

Gonerby Hill Foot

Church of England Primary School



Special Educational Needs & Disabilities

Information Report

Gonerby Hill Foot Primary is a friendly school with a strong Christian ethos. Our inclusive character values the excellent relationships between the school, parents and the community in which each child is treated as an individual and is valued. We provide creative first hand learning opportunities that lead to high quality education with children at the centre of all we do.

The Children and Families Bill 2013

The Children and Families Bill took forward the Government's commitment to improve services for vulnerable children and support strong families.

It reformed the systems for adoption, looked after children, family justice and special educational needs (SEN).

The Bill extended the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decision-making about SEN and ensures their needs are properly met and appropriate progress is made.

The following LOCAL OFFER is Gonerby Hill Foot Primary School's response to specifically devised questions and gives an overview to parents/carers of all the services normally available at school to support children with SEN and those with a disability.

Who leads and manages the provision for pupils with special educational needs?



Mrs Stylianides
Headteacher



Mrs Geraghty
SENCo



Mr Hewerdine
SEND Governor

How does our school know if our pupils need extra help?

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.

Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas. These are:

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

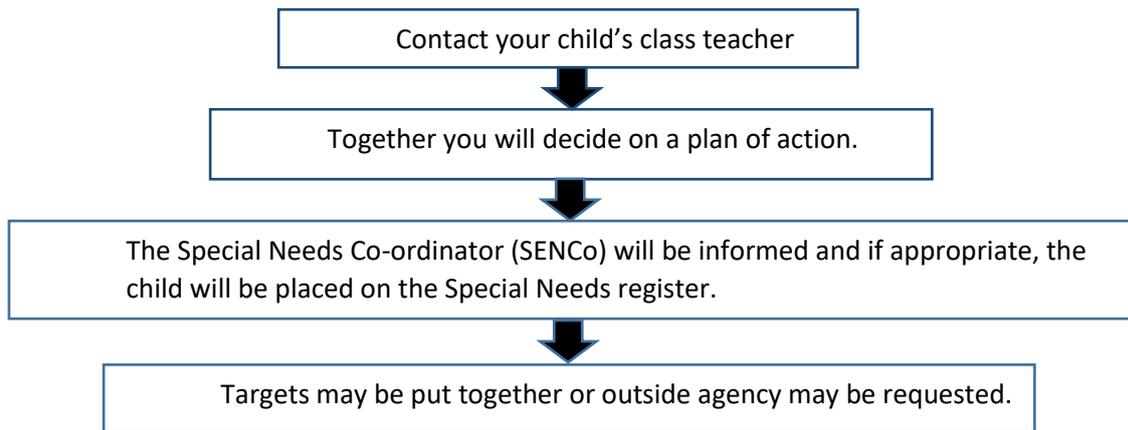
It is estimated that between 15% and 17% of children have special education needs at some time in their school life and 3% of those may require extra provision, previously through a Statement of Special Educational Need, but from September 2014 through an EHC (Educational Health Care Plan).

There are a number of different circumstances which may lead to the suggestion of special educational needs.

