).

What are the arrangements for assessing and reviewing progress?

We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step of the process.

ASSESS

SEND pupils may be identified in a range of ways . We ensure assessment of educational needs is a partnership between the learner, their parents/ carer and the teacher. The Inclusion Leader supports with the identification of barriers to learning. SEND pupils may be identified through the teachers' observations and assessment, and school based criteria including:

- Evidence obtained by teacher observations/ judgements
- Performance against national expectations
- Pupil progress in relation to Early Years' Foundation Stage curriculum expectations and national curriculum targets.
- Standardised tests which are tests to compare children of the same age nationally or
- Criterion referenced tests such as high frequency word checks or phonic knowledge checks.
- External agency reports and observations
- Records from previous schools
- Information from parents

PLAN

In liaison with the Inclusion Leader and teachers and in consultation with the parent and the pupil, the interventions and support to be put in place are planned. Once a child is identified with a Special Educational Need a support plan will be developed in consultation with the pupil and parents. This will include:

- Short realistic and measurable targets related to the area of concern.
- Suggested strategies to be used by teacher, support staff, parents and pupil
- The teaching strategies to be used
- A start date and finish date of the intervention
- The provision to be put in place

- When the plan is to be reviewed
- Outcomes

DO

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The Inclusion Leader will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

REVIEW

Children, parents/carers and staff will be directly involved in the reviewing process. Monitoring progress is an integral part of teaching and leadership within Gig Mill School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we will discuss progress and next steps. If a learner has an Educational Health and Care Plan (EHC plan) the same termly review conversations take place, the EHC plan will be formally reviewed annually

What do we do to Support Learners with SEND?

The class teachers are responsible for delivering high quality teaching, differentiated for individual pupils. Following identification and assessment we adopt a graduated response to meeting special educational needs and disabilities (SEND). As much as possible support will occur in class, and/or additional support, some interventions may involve group or one-to-one teaching . The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, we modify the provision map regularly, and it changes every year, as our learners and their needs change (this may involve specialised resources or equipment).

How do we adapt the curriculum/ learning environment for SEND pupils?

All pupils at Gig Mill Primary School have access to a broad and balanced curriculum and teachers have high expectations for individuals with SEND. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, acting on advice from external agencies, when necessary. These might include:

- use of technology
- use of practical resources/ specialised or modified resources
- peer mentoring systems
- positive behaviour rewards system
- additional adult support
- adaptation to visual stimuli including assessment materials
- personalised activities

The school is accessible to parents and children with disabilities. Within the school we have a disabled toilet and care room facilities. There is allocated parking bay for the disabled on the main school car park.

What additional support for learning is available to SEND pupils?

Where a pupil continues to make less than expected progress, we would involve specialists to give advice on effective support and interventions. The involvement of specialists will always be recorded and shared with parents and teaching staff .

The local offer sets out clearly what is available from different services and how it may be accessed. This may include:

- Speech and Language Service
- Educational Psychology Service
- Learning Support Service
- Autism Outreach
- Physical impairment and/or sensory impairment team
- Visual Impairment team
- Hearing Impairment team
- Cherry Tree
- Child and Adolescent Mental Health Services
- Occupational Therapy Service
- Physiotherapy Service

How do we enable SEND pupils to engage in all activities of the school?

All learners have the same opportunity to access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Pupils identified as having SEND are supported to engage in all activities within school life. Reasonable adjustments and adaptations for participation are made in order to ensure access to all curriculum and enrichment opportunities, including before and after school clubs.

What support is available for the emotional, mental and social development of SEND pupils?

We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Appropriate assessments will be carried out to determine if contributing factors are related to undiagnosed learning difficulties, communication and interaction difficulties or mental health issues and appropriate support will be put in place. This may include circle time activities in class, social skills intervention groups or the involvement of specialist support. Specialist support may involve: Educational Psychology, Speech and Language, School Health Advisor or Child and Adolescent Mental Health Service.

Information on staff expertise their SEND training, and how specialist support will be secured

Mrs Suchomski, our school's Inclusion Leader, has been awarded the National Diploma for Coordination of Special Educational Needs. Class teachers and support staff receive up to date training related to various areas of SEND. We attend courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year we provide training in house for both teaching and non-teaching members of staff. The focus of training is planned based upon the training needs of our staff as well as the needs of our pupils.

What arrangements are there for consulting parents of pupils with SEND, and involving them in their education?

Where progress continues to be less than expected parents/carers will be

invited in to school to begin the Assess, Plan, Do, Review process.

There is an open door policy at Gig Mill School where Parents/Carers can arrange to meet with their child's class teacher or Inclusion Leader to discuss any concerns at a mutually convenient time.

What arrangements are there for consulting pupils and Involving them in their education?

As discussed, where progress continues to be less than expected the Inclusion Leader will invite parents/careers in to discuss the next steps in order to further assess the young person. Following this the Inclusion Leader or class teacher will meet with the young person to complete their plan. This will include the child's thoughts on their strengths and weaknesses and suggestions for targets to work towards. Depending on their age, pupils with an Education, Health and Care Plan are invited to submit their views in writing as part of their annual review.

The contact details of support services for parents of SEND pupils

Local Authority – 01384 814398

Educational Psychology Service – 01384 814359

Learning Support Service – 01384 813736

Speech and Language Therapy – 01384 321375

Autism Outreach Service – 01384 816974

Visual Impairment Team – 01384 818 003

Hearing Impairment Team – 01384 818003

Physical Disability and/or Sensory Impairment Team – 01384 818003

Occupational Therapists – 01384 366912

Cherry Tree – 01384 813739

Specialist Early Years Team – 01384 814364

How do we prepare for the next step?

Planning for transition is a part of our provision for all learners with SEND, this can be transition to a new class in school, having a new teacher or moving on to another school. Gig Mill School is committed to working in partnership with children, families and other providers to ensure that positive transitions occur. Moving classes will be

discussed with you and your child at their summer term review meeting. For pupils with Educational, Health and Care Plans a transition review for secondary school will take the place of the annual review in year 5.

What do I do if I have Concerns?

As a school we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, in the first instance concerns should be raised with the class teacher. If a satisfactory outcome is not achieved an appointment can be made by parents/carers to speak to the Inclusion Leader or Head Teacher, who will discuss the issue and make every effort to resolve the problem. In extreme cases the parent may be referred to the LA. A parent can also be directed towards Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS 01384 817373).