# Gusford Primary School

SEND Local Offer Information Report


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## 1: What is SEND?

A pupil who has special educational needs or disabilities (SEND) may find it much harder to learn or take part in activities which other pupils of the same age are able to do. Pupils with SEND may need extra help to access the curriculum. Pupils with SEND fall into one or more of the four main areas of SEND.

## SEND Support

A pupil with SEND will be recorded in one of two categories:
**SCHOOL SUPPORT**: Staff are made aware and deliver Quality First teaching which is differentiated appropriately. Parents / carers of the pupil will be invited to meet the Senco to discuss targets and additional support that is put in place.
**Statement / EHCP:** Pupils who have more complex needs have a Statement of Educational Needs or, from September 2014, an Education, Health and Care Plan (EHCP). These documents set out a description of the pupil's needs and what should be done, by education, health and social care professionals, to meet those needs, Parents / carers are invited to an annual review in addition to review progress and recommend any changes that need to be made to the original statement / EHCP.

**Communication and Interaction**: Speech, Language and Communication Needs (SLCN), Autism (ASD)

**Cognition and Learning**: Specific Learning Difficulty (SPLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD)

**Physical and Sensory**: Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI),Physical Difficulty (PD)

**Behavioural, Emotional and Social:** Anxiety, Depression

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# 2: The Gusford SEND Team

We are an inclusive school. We welcome and celebrate diversity. We are committed to supporting the removal of barriers to learning for our pupils. The SEND team have a wealth of experience working with pupils with a range of special needs. Our job is to support pupils directly, provide guidance and support to staff and parents and liaise with external agencies to ensure that all SEND pupils gain access to the support they need. The governor responsible for SEND is Mrs. P. Dobson.

**Mrs. Frolish**
**Key Stage 1 and Early Years Senco**

**Mrs. Hook**
**Key Stage 2 Senco**

**Mrs. Nainthy**
**SEN Support Assistant**
**Key Stage 1 and Early Years**

**Mrs. Studd**
**SEN Support Assistant**

**Mrs. Kitcher**
**SEN Support Assistant**
**Key Stage 2**

If you would like to discuss your child's needs, the Sencos can be contacted via the school office on 01473 682148. We are here to help. The SEND team works closely with the Family Engagement Team (FET ) and the Behaviour Support Team to ensure that support is well co-ordinated and appropriate.

# The Gusford Behaviour Support Team

Mrs Shanks
Alternative Provision
Teacher

Mrs Bloomfield

Behaviour Support

Miss Middlebrook

Behaviour Support

Mr Bolton
Behaviour Support/
Teaching Assistant

As part of Gusford's inclusive approach for all pupils we provide support at times when individual pupils may be experiencing difficulties with school. We prepare individual plans for pupils to ensure their educational and emotional needs are met in an appropriate way. We offer support to pupils and families through the SPSF (Suffolk Pupil Support Framework) programme. During the school day we have a space, The Pit Stop, which pupils can access to have time to calm down and talk to any one of the adults. Each afternoon Mrs Shanks and Mr Bolton work with pupils in the Passport Group which is an alternative provision accessible to those pupils who require a more personalised way of learning. We work closely with the SEND and FET teams and we regularly meet to ensure we are providing appropriate support from each department to facilitate best possible outcomes for all pupils.

# 3: Types of SEND

*Every child's needs are considered on an individual basis* - We have experience of supporting children with:

| | |
|---|---|
| **Communication and Interaction**<br>• Speech and Language Difficulties<br>• Autism Spectrum Conditions | **Cognition and Learning**<br>• Dyslexia, Dyscalculia<br>• Dyspraxia<br>• Moderate Learning Difficulties<br>• Global Developmental Delay |
| **Social, mental and emotional health**<br>• ADHD<br>• Attachment Disorder<br>• Anxiety and Depression<br>• Foetal Alcohol Syndrome | **Sensory , Physical and Medical**<br>• Vision & Hearing Impairment<br>• Motor skills difficulties<br>• Hypermobility<br>• Cerebal Palsy |

# 4: How Special needs are identified

**Stage One: We collect information from a range of sources:**

- Parents
- Staff
- Pupil
- Results of class observations
- Use of school data; identify pupils who have made limited or no progress
- Previous settings

**Stage Two: We make further investigations and give advice:**

- The Senco meets parents to discuss concerns and share information.
- The Senco or a member of the SEN team conducts specific assessments to identify strengths and areas of difficulty for the child.
- The Senco provides advice and guidance to staff and parents about how best to support the pupil. The impact of suggested strategies is monitored closely.