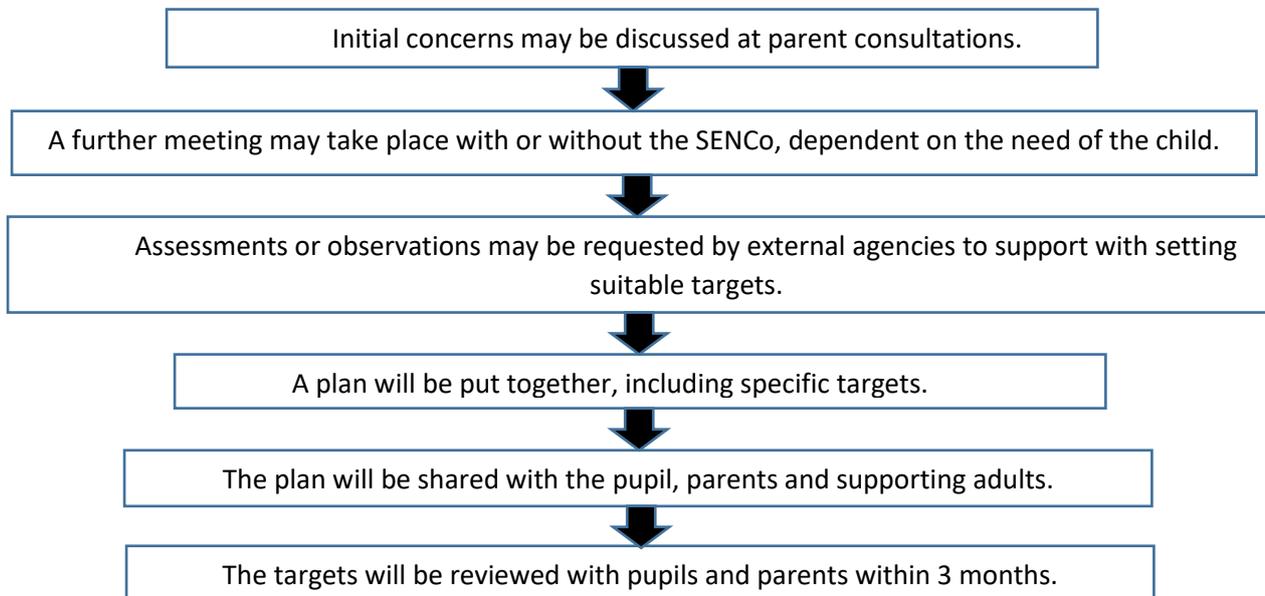
- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's progress, or with a specific difficulty.

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your child's class teacher, just as he/she will contact you for an appointment if he/she has any worries.

1. What should I do if I think my child has special educational needs (SEN)?



2. How will school respond to my concern?



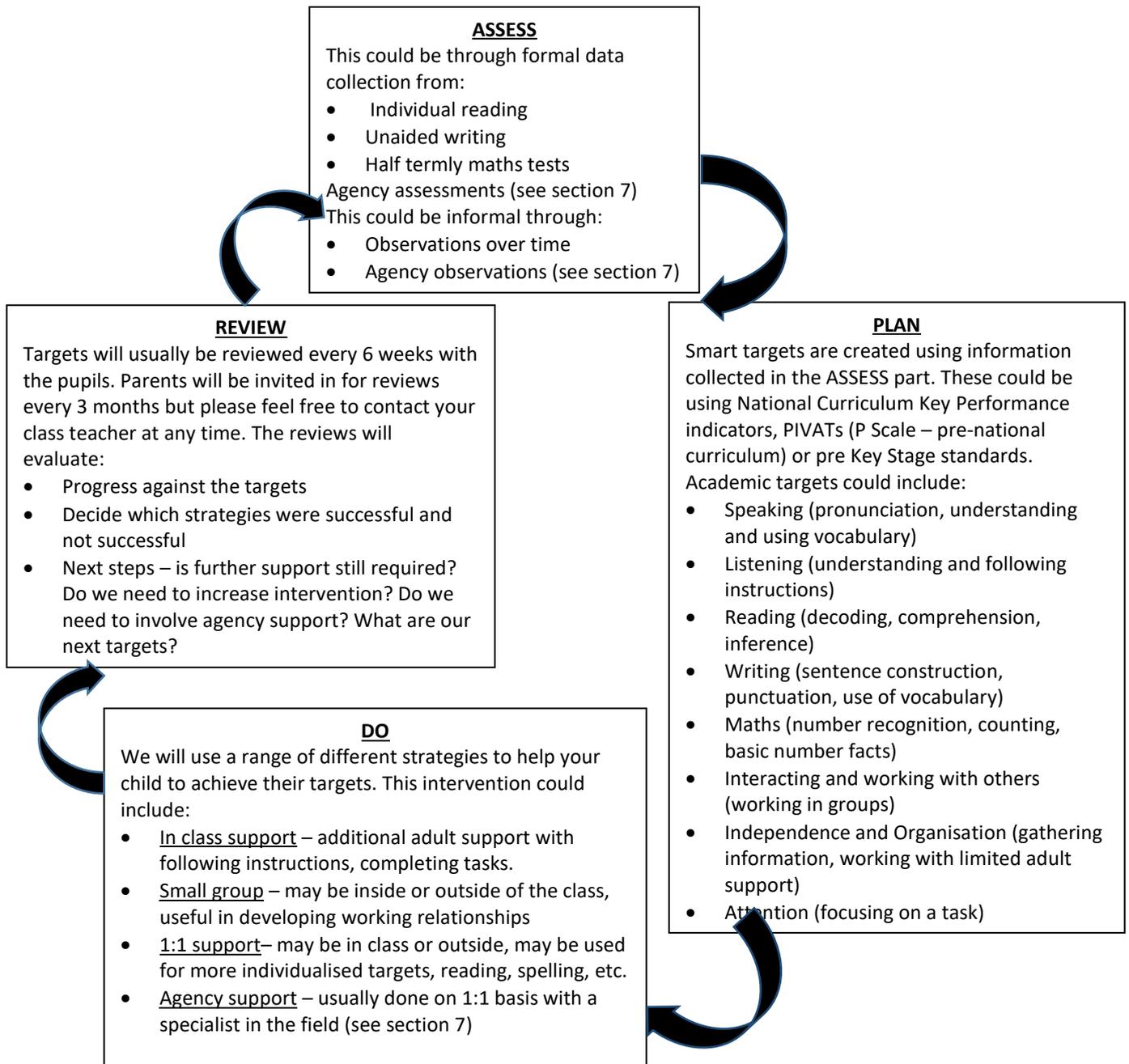
3. How will the school decide if my child needs extra support?

