

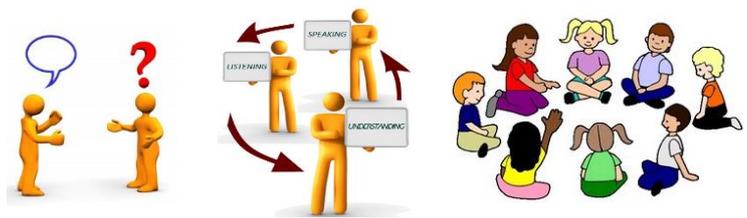
SEN Information Report

What different SEN needs can we provide for?

We support children with a range of needs in line with the 4 main areas of SEND;

The four main categories are:

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.

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
- Watch the children in their class
- Seeking advice from other professionals and/or making referrals to outside specialists where appropriate.

Our named SENCo in school is Miss Emily Smart and Deputy SENCo is Mrs Louise Alletson.

How are parents 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.
- Parent Forum - a group of parents who meet regularly to review and discuss approaches in school

GPS SEN Information Report

Reviewed: 21.10.16

Next Review: October 2017

We also invite parents into school to be involved in their child's learning through;

- Parents Evenings
- Review meetings
- Family Values sessions
- Nurture group breakfast

A selection of photos from our family values and Nurture group Breakfast sessions:



It's always good to get involved with the school activities with your son and daughter.

Its good to have our say at meetings, as we know our children best.

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 passport about their learning.

What expertise do our staff have to support your child?

- Communication programmes
- Sensory integration
- Specific literacy and numeracy support programmes
- Autistic spectrum disorder
- Autism awareness
- Positive Handling training
- Child Protection update
- Epi pen and asthma training, update
- First Aid, update
- Supported Spelling training
- First Class Number
- Fischer Family Trust
- A to Z Literacy programme

How is the school made accessible?

We make sure that all children can access activities and learning in our school by offering changing and showering facilities for the disabled. We also have ramps and lifts so that every part of the school building can be accessed.

What specialist Services can we access?

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

- Speech and Language therapists (SALT)
- Educational Psychologists (EP)
- School Nurse and School Doctor
- Autism Outreach team
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy Services
- Diabetes nurse
- Sensory Support Services for visual and hearing impaired pupils
- Southfields Enhanced Resource for Speech and Language
- Pupil Referral Units for social and emotional needs
- Support for Learning Team

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

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.
2. We will also be implementing a 'play leaders' scheme this academic year, which will involve year 6 children being trained up to help support play and physical games at break and lunch times. This will help to support children's social development by teaching them the correct ways to interact and behave in team games.
3. Every day in the large 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. Below are some photos of sensory circuits in action! There is also a link on our school website to a video.



4. 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. As a result, we have developed an approach called The Creative Learning Pathway in order to support children who may be disaffected, disengaged, 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 four afternoons a week supporting a total of 10 pupils. Below are some pictures of children taking part in the Creative Learning Pathway:



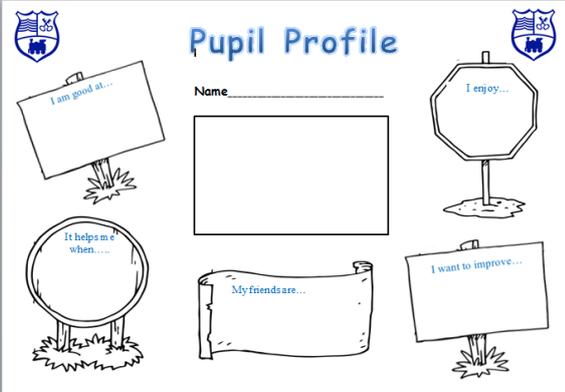
How

do we

assess and review your child's progress?

Any child that has been identified as having a Special Educational Need has a Pupil Profile which outlines targets for the child to work on with the support of staff and resources in school. The targets are reviewed and new ones set at parent's evenings. Below is an example of a pupil profile:

We



Pupil Profile

Name _____

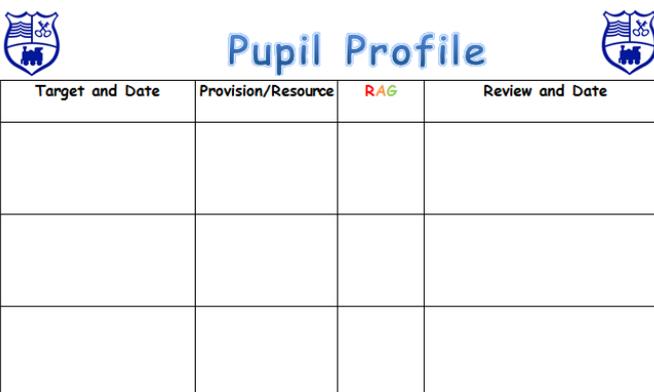
I am good at...

I enjoy...

It helps me when....

My friends are...

I want to improve...



Pupil Profile

Target and Date	Provision/Resource	RAG	Review and Date

also 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.

How do we support Transition?

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

- 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 key workers and SENCo's and transition meetings

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 Head of Inclusion who is Mr Simon Anderson. Hopefully, the outcome of this will be satisfactory; however, if parents/carers remain concerned they may make a formal complaint to the Head teacher.