

SEND Information Report

Date	March 2020
Last Review	July 2019
Next Review	July 2020

1. What is Special Educational Needs?

Special Educational Needs and Disabilities (SEND) is the name given when children are having difficulty with learning or are experiencing some physical or emotional problem. The purpose of identifying these children is to provide support and help for them in school. The school employs a Special Educational Needs Coordinator to help in this work. The children who fall into this group cover a range of ability levels. Some children cope well in the normal classroom with additional help from the class teacher while others may require a statutory Health and Education Care Plan.

Children entering Gunthorpe Primary School from another school will have any SEND information passed on and support will continue. Some children may be placed on the SEND register as they move through the school. Parents and Carers are informed of this and are involved in any decisions about the child.

At Gunthorpe Primary School we define SEN support as:

Children who may need extra input in class are identified by class teachers and concerns are shared with the SENCo, who will then complete an assess, plan, do, review cycle to help support the child. If the child is still needing support they are then classed as 'needing SEN support' (outlined in the SEND Code of Practice) which means they are needing specific intervention or resources, which is additional to Quality First Teaching. These will be specific to the child's needs to enable them to succeed as a learner.'

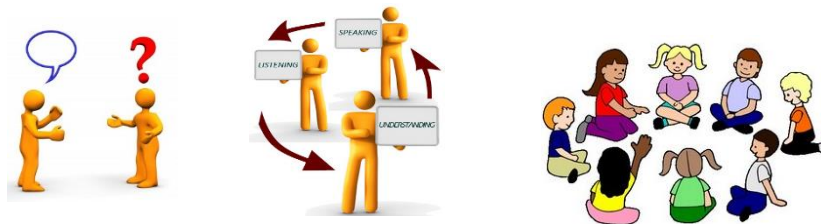
The criteria for 'needing SEN support' is below:

- continues to make little or no progress in specific areas over a prolonged period of time
- continues working below the expected standards
- continues to have difficulty in developing skills in the core curriculum
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

2. What different SEN needs can we provide for?

At Gunthorpe Primary School we support a broad range of additional needs, these may fall into one of the four main categories as outlined in the SEND Code of Practice;

1. Cognition and Learning
2. Communication and Interaction
3. Social, Mental and Emotional health
4. Sensory and/or Physical needs



These may include; Autism, ADHD, Speech and Language Difficulties, Dyslexia, Dyspraxia, Communication difficulties.

3. How do we identify children with SEND?

Our school identifies children/ young people with Special Educational Needs/Disability (SEND) by:

- Regular assessment of pupils' progress
- Regular communication with parents
- Class teacher raising concerns and completing a referral form for the Special Educational Needs Coordinator (SENCO)
- Carrying out individual assessments
- Observe the children in their class
- Seeking advice from other professionals and/or making referrals to outside specialists where appropriate.

4. How are the curriculum and learning environment adapted for pupils with SEND and what support/challenge does the school provide for children with SEND?

We are committed to helping all children meet their potential and we make reasonable adjustments to make this possible.

- Wherever possible we make adaptations to allow children to access Quality First Teaching.
- We use a range of resources including IT and TA time to allow children to demonstrate their learning.
- Every child has targets that identifies the next step for them. These are shared with parents regularly.
- School is a wheelchair friendly site, with ramps allowing easy access.
- Every effort is made to allow all children to access all activities provided.
- On some occasions additional adult support or resourcing may be needed to make this possible.
- We run sensory circuits which can help children to focus, organise or, for children who can be a bit lacking in motivation, get them going in the mornings.
- Intervention groups are run by TAs to support children working towards specific things on their targets

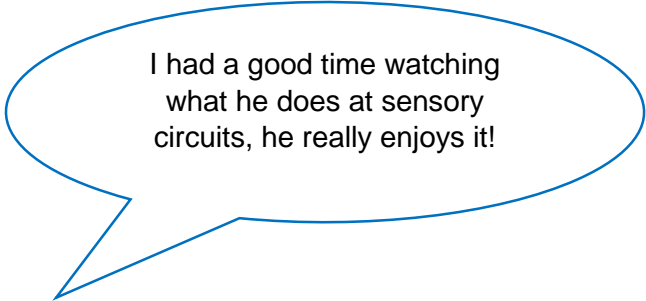
5. How are parents/carers involved?

We involve parents and carers in the planning by;

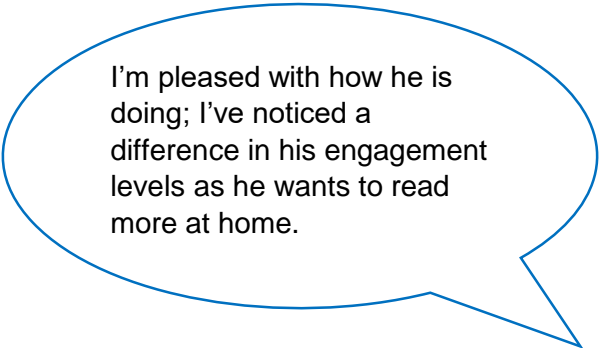
- Availability of class teachers and SENCO after school for sharing information
- Professional meetings and review meetings where appropriate.
- Questionnaires

