



Let all that you do be done in love.

1Corinthians 16:14

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 Watson
Headteacher



Mrs Geraghty
SENDCo

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:

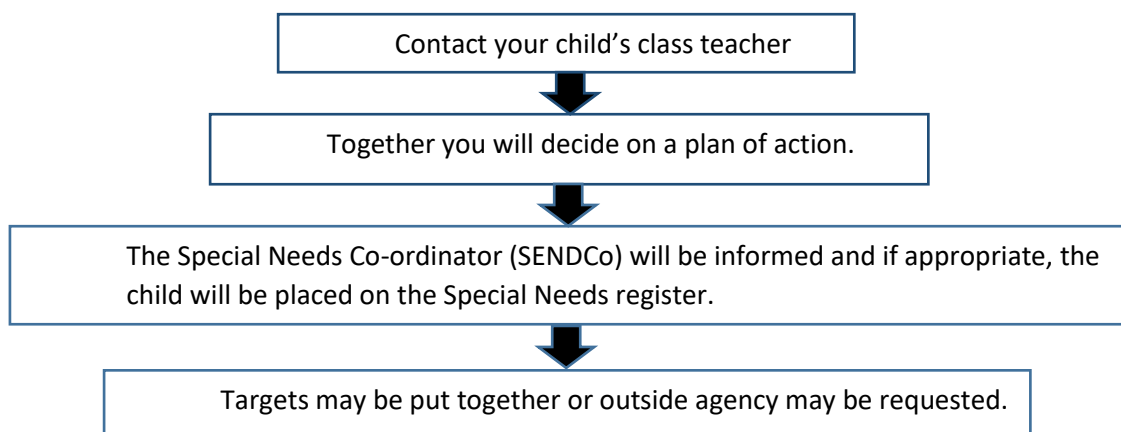
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

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

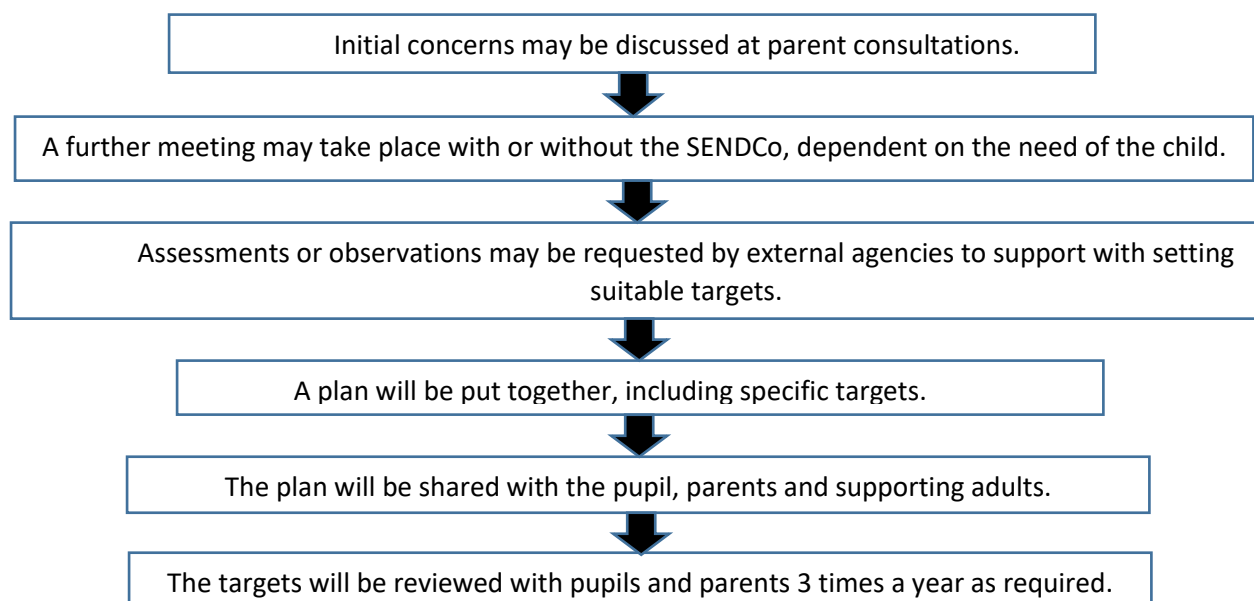
- You may feel there has been a problem for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's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