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (by class teacher, teaching assistants, midday supervisor)
- Monitoring data (collected and analysed every term)
- Pupil discussions – do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical)
- Parent discussions (as detailed above)

4. What will school do to support my child?

Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers (see below for more details). The process of providing support is:



The intervention is managed and monitored by the SENCo through the 'Provision Map' for each year group. These include:

- The different intervention groups for learning; personal, social and emotional development and physical development (including fine motor skills) for each year (which will vary dependent on the needs of the children)

- Agency support
- Who is responsible for delivering the intervention
- When and how often the intervention will take place
- Resources required for the intervention
- Data to track the effectiveness of the intervention

These will be updated every 6-8 weeks.

Above and beyond 1:1 support on individual targets, e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation, we offer a range of structured intervention targets, including:

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
Beat Dyslexia <i>(reading, spelling and handwriting)</i> Toe by Toe <i>(reading)</i> TELL <i>(phonics)</i> Catch-up Numeracy Switch ON <i>(reading and writing)</i> Nessy <i>(reading and spelling)</i> Precision Teach	Early Years First Call Talk time <i>(encouraging the use of vocabulary)</i> Colourful Semantics <i>(grammar and language structure)</i> Word Aware <i>(vocabulary development)</i>	Emotional Literacy Support (ELSA) Mental health strategies FRIENDS intervention Solutions Focused Pastoral Support Programme (SFPSP) Nurture groups <i>(using circle time, stories and games to promote positive interactions and managing feelings)</i> Circle of Friends	Motor skills <i>(scissor skills, Dough Disco strengthening exercises, handwriting)</i>

5. Who will support my child in school?

Many people may be involved in providing support for your child. These may include:

Who?	How and Why?
Class Teacher	Sets targets based on your child's needs Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored
SENCo (Mrs Geraghty)	Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps for each year group May complete referrals to agency support, including writing letters of your child's need to GP's Will lead review meetings and complete relevant paperwork
Teaching Assistants	Day to day support within the classroom within class tasks. May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise) Directed by the teacher to support the targets set May provide support for reading, spelling, memory games, structured programmes (Beat Dyslexia, Toe by Toe), basic maths skills either through 1:1 or small group work

Learning and Pastoral Support Mentor (Mrs Shelton)	Leads Personal, Social and Emotional intervention groups in KS1 and KS2 (focused on managing anxiety, recognising and managing emotions, forming friendships) Delivers individual support for pupils with social and emotional needs, including delivering the ELSA programme. Provides additional behaviour support. Liaison and support for parents and carers.
Midday supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups) Directed by the teacher to support the targets set
Administration (Mrs Nicholson)	Will add your child's special education need to the central record Directed by the SENCo
Additional agency support	See section 7 for detailed list May complete assessments or observations to support with further details regarding your child's need May provide support for reading, spelling, memory games, structured programmes (Beat Dyslexia, Nessy, Toe by Toe), basic maths skills either through 1:1 or small group work Will support with target setting May be involved in the review process and deciding next steps.
SEND Governor (Mr Hewerdine)	Overseeing the provision for SEN