We also invite parents into school to attend;


- Parents Evenings
- Review meetings
- Sensory circuits
- Team around the child meetings



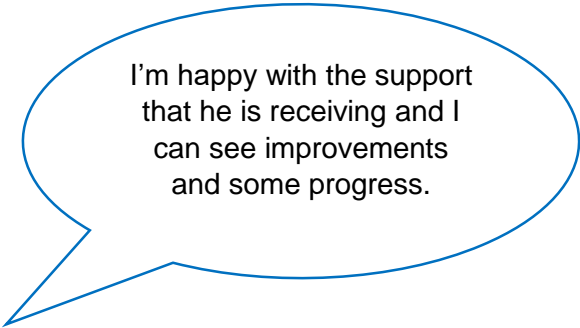
I had a good time watching what he does at sensory circuits, he really enjoys it!



I'm pleased with how he is doing; I've noticed a difference in his engagement levels as he wants to read more at home.



I'm really pleased with her progress this year and I've seen a positive change in her.



I'm happy with the support that he is receiving and I can see improvements and some progress.

6. How is your child involved?

Older children are involved in the planning process by sharing what they think they would like to get better at and are doing really well at. We also include children in sharing ideas through;

- School Council KS1 and KS2
- Regular discussion at review meetings
- Completing questionnaires
- Their views on the front of their pupil profile about their learning.
- We also ask children about how they feel about their learning in school, and if they know what they can do if they need help with anything

7. What expertise do our staff have to support your child?

Initials of Staff	Area of expertise	Level
ES	SENCO Qualification	National SENCO Award
LA	SENCO training	Through Peterborough City Council
SH, LA	Early Help Assessments	
CH, EP,	Autism attention and engagement	
LG, RM, CM, JM, GR	Supported Spelling training	
CR, LG, CP	First Aid	
CM, CP, CR	Diabetes training	
All teaching staff	Child Protection	
All teaching staff	Behaviour as a language	
All teaching staff	Epi pen and asthma training	
CBI, JP, AL	Restraint training	
All teaching staff	Clicker 7 training – literacy support	
LG, JP, GR	Sensory integration	
MN, NB, TS, WW	Makaton	
JM	EYFS Speech and Language support	
GR, RM, MN, TS	Speech and Language support	
All teaching assistants	ADHD/Autism in house refresher training	
DA	Forest Schools Training	
LA	Drawing and Talking	

8. How is the school made accessible?

We make sure that all children can access activities and learning in our school by offering changing facilities for children with identified medical needs. We also have ramps and lifts so that every part of the school building can be accessed. (For further information, see the Accessibility Plan 2019/20)

9. What External Agencies can we access?

We can access the following services to help support your child with their learning during their time at Gunthorpe Primary School when appropriate;

- Speech and Language therapists (SALT) – Pupils can be referred and seen by appointment or assessed in school, most speech sound therapy sessions are held in school with the speech therapist and parents.
- Educational Psychologists (EP) – Assess, observes, and facilitates interventions and strategies with the school setting.
- Autism Specialist Teacher Service – after diagnosis
- Occupational Therapy (OT) – The SENCO can refer directly or they can be referred by a GP or Paediatrician. They work on the sensory and physical support a child may need
- Child and Adolescent Mental Health Services (CAMHS) -
- Physiotherapy Services
- Diabetes nurse – Training available for support staff and produce healthcare plans
- Sensory Support Services for visual and hearing impaired pupils
- Southfields Enhanced Resource for Speech and Language – Resources available for school SENCO to access
- Peterborough Pupil Referral Services (PPRS) -
- Support for Learning Team – Independent service to assess children’s learning ability and identify any learning needs
- Autism/ADHD Specialist Teacher Service – Regularly come into school to support a child with a diagnosis of autism and/or ADHD.
- Emotional Health and Wellbeing Practitioners – Accessed by school SEND team who offer advice and support for children in school
- Community Paediatrician – Carry out assessments of children after a referral has been made.
- Specialist Hubs - Resources and advice can be accessed to support the school further
- School Nurse – Both parents and school can contact for support and help. They offer termly drop ins in school. Produce healthcare plans for severe allergies and asthma.

10. What support do we offer for Behavioural, Emotional and Social Development?

Some children with Special Educational Needs require additional well-being provision where they can discuss their thoughts and feelings on areas such as bullying, worries at home etc. We provide the following things to support children in our school;



Nurture Group

1. We run a nurture group, which offers emotional and social developmental skills all staff in school are aware of what it offers and are competent are putting children's names forward that may benefit from this provision. They complete arts and craft activities, and learn social skills to help develop their confidence.
2. Drawing and Talking Therapy
This helps support children with underlying emotional difficulties that may be affecting their learning and behaviour. It is completed 1:1 with an adult and they are able to take their time and talk in a comfortable environment about anything they wish to.

3. YMCA (external counsellor support) – (Funding guaranteed for this academic year)

This helps children to discuss their emotions through play based activities with a trained counsellor. It runs weekly and children can have up to 14 sessions depending on their needs. This is delivered on a 1:1 basis.