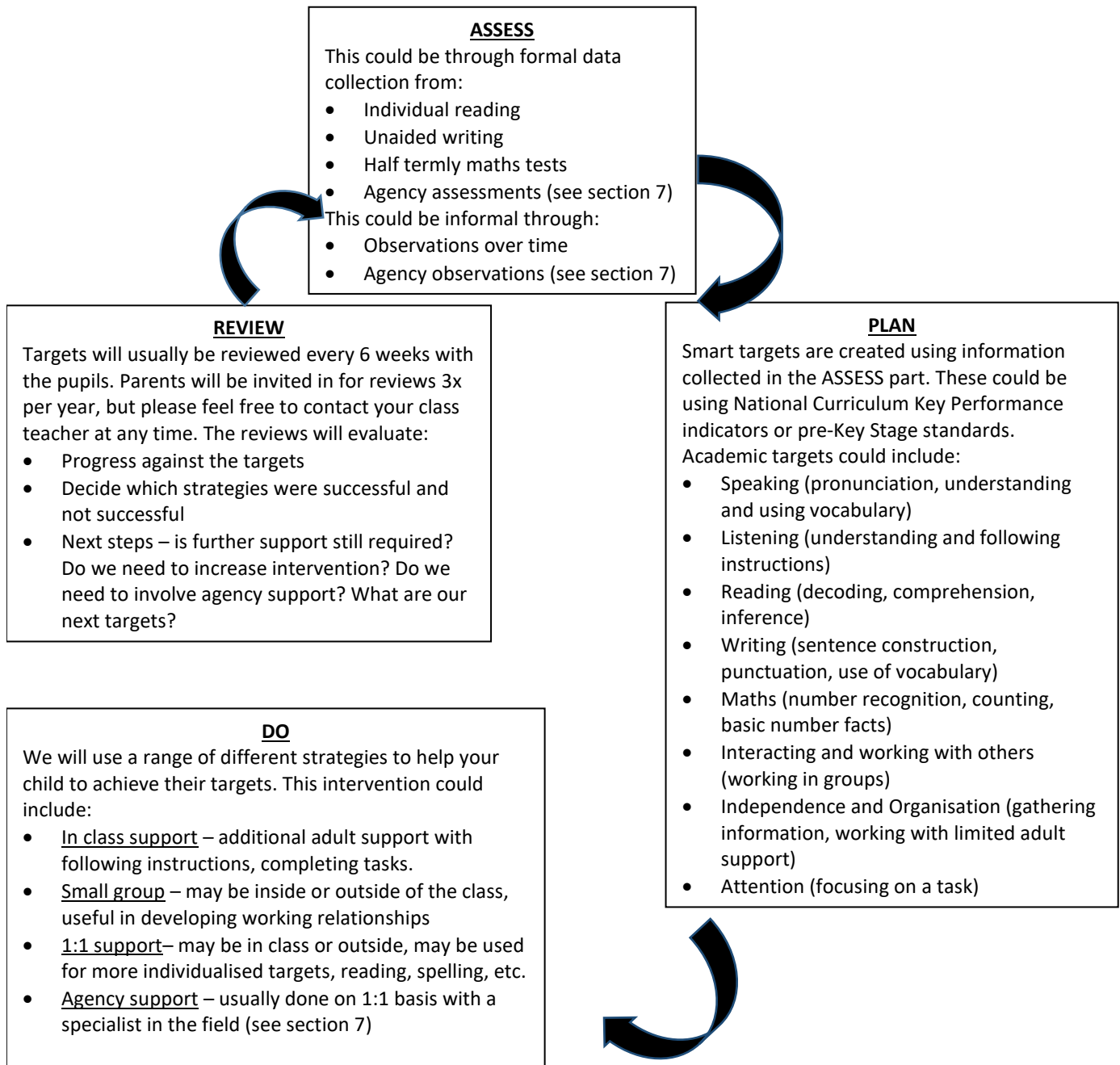
3. How will the school decide if my child needs extra support?

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 SENDCo 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 periodically through the year.

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
*Catch-up Numeracy *Little Wandle Keep up/ Catch up *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> *Language for Thinking	*Emotional Literacy Support (ELSA) *Healthy Minds – managing angry feelings. *Healthy Minds – managing worries and anxious feelings. *FRIENDS intervention Nurture groups (<i>using circle time, stories and games to promote positive interactions and managing feelings</i>) *Brick Therapy - Lego *Drawing and Talking Therapy / Sandplay *Language for Behaviour and Emotions. * Volcano in my tummy and 5 point scale. *Meet and greet * Lunch Bunch *Lunch club * Forest school and wellbeing in the outdoors.	*Motor skills (<i>scissor skills, Dough Disco strengthening exercises, handwriting</i>) *First Move *Sensory circuits

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
SENDCo (Mrs Geraghty) SEND Team (Mrs Spence, Mrs Howard)	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 Oversee the mainstream SEND Hubs.
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 (Catch up programmes/ precision teach), basic maths skills either through 1:1 or small group work
Family Support (Mrs Shelton)	Will complete Early Help Assessments, lead Team around the Child meetings, Discuss and implement Pastoral support Plans, Family liaison and signposting to other services.
Pastoral Mentor (Miss Tudor)	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. Provides additional behaviour support. Delivering ELSA interventions 1 to 1 and small groups.
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	Will add your child's special education need to the central record Directed by the SENDCo
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, 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 (Dr Maria Kordowicz)	Overseeing the provision for SEND

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

Mrs Watson (Head Teacher)	Child protection, Mental Health First Aid
Mrs Shelton (Family Support)	Child protection, FRIENDS intervention training, Emotional Literacy Support Assistant (ELSA), Mental Health First Aid, Drawing and Talking Practitioner.
Miss Tudor (Pastoral Support Mentor)	FRIENDS intervention training, Drawing and talking Practitioner. Forest School. Emotional Literacy Support Assistant (ELSA)
Mrs Geraghty (SENDCo)	National SENDCo Award (Masters level)