6. What training and experience do staff have for the additional support of my child's needs?

Mrs Stylianides (Head Teacher)	Child protection
Mrs Shelton (Learning & Pastoral Support Mentor)	Child protection, FRIENDS intervention training, Solutions Focused Pastoral Support Programme, Emotional Literacy Support Assistant (ELSA), Mental First Aid
Mrs Geraghty (SENCo)	National SENCo Award (Masters level)

Individual staff have had training in the following specialist areas:

- Team Teach (behaviour management)
- Makaton
- Type 1 Diabetes/ Epilepsy / SATs reading and Peg feeding
- Team around the Child
- FRIENDS intervention training
- Solutions Focused Pastoral Support Programme

All staff have had training for:

- Safeguarding
- Understanding and managing behaviour
- First aid
- Autism to Tier 2
- Attachment Disorder
- Diabetes

- Use of Epi-pen

7. Who else might be involved in supporting my child?

We are fortunate to be able to buy in a range of external agencies to support your child if needed:

Name	Agency	Time in school	Support available	Age of children
Jane Bown	Educational Psychologist	30 hours over the year	Assessment for learning; personal, social and emotional needs Observations Target setting Support with paperwork	All ages
Stacey Wilson-Smith	Specialist Teaching Service	Weekly (1/2 a day)	Assessment for learning difficulties (including the identification of dyslexia) Direct teaching Observations to support with learning behaviour Target setting Training of staff	All ages
Dawn Tomalin	Speech and Language Therapy	3 times a year	Assessments of speech difficulties and language acquisition Direct teaching, program advice	Up to 7 years
Ashlie Smith	Social, communication outreach (Pathways)	As needed	Observations to support children with social, communication difficulties including those with Autism Development of Behaviour Plans Target setting	All ages
Sam Pittock	Working Together Team	3 times a year	Observations to support with strategies for social and communication difficulties Staff training Target setting Resources	All ages

We can also make referrals to:

- Paediatricians (subject to a waiting time)
- Early Help/Family Action workers (to support with issues impacting on your child and the family)
- Healthy Minds
- Child and Adult Mental Health Service (CAMHs)
- Behavioural Outreach Support Service (BOSS)

8. What support will there be for my child's emotional and social well-being?

Pastoral and social support:

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.