4. Sensory Circuits

Every day in the small hall, we have a sensory circuit, which helps to support children with alerting and calming, to be ready to start or help to focus them for their learning. Teachers in school can put your child's name forward if they think they will benefit from this. Each term we complete a review where the children stop doing it for week to see if it is helping or not.

5. Well-being Groups

Depending on individual needs the children can access either cooking or art and design groups to help support their emotional difficulties in a safe but controlled environment away from other distractions.

6. Wolf Cubs

As a school, we have identified that there are alternative ways in which we can support our children in order to achieve their full potential. We have identified pupils across our school that may benefit from an alternative approach to their learning in order to enhance academic attainment. Wolf Cubs supports children who may be disaffected, disengaged, and vulnerable or who struggle with their behavioural choices. The aim of this provision is to provide a range of projects, activities, schemes and approaches that develop self-esteem, teamwork and social skills. This initiative is underway with a vocational and practical project that runs two afternoons a week.

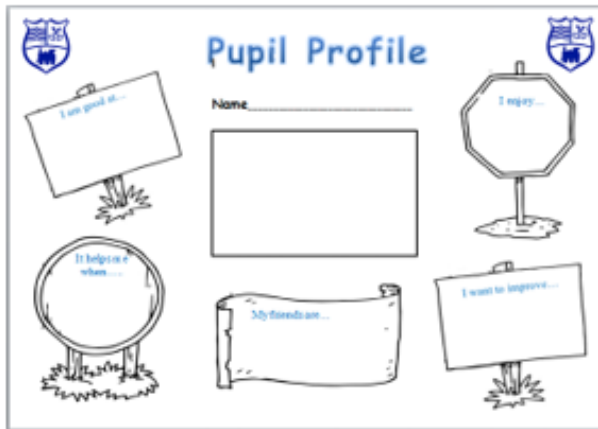
7. Transition support

The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our school;

- Reception Home visits
- 'Stay and Play' sessions in the Early Years setting
- Year 6 transition session at school and at feeder Secondary school
- Year 5 Annual Review Placement Meetings for consideration post Y6
- Liaison between pre-school key workers and SENCo's for transition meetings to Early Years

11. How do we assess and review your child's progress?

- We carry out Annual reviews for children on Education Healthcare Plans (EHCp) at these meetings targets are reviewed and new ones set. Children on coordinated plans also have targets that they work towards. Parent's views are collected at the end of this process to help us adapt and improve our practice. A pupil profile is used to track and monitor progress towards their individual targets. See an example below:



Target 1 & Date	Review & Date	Target 2 & Date	Review & Date	Target 3 & Date	Review & Date

- Children needing SEN support will have identified interventions that they will be accessing. These are recorded on the class provision map which is completed termly by class teachers and then collated into a whole school Provision map.
- The interventions are monitored in terms of their impact and effectiveness using intervention logs which are completed by the TA's when they work with the children. These also include start and end data so that teachers can track if the intervention is having an impact or not.

12. How do we evaluate the effectiveness of the provision we provide?

We carry out sensory reviews once a term when the children will stop attending for a week to see if it is having an impact on them or not. In order to decide this, we ask teachers, parents/carers and the children to complete a questionnaire about how they feel about sensory during the week that the child is not attending. This then informs discussions about whether the child should continue on sensory or not.

The SENCo also attends regular network meetings to see what new things are available to access to further enhance the provision that is provided.

13. How will equipment and resources to support SEND be secured?

- School keep a supply of various pencil grips, writing boards, chew and fiddle toys and multisensory equipment for teaching curriculum subjects.
- School has a range of facilities that particularly benefit children with certain SEND in school. This includes a small sensory room, a sensory garden area and equipment to run sensory circuits.
- We have a cooking room that is used to carry out some cooking and basic life skills work with some SEND children.
- The SENCo checks what equipment and resources are currently available, if further equipment is felt to be particularly beneficial for a child or children school may purchase this, or some services will lend such equipment.



14. Who do I contact about my child?

Your First point of contact is:	Class Teacher
Our SENCO is;	Mrs Emily Smith
Our SENCo assistant is;	Mrs Louise Alletson
Other people in school who might be contacted include	Headteacher, Deputy Headteacher, Assistant Headteacher, Safeguarding and Welfare Lead
External support services for information/ advice	SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk Marion Deeley- Independent parent support officer for Peterborough Local Authority Educational Psychology Open Access Consultation Service – Tel. 01733 863689

15. Further support can be found here:



Peterborough local offer, information about all services available to support children who are disabled or who have SEN and their families.
<http://bit.ly/39rFCAu>



A parent and carer forum with signposting to local support and to children and young people with SEND.
<https://www.familyvoice.org/>



Information, impartial advice and support to parents and carers of children/young people with SEND.
<http://bit.ly/336dz7a>

16. If you need to make a complaint...

Should children or parents/carers be dissatisfied with the support provided, they should discuss their concerns directly with the class teacher. If for whatever reason this does not resolve the issue, they should discuss their outstanding concerns with the Headteacher. Hopefully, the outcome of this will be satisfactory; however, if parents/carers remain concerned they may make a formal complaint to the Chair of Governors.