



Gamlingay First School

SEND Report

September 2018

The aim of this report is to give parents information about how we support children's learning in our school.

How are Gamlingay Village Primary's resources allocated and matched to pupils?

How are decisions made about how much support my child will receive?

Our School is an inclusive school and offers a range of provision to support children with **SEND** (Special Educational Needs or a Disability), where the school has identified a need and staffing levels allow. Pupil's needs are identified in the termly pupil progress meetings between the headteacher, the Special Needs and Disability Co-ordinator (**SENDCo**) and teachers and resources are allocated according to need.

All the interventions at our school are delivered by trained staff. The provision of this support in these groups is overseen by the SENDCo, Mrs Blyth and by class teachers and reviewed by the Senior Management Team(**SMT**).

The effectiveness of every intervention run in school is monitored by the use of assessments. These take place at the beginning of the support work and are repeated, at least termly, to monitor the impact they are having. Interventions are then modified, if necessary, in light of these assessments. Class provision maps are compiled by the class teachers and SENDCo working together to document all forms of support being given to children in each class and the impact the support is having. Together these documents track the support being offered throughout the school and is updated following discussions between the special needs coordinator, class teachers and head teacher.

How will I know that the school will support my child?

How does the school know if pupils need extra help?

The progress of all children in school is underpinned by planning and assessment. The progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the head teacher, SENDCo, SMT and class teacher.

If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Parent's evenings are held in the autumn and summer terms and parents receive a

written report in the s term. However, if there are any concerns about a child's progress between these times teachers will contact the child's parents.

All children from Y1 upwards discuss their progress and personal targets with their class teacher at least termly.

What training have staff who are supporting children with SEND had or are receiving?

Our school has a SENDCo, Annie Blyth who has completed the National Award for SEN Coordination and is responsible for advising class teachers about the provision they make for children with SEND, and for overseeing our whole school provision. She can be contacted by email at ablyth@gamlingayvp.org or SENDCO@gamlingayvp.org

We have an ongoing programme of training in place for both teachers and teaching assistants. This ensures that they have an up to date knowledge of a wide range of needs and how best to meet those needs.

Our Teaching Assistants(**TAs**) collectively have the following areas of expertise/qualifications.

- Elklan Speech and Language Support
- First Class@Number and First Class@Number2
- Better Reading Partnership (BRP)
- Every Child a Writer
- Social Stories
- Communication Language and Literacy Development
- Lego Therapy
- Aural-Read-Respond-Oral-Write (A.R.R.O.W)
- Precision Teaching

An explanation of how these different interventions support children is explained further on in this report.

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

Each teacher has a responsibility to ensure that classroom based strategies are as good as they can possibly be (Quality First Teaching)

Access to a supportive environment

- Use of appropriate visual timetables
- Pre-teaching of strategies and vocabulary
- Access to a laptop/ computer
- Specialist equipment to enable children to access lessons
- A dyslexia friendly environment

Provision to facilitate/support access to the curriculum

- Small group support from a TA/ class teacher
- One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed)
- Individualised curriculum where necessary
- Provision of quiet workstations to enable children to focus
- Support for children to enable them to participate in school trips/ residential visits

Strategies/support to develop independent learning

- Use of visual timetables, checklists, personalised success criteria.
- Visual support e.g. sequenced pictures, mind maps etc
- Scaffolding e.g. writing frames, story maps, task plans to provide a support structure to help children to complete a task
- 'Chunking' activities (i.e. grouping information and tasks together into meaningful groups)
- 'Dyslexia friendly' classrooms e.g. word mats, dyslexia friendly fonts, spelling resources, memory prompts
- Accessible resources readily available in the classroom that children can fetch if they need them
- Use of step in, step out support to encourage independence
- Extension challenges for more able learners

Strategies to support specific areas of need

Strategies to support/develop literacy including reading

- Small group or 1:1 targeted literacy support reading, writing and spelling is run throughout the school. They include interventions such as Sir Kitts Quest (a small group writing intervention based on pirate adventures), Better Reading Partnership (1:1 tailored reading programme) , A.R.R.O.W (a computer based programme which is individually tailored to a child's spelling and reading needs based on the child listening to their own voice)
- Use of SEN friendly resources
- Programs of work tailored to the needs of children with severe SEN
- Use of writing slopes pencil grips and wedge cushions
- Extra opportunities to practice reading to a range of adults
- Extension groups, where appropriate, to provide additional challenges, where appropriate for more able pupils
- Reading buddies for children who would benefit from extra reading practice

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Withdrawal in a small group for targeted intervention customised to the particular group of children
- Use of practical resources e.g. Numicom
- Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding
- Extension groups, where appropriate, to provide additional challenges, where appropriate for more able pupils
- First Class@number support programme for KS1 and KS2 pupils

Strategies/programmes to support speech and language

- Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support).

