William Gilpin CE VA Primary School
Special Educational Needs Report

1. The kinds of Special Educational Needs for which provision is made at the school

We are a small, rural, mainstream primary school. We welcome children from all ethnic and religious backgrounds and are fully inclusive of all children including those with special educational or physical needs.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs

Early identification of pupils with Special Educational Needs and Disabilities (SEND) is vital. Pupils may be identified in a number of ways:

- On-going class assessments
- Observations by the child's Class Teacher
- Concerns expressed by school/preschool from which the child transferred
- Parental concerns

The Class Teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The Class Teacher and the Special Educational Needs Co-ordinator (SENDCo) assess and regularly monitor the children's progress in line with existing school practices. Where necessary, additional assessments may be carried out. These include:

- Assessments which identify Specific Learning Difficulties (Dyslexia). These are usually carried out by the SENDCo or other experienced members of staff using an age appropriate series of tasks. The information gathered from this may not indicate a pupil is at risk of having these difficulties but may provide information about areas that would benefit from some intervention. If appropriate, a child may be retested at a later date;
- The Boxall profile, which provides a way of assessing children who have social, emotional and behavioural difficulties;
- Diagnostic assessment for maths provided by Hampshire Primary mathematics consultant which identifies areas of weakness.

Outside agencies may be contacted, with parents' consent, to provide additional information to support identification of needs and provision:

- Educational Psychologist
- CAMHS (Child and Adult Mental Health Service)
- Speech and Language Team
- Occupational Therapists
- Family Support
- Forest Park Outreach Support.
- Early Help Hub
- Clifford Centre (Behavioural Support Team)

Parents are encouraged to discuss any concerns they may have over their child's behaviour, social skills or academic progress with the class teacher. If necessary, a joint meeting with the class teacher and SENDCo will be arranged.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
(a) how the school evaluates the effectiveness of its provision for such pupils
(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

All records and interventions are regularly reviewed. The Class Teacher and SENDCo meet at least termly to review interventions and assess the effectiveness of SEN provision. We consider a range of factors in determining the level of progress made including changes in attitude, confidence, standard of work, verbal contributions as well as teacher assessment levels and formal assessment tasks. We appreciate that initially it may be necessary for some of the social and behavioural aspects to be improved before academic progress can be made but aim to ensure that over time SEND pupils make good progress and begin to close the gap on their peers.

The SENDCo and Headteacher monitor SEN provision for all SEND pupils. This may be through lesson observations, book sampling or scrutiny of planning. They also monitor the impact of provision and Governors are provided with a summary of the impact of provision for all SEND pupils.

As well as Termly Parent's Consultation meetings and Annual Reports, teachers keep parents informed of their child's SEND provision and progress through home/school communication books, informal discussions during the school day, phone calls and arranging additional meetings.

3. (c) the school's approach to teaching pupils with special educational needs

Teachers use a range of strategies to meet children's special educational needs. For example: lessons have clear learning objectives; work is differentiated/adapted appropriately; success criteria identify what children need to do and assessment is used to inform the next stage of learning.

Differentiation/adaptation may take a number of forms:

- Task at a more appropriate level
- A different task
- Differing expectations / success criteria

For those children where there is an initial concern about their progress, the SENDCo will be informed; their needs will generally be met in class and their progress monitored.

Children requiring additional support will have an Individual Child Record. All persons involved in the child's education, including the child at an appropriate level, will be involved in setting targets and reviewing progress. Parents will be informed that their child is receiving interventions.

The SENDCo works closely with the Class Teachers and supports them in planning an appropriate programme of intervention and support which is implemented by the Class Teacher and Teaching Assistant. These may include on-going daily activities or focussed

small group and 1:1 sessions planned as a 6 week block after which the child will return to class based learning to embed what they have learnt. The Class Teacher and SENDCo will assess whether a further block of interventions are necessary.

3. (d) How the school adapts the curriculum and learning environment for pupils with special educational needs

In line with our SEN Policy, 'All members of staff at William Gilpin work closely together to ensure that our school is an inclusive community'.

We strive to be an inclusive school for all our pupils through:

- A broad and balanced curriculum
- High expectations
- Setting suitable learning challenges and targets
- Responding to individual needs
- Implementing strategies to overcome barriers to learning and participation
- Good communications with parents/guardians and support agencies

As a school, we take all reasonable steps to ensure the content and style of curriculum delivery is accessible to all pupils. Where necessary, children will be given additional adult support or resources.