Individual staff have had training in the following specialist areas:

- Team Teach (behaviour management)
- Makaton
- Epilepsy / Stoma bag / Epi pen
- Paediatric First Aid
- Team around the Child
- FRIENDS intervention training
- Whole School Approach to Wellbeing
- Winston's Wish (Childhood Bereavement)
- Drawing and talking (Foundation level)
- Mental Health Champions Foundation
- Autism and sensory integration/ processing differences
- Sensory circuits in action
- ELSA
- Understanding anxious non-attendance
- Creating a socially safe environment
- Creating an emotionally safe environment
- Bucket Therapy

All staff have had training for:

- Safeguarding (LSCP – Lincolnshire safeguarding 6 year pathway)
- Understanding and managing behaviour
- First aid
- Autism to Tier 2
- Attachment Disorder
- Trauma Informed Practice
- Restorative Practice
- Dyslexia
- Profile for Demand Avoidance
- De-escalation and regulation
- Operation Encompass in Lincolnshire
- Special Educational Needs and Disabilities (SEND)

- An Introduction to Trauma Informed Practice
- MHST/Healthy Minds - Emotional Regulation
- MHST/Healthy Minds - Worries and Anxious Feelings
- MHST/Healthy Minds - Self esteem

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
Allocated by SEND Team	Educational Psychologist	As required	Assessment for learning; personal, social and emotional needs Observations Target setting Support with paperwork	All ages
Dawn Bradshaw	Specialist Teaching	As required	Assessment for learning difficulties (including the identification of dyslexia) Observations to support with learning behaviour Target setting	All ages
Allocated specialist for individual children	Speech and Language Therapy	Blocks of therapy usually delivered over a six-week period.	Assessments of speech difficulties and language acquisition Direct teaching, program advice	Up to 7 years
Sam Pittock	Working Together Team	Remote guidance and signposting training	Guidance to support with strategies for social and communication difficulties Staff training Target setting	All ages
Allocated worker	BOSS (Behaviour Outreach Support Service)	As required	Advice on behaviour strategies, Behaviour Improvement plan, Staff CPD.	All ages
Bethany Halloway/ Angela Perrin	Mental Health Support Team	As required	Support for individual pupils (using Cognitive behaviour therapy) and regulation support.	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 Adolescent Mental Health Service (CAMHs)

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 Miss Tudor(Pastoral Mentor).
- An individual pastoral support plan may be written to support individuals if needed.
- All child protection issues will be reported to Mrs Watson (Head Teacher).
- We have a clear Relationships policy which is adhered to by all staff (please visit the school website for a copy). Every incident within school is dealt with a restorative practise.
- Interventions for personal, social and emotional development are planned for in Key Stage 1 and Key Stage 2. 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 SENDCo 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
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10. How will the curriculum be matched to my child's needs?

If your child has a Special educational need then they will require support that is 'additional to and different from' the rest of the class. If your child has an EHC Plan and has Mainstream SEND Hub as their setting identified, your child will be part of one of our SEND hub classes and participate in a curriculum suitable to their needs and stage of development. If your child has an EHC Plan and Mainstream is their identified setting, or if your child has a special educational need with a school support plan in place, it will mean that teachers need to 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, modelling sentences	Use of visual aids e.g. visual timetables; Now and Next boards; displays; working walls; word mats
Use of different groupings e.g. mixture of ability and mixed ability dependent on the subject, fluid groups	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 thematic topics and personal interests e.g. immersive learning in a focus topic, e.g. science, football; sharing and discovering interests

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	X3 per year
Assessment or observation feedback (Agency led)	To feedback an assessment report or observation either by the agency or the SENDCo 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 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 communication plan through Class Dojo or a 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
- 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 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 use educational visits and residential trips 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) would be provided by the Ethnic minority service
- Access to ICT equipment (including iPads, specialist software for visual impairments/ auditory impairments)

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 SEND. 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 if possible and required.
- Invite the SENDCos from the secondary schools to come to the last review meeting of Year 6 for pupils with an Education Health Care Plan

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

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, Chance to share events

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

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Supporting SEND		https://www.lincolnshire.gov.uk/start-send/identifying-supporting-send
Lincolnshire Children's Services		https://www.lincolnshire.gov.uk/directory-record/64922/childrens-services
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Lincolnshire Community Health Services		https://www.lincolnshirecommunityhealthservices.nhs.uk/our-services/childrens-services
Lincolnshire Parent/ Carer Forum (LPCF)	07925 232466	https://www.lincspcf.org.uk/
PAACT (Autism Support)	Gordon Forsythe 07847 507353	http://www.paactsupport.com/
Lincolnshire ADHD Support Group	01522 508373	https://www.nhs.uk/services/service-directory/lincoln-adhd-support-group/N10499393

Family Action	01522 690101	https://www.family-action.org.uk/
Lincolnshire Centre Grief & Loss	01522 546168	http://www.lcgl.org.uk/

The Lincolnshire County Council Local Offer can be found at:

<https://www.lincolnshire.gov.uk/send-local-offer>

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 (SENDCo) –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