**Stage Three: If we decide, based on all the information gathered, that your child has a special need, we do the following:**

- A pupil profile is created, with the child and IEP targets are set.
- Additional support is put in place.
- Targets are reviewed and shared with parents on a termly basis
- Outside agency referrals may be made in some cases.
- Progress the child makes against their targets is monitored closely and additional support is changed if necessary.
- An Education and Healthcare needs assessment referral (EHCP) is made if it is decided that the school is unable to meet the needs of the child

# 5: Support For SEND pupils

| Universal Support | Targeted Support | Specialist Support |
|---|---|---|
| **Quality First Teaching:**<br>• Our teachers plan and deliver lessons based on knowing their children well. Teachers adapt lesson content and materials quickly so that all children can achieve the best outcomes. | **Enhanced Classroom Provision:**<br>• Children can be provided with a range of access strategies for example: tasks are broken down into smaller chunks/ scaffolded, extra processing time can be given and where necessary, children can be provided with breaks<br>• Children can have access to a range of multi-sensory resources and visual stimuli to help them access the learning<br>• Access arrangements for test situations | Education Health Care Plan |
| | | Pupil Profile/ IEP |
| | | Apples and Pears- spelling intervention |
| | | Dancing Bears- reading intervention |
| | | Toe-by-toe= reading intervention |
| | | Bearing away – phonics intervention |
| | | Sound Discovery- phonics intervention |
| | | Beat Dyslexia programme |
| | | Power of 2/ Plus 1 Maths Intervention |
| | | Access to ICT support programmes |
| Curriculum to meet needs | In class additional adult support | Friends programme |
| Access to additional small group teaching | Wellcomm Communication Skills support | Time to talk |
| | | Gym Trail |
| Parents evening | Phonics, Reading and Writing interventions | Write from the start – Fine Motor programme |
| Family Engagement Team | Maths intervention | Specialist equipment e.g. pencil grips, writing slopes, coloured overlays, seating cushions, fiddle toys, loop scissors, handled rulers, caring cutlery |
| Positive Behaviour Management System | Social skills support | Sensory Communication Service |
| | Fine motor group/ Dough gym | Speech and language therapist |
| | Structured lunch support | Dyslexia outreach support |
| | Alternative Provision | Behaviour Support Services |
| | Behaviour Support Team | County Inclusive Resources |
| | Additional Transition support, where appropriate | Physiotherapist |
| | | Educational Psychologist |
| | | CAMHs |
| | | Occupational Therapist |

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# 6: Outcomes for pupils with special needs and/or disabilities

We carefully track and monitor the progress of our SEND pupils using a range of measures. Alongside progress which is measured by looking at how many steps a child progresses against curriculum objectives, we also measure progress in terms of a child's reading and spelling age and the % of IEP targets they achieve at each IEP review.

Pupils with social, emotional or behavioural needs have support plans in place which identify key targets each child is working towards. In some cases, pupils with behavioural difficulties receive support from external agencies such as the Behaviour Support Service. Targets are set for these pupils and progress made is monitored very closely. Adjustments are made to the additional support where appropriate.

The Senco uses teacher assessments, school data, written reports from external agencies, annual reviews, SEN assessment results to make judgements about each child's attainment and progress.

**Progress data (academic year 2015-16 – Sep – end of May) (SEND pupils)**

| | **% of pupils making expected or better than expected progress – Reading (3 steps or more)** | **% of pupils making expected or better than expected progress – Writing (3 steps or more)** | **% of pupils making expected or better than expected progress – Maths (3 steps or more)** |
|---|---|---|---|
| **Early Years** | **100%** | **100%** | **100%** |
| **Year 2** | **66%** | **58%** | **92%** |
| **Year 6** | **69%** | **75%** | **82%** |

# 7: The Pupil Profile / IEP (Individual Education Plan)

| Gusford Primary School<br>SEN Pupil Profile and Targets – School Support | | | | |
|---|---|---|---|---|
| | Name | | Pupil Premium | |
| | Class | | Start Date | |
| | Year Group | | Attendance | |
| What I am good at… | | What I struggle with…. | | Identified Special Needs… |
| | | | | |
| How to support me in the classroom… | | | | |
| | | | | |

| SEN Pupil Profile and Targets – School Support | | |
|---|---|---|
| Review | New targets | Target Review Comments |
| | | |
| Additional Support in place: | | Additional Equipment Required: |
| | | |
| **Parent signature:** I agree to the targets on this Profile and to my child's progress being discussed with other professionals.<br><br>Signed_____ Date_____ | | |

These pupil profiles have replaced the old style pupil IEPs. These documents include key information about the pupil's strengths and weaknesses and give guidance to all staff about effective ways to support the child. They also include specific targets for the pupil to work on, which are reviewed on a termly basis.

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# 8: Evaluating Provision

The impact of interventions is monitored

Progress of SEND pupils is analysed 3 times per year, using a range of measures

School data is compared with national and local data

Sencos observe teaching and support staff to ensure good quality provision. Training and advice is provided as necessary

Parent questionnaires and Pupil interviews are used to gain views about provision

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# 9: Transition:

# Preparing for the next step

All pupils at Gusford are helped to prepare for the next step in their learning, whether they are moving from Key Stage One to two, moving within a phase, starting Gusford for the first time or moving onto high school.