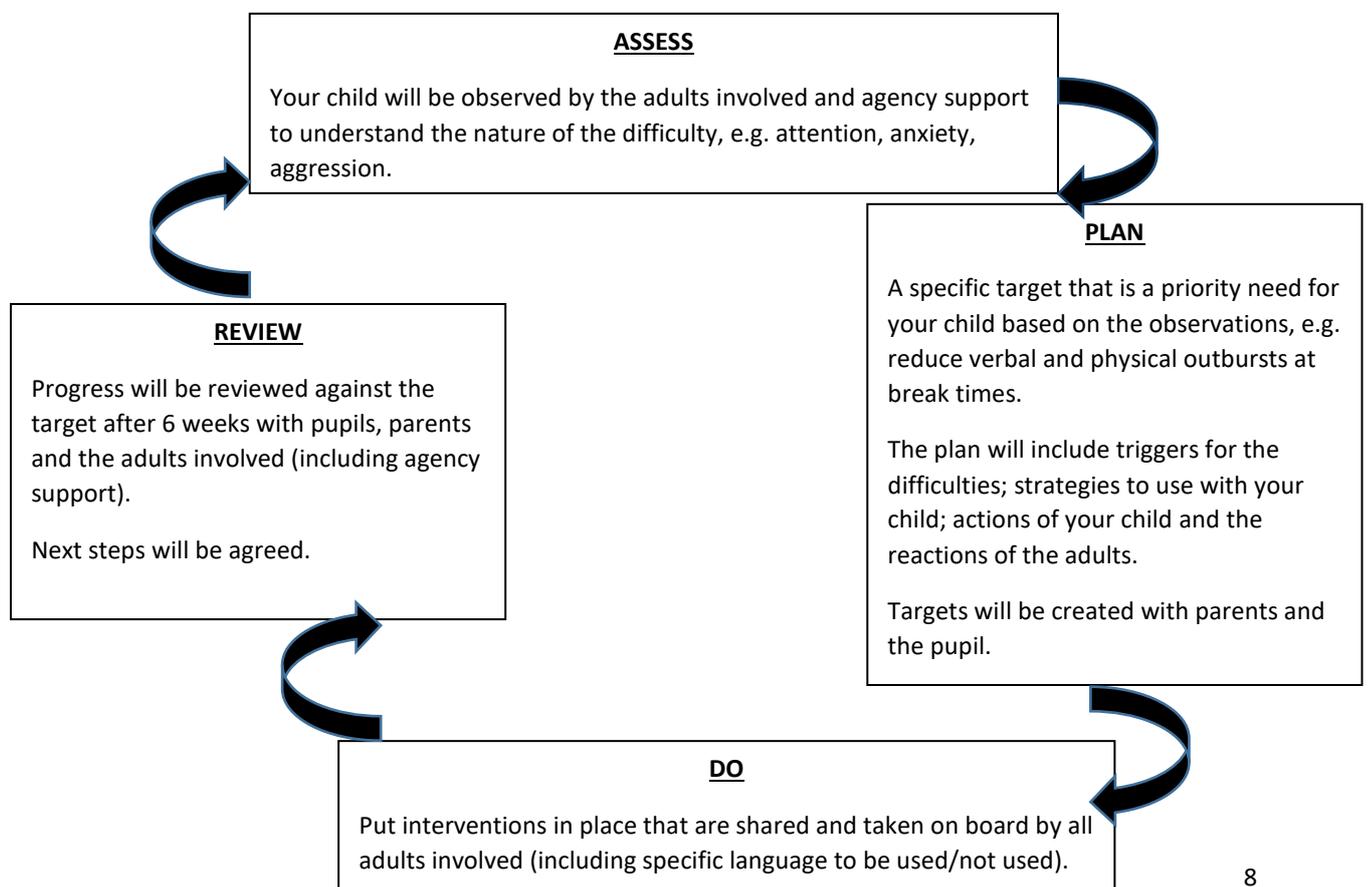
- All incidents are communicated to the relevant members of staff.
- Additional support for pupils, where appropriate, is provided by Mrs Shelton (Learning and Pastoral Support Mentor).
- All child protection issues will be reported to Mrs Stylianides (Head Teacher).
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- Interventions for personal, social and emotional development are planned for in Key Stage 1, Year 3 and 4 and Year 5 and 6. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.
- The teaching of PHSE (Personal Health and Social Education) happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical needs

- If your child has specific medical needs, then please contact either your class teacher or the SENCo so appropriate plans can be put into action.
- If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical cupboard.

Support for behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have a behaviour/ pastoral support plan. This will follow the ASSESS, PLAN, DO, REVIEW process:



- If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.
- If concerns arise regarding your child's attendance, an Education Welfare Officer may be asked to become involved as per the attendance policy (please refer to website)

9. How will my child be involved in the process and be able to contribute their views?

Review meetings	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well, what they think they may need support with next
Continuity of staff	As much as possible, your child will be supported by the same adults so they can develop an effective relationship
Ongoing recording of views	Your child's view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Use of social stories, cartoon conversations	These are written for individual children to help them understand how to manage their emotions or behaviours in a certain situation, e.g. anxieties about coming to school, acceptable behaviour on the playground

10. How will the curriculum be matched to my child's needs?

If your child has SEN then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to support the child's learning.