3. (e) Additional support for learning that is available to pupils with special educational needs

The following support is available in school for pupils with SEN. They are allocated according to need and in line with Individual Child Records:

- Group or 1-1 Teaching Assistant support
- Additional time with qualified staff e.g. to read daily
- Additional transition activities to Secondary school
- 1-1 support for children with severe needs (usually through an Education Health Care (EHC) plan)
- Referral to outside agencies
- Use of technology e.g. individual laptops / tablets
- Access arrangements for formal assessments;
    - Individual readers
    - Adult to transcribe or produce written transcript
    - Rest breaks
    - Additional time

3. (f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We aim to ensure that all extra-curricular activities can be accessed by all of our children. Where these are run by outside agencies, we take advice on how we can best support SEND pupils to participate safely. All trips are risk assessed, taking into account pupils with SEND and external providers are made aware of potential access issues. Parents are consulted if there are concerns over a child's ability to cope with an arranged trip and 1:1 staff or parental support arranged if this is deemed appropriate.

3. (g) support that is available for improving the emotional and social development of pupils with special educational needs

As a small, caring community, all staff know and understand children's particular needs and treat them sensitively. The children are made aware of the adults they can talk to and if necessary agreed times are set for children to regularly meet and discuss social and emotional issues.

We also offer the following facilities:

- A qualified ELSA (Emotional Literacy Support Assistant)
- Lego Therapy
- Re-wilding
- We share links to other local support groups
- Additional transition support
- Peer Mentors
- Daily timetable in each class – use of visual/ individual timetables where necessary
- Individual workstations – as necessary

Medicines are administered in accordance with school policy and only with parental consent. Where routine administration of medicines is required, a healthcare plan would be drawn up and the relevant staff informed and, where necessary, trained.

Children with particular behavioural concerns which cannot be routinely managed will have a behaviour plan and, where necessary, a risk assessment. These outline desired behaviours and rewards as well as sanctions that will be used. The advice of outside agencies is sought to help us support children who are on the autistic spectrum and to support parents who are finding behaviour challenging at home.

All children, regardless of their Special Educational Needs and Disabilities, are encouraged and supported to take on roles of responsibility and to represent their peers as school councillors, peer mentors, buddies, house captains or sports leaders.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND Co-ordinator

SENDCo is currently: Deb Kelly (sendco@williamgilpin.hants.sch.uk)

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

The SENDCo has completed the National Award for Special Educational Needs Coordination. Staff Continued Professional Development includes the use of appropriate resources and strategies to support SEND pupils and staff are encouraged to access relevant training. This could be in the form of internal staff development or through an external provider. Where a particular or new special need is identified, staff are provided with appropriate training.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

The school has full accessibility for disabled pupils including access to outside areas, parking and toilet facilities. However, there are no designated specialist changing areas. Where a pupil requires specialist equipment we would seek advice from the local authority and other outside providers and services.

7.The arrangements for consulting young people with special educational needs about, and involving them in, their education

All parents are invited to routine parents' evenings, new parents' visits, Headteacher open mornings, open classroom events and parent learning sessions. Parents of SEND pupils are always welcome to discuss issues and progress with their child's Class Teacher and often agree to regular contact meetings. The SENDCo is available for these meetings and/ or additional meetings if necessary. Pupils are often invited to join these meetings so their views can be heard. We share with them the agreed plan of support and the outcomes we are all working towards. Where possible, all staff working with SEND pupils are invited to key meetings.

8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parent carers of pupils with special educational needs concerning the provision made at the school

Any parental concerns about a child's education and progress should be discussed, in the first instance, with the class teacher, who would be best placed to discuss current issues. They will arrange to update parents about progress; inform them how their child will be supported in school and offer advice on how help can be provided at home. They may need to speak to the SENDCo or arrange a joint meeting with them.

If parents do not feel their concerns have been adequately dealt with, they should make an appointment to speak to the SENDCo or Headteacher. In line with the school's Complaints Policy (available on the school website), unresolved issues should be addressed to the Chair of Governors.

9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body takes advice and seeks support from other bodies including social services as necessary to support pupils and their families. A list of these is included in section 2 above.

10. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Most of the outside agencies will be contacted through the school and SENDCo. Where workshops, advice or resources are available to be directly accessed by parents these are

signposted through the school website, newsletters and, when appropriate, parents may be contacted personally with details of services that may be of interest.

11. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We have strong links with our local secondary schools. The transition process allows pupils with SEND to attend additional familiarisation days and activities. The SENDCo and Class Teacher meet with the Year 7 leader, SENDCo and ELSA to discuss pupils' needs and requirements.

12. Information on where the Local Authority's Local Offer is published.

This report forms part of Hampshire's Local Offer. Other information can be found on their website. **http://www.hantslocaloffer.info**