- Implementation of their programmes by TAs trained in supporting speech and language needs (Elklan training).
- Support from a member of staff trained in speech and language strategies.
- Small group interventions to help develop children's speaking and listening skills e.g. Talking partners/ Spirals/ Lego Therapy programmes).

What specialist services or expertise are available at or accessed by the school?

Staff regularly work with a range of professionals including educational psychologists, specialist teachers and speech therapists. We also have access to strategies and programmes to support Occupational Therapy/Physiotherapy needs if a child meets the threshold level required for their support.

What support will there be to support my child's overall well-being?

At Gamlingay Village Primary we all believe that children need to be happy and feel secure to make progress.

We have a robust anti-bullying and behaviour policy which provides consistency, prevention and protection in order to ensure the well-being of all pupils.

There is a range of provision available to support children's wellbeing:

Strategies to reduce anxiety and promote emotional wellbeing (including communication with parents)

- Individualised programmes of support implemented consistently by all staff
- Counselling (including Allyance services)
- Referral to appropriate outside agencies e.g. Child and Adult Mental Health (should the child meet their thresholds)
- Referral to the school nursing service.
- Motor skills group which runs twice a week to help children with motor skills or coordination difficulties.
- Lego therapy group using Lego to develop team work and cooperation
- Social stories – These are purpose written stories to explain and explore a social situation. They show how people may respond to different situations and develop a child's understanding of that situation.

Strategies to support the development of social skills

- Individual Social Skills programmes/support including strategies to enhance self-esteem
- Practical social skills programme for smalls group of children e.g. Socially Speaking.

- Construction club - Lego therapy group using Lego to develop team work and cooperation
- Gamlingay First School Family Group- a nurture group run once a week to help children with anxiety, self-esteem and emotional difficulties.

Strategies to support and/or modify behaviour

- Use of school's behaviour policy and (personal, social and health education) PSHE policy
- Home /school link books
- Regular meetings with parents
- Behaviour plans to ensure a joint home-school approach
- Support/supervision at less structured times of the day e.g. break and lunch times.

How will I know how my child is doing?

How will I be involved in discussions about and planning for my child's education?

How will you help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child.

We have a range of means of communication with parents, including:

- telephone
- email
- face to face meetings
- home school communication books

All of our children are involved in the development of their education. Our SEN children have their own 'Pupil Passport' which is created by the child in order for the child and the adults who work with them to recognise their own strengths, difficulties and ways in which they can be supported.

We liaise with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) and we will help with explanation of professional reports to parents where it is thought to be helpful.

How will the school support my child in starting school and moving on?

We work to ensure smooth transition from pre-school into school, from primary into secondary and between classes while within the school. This includes visits from school staff to the child's current class/ setting and possibly a series of visits for the child to their new class with specific individual programmes of transition activities.

What should I do if I think my child has SEND?

In the event of any concerns about your child, or our school provision, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns not addressed by this should be taken to the SENDCo or head teacher. The

school's governing body are the final point of contact for these concerns; our schools SEN governor is Emma Giddings.

How will my child be included in activities outside of the classroom?

Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off site.

To ensure that all children are able to access clubs that run in school a number of free clubs are provided.

How accessible is the school environment?

Our school building is on one level. There are accessible toilets available.

Who can parents contact for further information?

Further information regarding SEND can be found on the school website where there are links to: -

- Helpful websites
- Gamlingay Village Primary's SEND Policy
- The Local Offer which describes the services and support available for children and young people with Special Educational Needs and/or Disabilities from birth to 25 and their families in Cambridgeshire. You can also find information, help, advice, assessments, plans and policies from this website.

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/549/about_cambridgeshires_local_offer

Any complaints about SEND provision should initially be addressed to Mrs Blyth, the SENCo of Gamlingay Village Primary , and thereafter to Mrs Desborough, the head teacher. The school's governing body are the final point of contact for these concerns; our schools SEND governor is Emma Giddings. Should the complaint not be resolved, the procedure in the relevant School Complaints Policy, found on the Gamlingay Village Primary website, should be followed.

September 2018- Annie Blyth and Shelley Desborough