Pupils with SEND may need support that is additional to the support received by their peers. SEND pupils who are deemed to be particularly vulnerable are included in small group work, on a weekly basis for 6 weeks prior to transition. Pupils are involved in a range of activities to help prepare them moving to their new class or school. In these cases, transition booklets are made which include photographs and information about new classes and staff. These booklets are sent home prior to the summer holiday.

Vulnerable SEND pupils who are moving to high school, make additional visits to the receiving school so that they can take photographs, meet staff and have more opportunities to familiarise themselves with their new environment. When a pupil with SEND starts Gusford, the Senco and receiving class teacher make visits to pre-school settings. A transition meeting takes place with parents and professionals. Additional visits are then organised. A Transition booklet is also provided for the pupil.

**When a child with SEND joins Gusford mid-year….**

- Information is gathered from professionals working with the child
- The pupil visits the school with parents / carers and meets the Senco
- Senco contacts the previous school to discuss needs and the support
- Senco contacts the previous school to discuss needs and the support required
- Senco may visit previous schools where appropriate

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# 10: Communication

**All parents of SEND pupils are able to make an appointment to see the Senco at each of the parents' evenings.**

| What to do if you have a general concern about your child | What to do if you think your child may have special needs | What happens when a teacher or member of staff feels your child may have special needs | What to do if you have a complaint |
|---|---|---|---|
| 1 – Contact the school office on 01473 682148 to make an appointment to discuss your concerns with the class teacher. Or leave a message for the class teacher via the school office and they will return your call within 24 hours. | 1 – Make an appointment to discuss your concerns with the class teacher. This can be by phone or in person. Call the school office to make these arrangements. | 1 - If a teacher has concerns about the progress a child is making, they may discuss this with the Senco who can give advice about how to best support the child. The Senco can give advice about strategies that should be tried within the classroom. | If you have a complaint about the SEND team, you should follow the school's complaints procedure. |
| 2-If, after speaking to the class teacher, you continue to have concerns, you can make an appointment to see the Year or Phase leader. | 2 – The class teacher will discuss your concerns with the Senco who will be able to give some advice and guidance about how the child can be supported. | 2 – The impact of the strategies being used will be monitored and if concerns remain then the teacher will speak to you about making a referral to the Senco. | |
| 3 – If, after speaking to or meeting the phase or year leader, you are still concerned you can make an appointment to meet a member of the headship team. | 3 – The Senco may decide to undertake some specific assessments and will make contact with you to discuss your child's needs, either by phone or by letter or will make arrangements to meet you. | 3 – If you are in agreement to the referral being made, the Senco will arrange for further assessments to be carried out and will contact you to discuss the outcomes and whether an IEP and additional SEN support is needed. | |

# 11: Pastoral Care and Support

Home School Liaison

Structured Lunchtimes

Behaviour Mentors

1:1 support

School Council

Breakfast Club

PSHE lessons

After School Clubs

Good Morning Club

Outreach Services as required

Nurture Groups

Family Engagement Team

There are 3 full time members of staff who are responsible to providing advice and support to parents/carers and pupils.

Playground Buddies

Behaviour Support Team

There are 3 full time members of staff who work to support pupils with a range of emotional, social and behavioural difficulties. Gusford's Alternative Provision is run by Mrs. Shanks

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# 12: Accessibility

Gusford school consists of one building which can be accessed by a wheelchair. The building is single storey and has an accessible toilet containing hoists that can be used for pupils with significant physical difficulties.

Every effort is made to ensure that all pupils, whatever their additional needs, have access to a broad and balanced curriculum. This means that we do everything we can to ensure that the appropriate support is in place so that our SEND pupils are able to enjoy all lessons and play an active role in all aspects of school life.

For those pupils who require additional support, we make special arrangements to ensure that these pupils can access end of Key Stage tests. For more information about access arrangements, please contact the Senco on 01473 682148.

Click here to view Accessibility Plan

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# 13:SEND Policy

For more information about how we identify and support pupils with SEND, please click here to view our SEND policy.

Other relevant policies such as our Behaviour Policy, marking policy and safeguarding policy can be viewed from the Gusford website.

# 14: Further Support and advice

There are a number of agencies and professionals who are available to provide guidance and advice to parents:

Access unlimited www.access-unlimited.co.uk
School Health Service - School nursing Team, Chantry Clinic, 01473 694172
Autism Suffolk - www.autism.org.uk
Suffolk Family Carers: http://www.suffolkfamilycarers.org
SENDIASS (formerly Parent Partnership) 01473 264702
Speech and Language Therapy Service Chantry Clinic 01473 685964
You can find out about the range of support available for children with SEND on the Local Offer Website: wwwsuffolklocaloffer.org.uk

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