



## **GARSTANG COMMUNITY PRIMARY SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT**

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All schools have a statutory duty to publish information on their websites about the implementation of the policy for children with SEN.

At Garstang Community Primary School, we celebrate the fact that all children are different and are individuals and we make sure that we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we can offer at Garstang Community Primary School to support children with Special Educational Needs or Disabilities.

<b>What kind of Special Educational Need does GCPS make provision for? What is SEND?</b>	<p>GCPS is a one form entry mainstream primary school. The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) which states that 'a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"><li>(a) have a significantly greater difficulty in learning than the majority of children the same age; or</li><li>(b) have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.'</li></ul> <p>The school recognises that identifying needs at the earliest point and making effective provision improves long term outcomes for the child. Children's skills and attainment will be assessed on entry, building in information from parents and the previous settings or keystage. The school would</p>
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	<p>also consider evidence that a child may have a disability and look into the reasonable adjustments that may be needed.</p> <p>There is a wide spectrum of SEND which are frequently inter-related. The four main areas as identified in the 2014 SEN Code of Practice are:</p> <ol style="list-style-type: none"> <li>1) Communication and Interaction</li> <li>2) Cognition and Learning</li> <li>3) Social, Emotional and Mental Health</li> <li>4) Sensory and /or physical.</li> </ol> <p><b><u>Graduated Response</u></b></p> <p>The school operates a graduated response approach recognising that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought in for advice. Targets and actions for a child are revisited, refined and reviewed with the growing understanding of their needs and to support progress and good outcomes for the child.</p> <p>If a child enrolls at the school with previously identified SEN, the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual child. Discussion would be held with the child (where appropriate), their parents, the class teacher and the SENCO regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the child.</p> <p>After a settling in and assessment period new targets would be set for the child.</p>			
<b>How will I know how my child is doing and how will GCPS help me to support my child's learning?</b>		Autumn	Spring	Summer
	All children	Parents' Evening Written report	Parents' Evening Interim report	Written report. Meeting on request
	Children with SEND	Parents' Evening including SEN target setting and review IEP	Parents' Evening including SEN target setting and review IEP	Parent meeting for SEN target setting and review. IEP
	<ul style="list-style-type: none"> <li>• If your child has a statement or EHC (Education Health Care Plan) there will also be a formal annual review of your child's progress, targets and associated support with their parents, the child, and the professionals involved in the child's education, health and care.</li> </ul>			

	<ul style="list-style-type: none"> <li>• The SENCO may also make referrals to outside agencies such as Educational Psychologists, Speech and Language and Occupational Therapists for additional advice and help to support a child's learning.</li> <li>• You are welcome to request a meeting with the class teacher or the SENCO via the school office (Tel: 01995 603622).</li> </ul> <p>We hope to meet with parents of children with SEN as they join our school, either in Reception or later years. The SENCO and /or class teacher then regularly meets with many parents of children with SEN to review their progress and to make collaborative decisions about how to meet their needs.</p>
<b>How will my child be involved and consulted?</b>	<p>Children review their learning each lesson through a wide range of techniques including self-assessment and peer assessment and they are involved in setting their own targets. The School Council meet regularly and represents the views of the children in each class. Where appropriate, class teachers ensure that children's preferred learning styles are taken into account when planning lessons.</p> <p>For children with a statement of SEN or EHCP, we will always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, the children can come into the meeting to share their views. The children who are on the SEN register will complete a pupil profile in order to gain an insight into their views towards their learning.</p>
<b>How does GCPS assess and review my child's progress?</b>	<p>At GCPS the attainment and progress of all pupils is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. Class teachers use a range of assessment techniques every lesson to assess children's understanding. For example, using observations and key questions. They also assess progress at the end of each term. All children's progress is monitored and tracked through termly progress meetings with the class teacher and members of the SLT.</p>
<b>What should I do if I am worried about my child's progress or special educational need?</b>	<ol style="list-style-type: none"> <li>1. Make an appointment with your child's class teacher at the earliest opportunity. The class teacher will discuss your concerns, act on them and feedback to you.</li> <li>2. The class teacher may decide that it is necessary to refer your concerns to the SENCO who would contact you to arrange a further meeting.</li> <li>3. If your child is transferring to GCP, please give as much detail on the enrolment forms as possible. If your child has previously identified SEND you may wish to ask for a meeting with the SENCO to discuss how your child can be supported in school.</li> </ol>

<p><b>How does a school decide whether a child has special educational need and what extra help they need?</b></p>	<p>If teachers have any concerns with a child in their class, they will discuss these concerns with parents and the SENCO and they will complete an initial concerns form. If necessary, the child may be placed on the SEN register at the 'SEN support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage. The SENCO and class teacher would then meet with the child's parents to record the agreed actions/ support and set SMART (Specific, Measureable, Achievable, Realistic and Time-bound) targets for the child. After an agreed time, the targets will be reviewed and evaluated and new targets (if needed) will be set, in conjunction with parents. Additional assessments may be required at this stage and if the child requires additional individualised provision the child will be placed on SEN support and the parents will be informed.</p> <p>If a child is receiving SEN support their progress is closely monitored through the setting of targets on the SEN support record, using the following cycle: asses, plan, do, review. Our aim is for children receiving SEN support to make accelerated progress and return to regular whole school tracking.</p> <p>Whilst most children with SEN have their needs met at the 'SEN support' level, a small number may require an Education, Health and Care assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.</p>
<p><b>How is the teaching and curriculum adapted to meet my child's needs?</b></p>	<p>At GCPS our priority is to ensure that all children, including children with SEN, have access to lessons which are appropriately differentiated and personalised to meet the needs of the children. Teachers make use of ICT and interactive teaching methods ensuring that, as far as possible children's preferred learning styles are incorporated into lessons. Children are taught in different groupings appropriate to each lesson and their needs, including gender, ability, age, prior knowledge, etc. Mixed groups can also be very effective to maximise learning potential. Teachers differentiate learning to meet a variety of needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. The high expectations that we have for all our children in school are extended to pupils with SEN.</p> <p>We also recognise that some children will require educational provision that is additional to or different from this. To achieve this, we engage in a cyclical four stage process: Assess, Plan, Do, Review.</p>

	<ul style="list-style-type: none"> <li>• <b>Assess</b> The class teachers and if necessary the SENCO or professionals from outside agencies, assess the needs of individuals.</li> <li>• <b>Plan</b> We identify barriers to learning, intended outcomes, and plan appropriate support and intervention to meet these outcomes.</li> <li>• <b>Do</b> We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.</li> <li>• <b>Review</b> We evaluate the impact of the support provided and consider whether changes to the support need to be made.</li> </ul> <p>Classrooms are vibrant, stimulating and well resourced. Displays and interactive activities provide children with prompts and visual reminders to encourage children to learn independently. Each class has one teaching assistant assigned every morning and some afternoons. In addition we have a flexible teaching assistant who moves around classes offering SEN support. They are given a range of responsibilities including; supporting group work, leading evidence based interventions and helping individual learning within lessons. We aim for support to be as inclusive and 'in class' as often as possible. Some children with specific complex needs (statement of SEN or EHC plan) may have access to a named teaching assistant. These teaching assistants will support the children with developing their independence, accessing the environment or curriculum, with personal safety or care.</p> <p>All staff are given regular training opportunities to support the needs of the children in school and the school makes good use of outside agencies for specific professional advice and in-school training.</p>
<b>How does GCPS promote positive behaviour?</b>	<p>We make use of many strategies and techniques to focus on promoting positive behaviour:</p> <ul style="list-style-type: none"> <li>• Staff role modelling</li> <li>• High expectations</li> <li>• Weekly stars, Learning Heroes and superstars</li> <li>• Team points</li> <li>• In-class incentives</li> <li>• Celebration assemblies</li> <li>• Golden time stickers, certificates, notes home</li> <li>• PHSE scheme</li> </ul>

<p><b>How will GCPS support my child's emotional and social development and wellbeing?</b></p>	<p>At GCPS we believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children experience some setback or challenges long the way and we are committed to supporting them through these. Some of the ways in which we are able to do this include:</p> <p>Regular circle time  PHSE lessons  Collective assemblies  Anti-bullying policy</p> <p>At playtimes, children who feel lonely and are struggling with friendships have the opportunity to chat to a buddy or playtime assistant.</p>
<p><b>What training and specialist skills do the staff supporting children with SEND have?</b></p>	<p>All staff in school have regular training to support the needs of all the children in the school. Training needs are regularly audited and reviews by the SENCO and a programme of continual professional development is in place. All class teachers have Qualified Teacher Status (QTS) and there is a strong emphasis on continued learning. The SENCO is Vanessa Murphy, currently the Year 4 class teacher.</p> <p>The school also receives training, advice and support from specialist services such as:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists (SALT)</li> <li>• Occupational Therapists</li> <li>• Educational Psychologists</li> <li>• School Nurses</li> <li>• Education welfare Officers</li> <li>• Children and Adult Mental Health Services</li> <li>• Social Workers</li> <li>• Specialist SEN teacher</li> </ul> <p>These services are either sought through the Local Authority, the NHS or commissioned privately.</p>
<p><b>How does the school work together with specialist services?</b></p>	<p>Referrals to specialist services are generally made by the SENCO and parents would be consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed.</p> <p>Team Around the Family (TAF) meetings: This is a meeting where parents and all of the professionals working with the child meet and collaborate together. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next TAF meeting and next steps planned for.</p>

<p><b>How do you make the school environment and curriculum more accessible for children?</b></p>	<p>The school is on a split level site. There is external disabled access to both floors, but no internal modifications to allow disabled access to the stairs.</p> <p>Text may be enlarged and different coloured paper used where needed.</p> <p>For those who require it, additional time or a quiet space can be arranged for children with SEND during tests.</p>
<p><b>How will my child be included in activities outside of the classroom?</b></p>	<p>Children in school have the opportunity to apply for before and after school clubs or activities, regardless of their SEND. The club leaders would look at any adaptation that may need to be made and discuss it with the SENCO.</p> <p>We have opportunities for all pupils to take part in weekly music lessons, through the WOPPS scheme in Y4 at no charge, and at a small charge for individual or small group lessons.</p> <p>Children are encouraged to join in organised playground activities at lunchtimes.</p> <p>Each Reception child is partnered with a Year 6 child on starting school, and this buddy helps them settle into the school routines.</p> <p>School trips are carefully planned for and the risk assessments ensure that the staff leading trips consider all of the children's needs and abilities. If a child has a teaching assistant as part of their regular support in school the child would have this level of support on a school trip as well.</p>
<p><b>How will the school prepare my child to join the school or transfer to a new school?</b></p>	<p>Transition programmes are put in place by the class teacher and the SENCO. These may include additional visits to a new school or visiting a child in their current setting prior to arriving at GCPS. Careful sharing of information is essential and meetings are held with parents and children to discuss any concerns prior to transition.</p> <p>Some children may like to create a transition book with information about their new school/class and teachers. For children with ASD or attachment difficulties there may need to be a specific social story to aid the transition.</p> <p>If your child is joining GCPS part way through their school career, we will arrange a meeting with the SENCO to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that has been effective in the past. If necessary we can arrange extra visits to support your child's transition to us. Records will be passed on or received and read carefully to ensure that staff are ready for a new child's arrival.</p> <p>Moving on to Secondary school can be an exciting but daunting time for all children so we ensure that the children are well prepared for the transition. We have good links with the secondary schools in the area. For children with statements or EHC plans, the SENCO from the receiving secondary school will be invited to a transition review. Where necessary, additional support</p>

	arrangements such as extra visits can be put in place to ensure a successful transition to secondary school.
<b>What to do if my child has medical needs?</b>	<p>Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher, office staff or SENCO. Please complete all of the relevant medical information on the enrolment form so that we can support your child during their time at this school. For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date care plan and appropriate provision will then be put in place. Please also let your child's class teacher know if your child develops medical needs during their time in school.</p> <p>the school has adopted Lancashire County Council's First Aid and Medicines policy that it strictly adheres to and under certain circumstances prescribed medicines can be administered after the relevant consent form has been completed. Training for supporting children with medical needs is co-ordinated by the SENCO and reviewed regularly.</p>
<b>What should I do if I am unhappy with my child's support or progress?</b>	<p>Discuss your concerns with the class teacher</p> <p>If your concerns continue, please contact the SENCO/Headteacher</p> <p>Please contact the Chair of Governors if your concerns remain unresolved.</p> <p>For further details please see the schools 'Complaints Procedure'. Copies can be obtained from the school office.</p>
<b>Where can I go for further advice and support?</b>	<p>The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEN. It also feeds into the school's local offer which is available on our website:  <a href="https://garstangcommunityprimary.co.uk/send/">https://garstangcommunityprimary.co.uk/send/</a></p> <p>The Lancashire Family Information Service (FIS) aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services , resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on 0800 195 0137 or by email: <a href="mailto:LancsFIS@lancashir.gov.uk">LancsFIS@lancashir.gov.uk</a></p> <p>The Lancashire Parent partnership Service is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). They can be contacted via their information line on 0300 123 6706 (Mon – Fri 8am-5pm) or on email: <a href="mailto:information.lineteam@lancashire.gov.uk">information.lineteam@lancashire.gov.uk</a></p>