Using ICT to record e.g. using speech to text app; alternatives to writing	Using ICT to support learning e.g. basic skills apps; phonics; maths; typing skills	Using drama techniques e.g. using hot seating, freeze framing; forum theatre	Using thinking skills e.g. thinking hats; making links between learning in different contexts
Using concrete apparatus e.g. practical resources in maths (numicon, cubes, 100 squares); magnetic letters for spelling	Using of seating for learning e.g. careful positioning on the carpet/at tables; position near an adult	Using of talking partners e.g. sharing ideas; peer learning	Use of visual aids e.g. visual timetables; displays; working walls; word mats
Use of different groupings e.g. mixture of ability and mixed ability dependent on the subject	Use of school council e.g. representing the class; contributing ideas to improve school life	Use of pre-learning e.g. sharing key points of the learning prior to the lesson so your child is more prepared	Use of curriculum focus weeks and talent days e.g. immersive learning in a focus topic, e.g. science, football, thinking skills; sharing and discovering talents

11. What opportunities will there be for me to discuss my child’s achievement? How will I know how well my child is progressing?

We pride ourselves on our positive relationship with our parents as we understand you know your child best. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As stated in section 4	Every 3 months
Assessment or observation feedback (Agency led)	To feedback an assessment report or observation either by the agency or the SENCo If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Parent consultations	If your child’s targets directly relate to the classroom, e.g behaviour, attention, organisation then these may be discussed during parent consultations.	3 times per year
General teacher feedback	If your child’s teacher has a specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child
Home-school communication	It may be required to set up a manageable home-school book or chart which may form part of your child’s behaviour plan.	Dependent on the needs of your child

Your child’s teacher is always available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact our teachers is through email: enquiries@gonerbyhillfoot.lincs.sch.uk

12. How does the school know how well my child is doing?

We carefully track all of our children’s progress across each term through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- Progress against Key Performance Indicators (KPIs) for their year group and benchmarking against national expectations
- P Scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above
- Early Learning Goals – for children working at Foundation Stage level.
- Progression framework for Autism
- Reading and spelling age assessments
- Standardised assessments (completed by Specialist Teacher and Educational Psychologist) – gives us a clearer picture of areas of strength and development against children nationally
- Assessment for learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised plan

These help to identify areas to target and support with advice on how to move your child forward. If it is felt your child is struggling to progress at the expected rate, it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

13. How will my child be included in activities outside the classroom including school trips?

We frequently use educational visits and residential trips (in Year 4 and Year 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

Our breakfast club and after school care is provided by Funfields; please contact them with any specific issues on 07922005673 or by email at: funfields@yahoo.co.uk

14. How accessible is the school environment?

To support your child in accessing the school facilities we have:

- Ramp access to the main school
- A hygiene suite with toilet and shower
- Support to communicate with English as an additional language (EAL) parents would be provided by the Ethnic minority service
- Access to state-of-the-art ICT equipment (including iPads)

15. How will the school prepare and support my child to join the school?

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information
- Arrange a visit here before your child starts school
- Short visit days
- Parents meetings with your child's class teacher before they start school
- Meet with children's key workers to discuss your child's individual needs
- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher (and others in the Key Stage 1 department), get information about how the school runs, the order of the day and a chance to visit your child's classroom
- Meet with agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap days where your child will meet their new teacher

16. How will school prepare and support my child to transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEN. We will support you and your child by:

- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff
- Organise additional visits to the school
- Invite the SENCOs from the secondary schools to come to the last review meeting of Year 6

17. How will I be involved in supporting my child?

Parents are given a lot of practical ways to support their child's development in school and at home. We often give parents:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you

- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, check spellings
- Share your knowledge of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. music events, class assemblies

18. How can I access support for myself and my family?

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	

The Lincolnshire County Council Local Offer can be found at:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

This contains information regarding the SEN provision across the county.

19. Who can I contact for further information?

We hope that this information is useful, and answers all your questions.

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact
- Mrs Geraghty (SENCo) –via email at enquiries@gonerbyhillfoot.lincs.sch.uk

Glossary of most commonly used SEND/school terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional & Social Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EBSS	Emotional and Behavioural Support Service
EP	Educational Psychologist
EYFS	Early Years and Foundation Stage
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS1	Key Stage 1 (Years 1 and 2)
KS2	Key Stage 2 (Years 3, 4, 5 and 6)
LEA	Local Education Authority
LSS	Learning Support Service
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment