



Governor's SEND Report

GLADSTONE PRIMARY SCHOOL GOVERNOR'S SEND REPORT

Q1 [Who are the best people to talk to about SEND within this school?](#)

At Gladstone we have a graduated approach to the support we provide our children who have been identified as having SEN or who are potentially not performing as well as we would like. SEN is the responsibility of all classroom staff within our school.

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Providing quality first teaching which is differentiated when necessary.
- Writing Pupil Progress targets and following Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo/Inclusion Manager: Mr S Stanford

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
 - Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.



The Headteacher: Mrs E Preston

Responsible for

- The day-to-day management of all aspects of the school; this includes that the overall support for children with SEND is being delivered correctly through quality first teaching.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs S Kelsall

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Liaising with the SENCo and ensuring that the Governing Body support any issues related to SEND and the provision made for SEND children within the school.

Q2 [What are the different types of support for children with SEND within our school?](#)

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo or other outside agency) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- The teaching staff will discuss the progress of individual children with the SLT and the SENCo to review and monitor what progress has been put in place to support any learning needs.

Specific group work

Intervention which may be:

Run in the classroom or in the breakout areas.
Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy



SEN Code of Practice 2015: School Support (SS)

This means a pupil has been identified by the SENCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. **Parents may request an assessment but the school cannot always guarantee that it has the evidence needed to support the parental application.**
 - After the request has been made to the 'Panel of Professionals at the LA' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.



- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP) This used to be called a Statement. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.
- The Statement of EHC plan will be reviewed annually to ensure that the objectives are still relevant.

Statements of Educational Needs are being phased out. The Government have now replaced these with Educational, Health and Care Plans (EHC Plans). Any child who now goes through the process will be granted an EHC if the evidence is there to show that the child is in need of one. Any child who still has a Statement will have a transitional review when they reach the end of either:- KS1 or KS2, at which point they will have an EHC instead.

Q3 How can I let the school know if I'm concerned about my child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo). This should be done through appointment.
- The school SEND Governor can also be contacted for support. You may write to her stating your concerns. Contact details can be obtained through the school office.

Q4 How will the school let me know if they are concerned with the progress of my child?

If your child is identified as not making progress, your child's class teacher will set up a meeting to discuss this with you in more detail and to;

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Request that you allow your child to be placed on the school's SEN register to enable the agreed support to take place.



In some situations the request to meet with you may be by Mr Stanford (The SENCo.)

Q5 How is extra support allocated to children and how is the funding delegated for this?

- The school budget, received from Stoke LA, includes money for supporting children with SEN.

- The Head Teacher and the finance committee Governors, decide on the deployment of resources for Special Educational Needs and Disabilities, on the basis of needs in the school.
- The Head Teacher then delegates the spending of the budget to the SENCo. He looks at a range of information and from this information, he decide what resources/ training and support is needed.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- Children with a Statement or EHC Plan have a specific allocation of money provided by the LA as a 'top up' to what the school already provides. This funding can be used to provided 1 to 1 support where needed or specific learning aids.

Q6 [Who are the other services providing support for the children with SEND within the school?](#)

School provision

- Class teachers responsible for teaching SEN groups/individuals on a part-time rotational basis with in the English and Maths lessons. They will make reasonable adjustments to support provision and access within their classes.
- Teaching Assistants mainly working as support with either individual children or small groups.
- ICT support in the form of writing and Maths programmes i.e Clicker 6.
- Targeted 1 to 1 support using specialist interventions including Ready Reading- delivered by Mrs Bridgwood and Mrs Lane and a Maths intervention called Catch-up, delivered by Mrs Murdoch, Mr Wemyss and Mrs Shepherd or Switch-On reading run by Mrs Parkes and Miss Hope.
- Teaching Assistants and the Learning Mentor are offering support for our KS2 children with emotional and social development through our Nurture Groups.
- A trained Nurture Teacher (Mrs Clowes) delivers KS1 Nurture support with specialist Teaching Assistants.
- The school's Learning Mentor, Mr Egginton offers 1:1 support for specific children who may be experiencing difficulties and preventing their learning from progressing.

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Heron Cross speech and language centre
- Special Educational Needs and Disability Team
- Behaviour Support Team
- Special School outreach



Health Provision delivered in school

- Speech and Language Therapy input given to our TAs to provide a higher level of service to the pupils
- School Nurse

- Occupational Therapy
- Physiotherapy
- CAMHs
- School Counselling Service
- ARCH and Dove Services

Q7 How are the staff within the school helped to work with the children with SEND and what training is provided for them?

The SENCo's job (Mr Stanford) is to support the class teacher in planning for children with SEND and liaising with outside professionals and parents ensuring the relevant staff within year groups are informed of the wishes of the parents and the advice from the outside professionals.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AoT) service and SENDs Team.

Q8 How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through this differentiation.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Teaching staff also take into account each child's learning style and further adapt their planning to ensure it supports, visual, auditory and kinesthetic learners.

All teaching and planning is monitored regularly by the SENCo and Senior Leadership Team (SLT) and Phase leaders. Subject Leaders also monitor planning whilst monitoring, the subjects English, Maths, Science, The curriculum and the Foundation Stage curriculum.

Q9 How will we measure the progress of your child in school?



As a school we use an assessment system called Paths and Steps. These are a set of objectives for Reading, Writing and Maths. These are based on the Government's expectations for children in each year group. These are used to monitor progress in Reading, Writing and Maths. For younger children we use the Foundation Stage Profile.

- Your child's progress will be continually monitored termly by his/her class teacher.
- The individual skills steps for each progress point is monitored daily and incorporated into the class teachers planning by the class teachers.
- His/her progress will be reviewed formally with the Headteacher, Deputy Headteacher and SENCo every term in reading, writing and Maths. They are also monitored every half term by the phase leaders.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting) These are only used for a minority of children with complex learning children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and are the results that are published nationally. There is also the Year 1 Phonics check which is also used as a Government assessment tool.
- Where necessary, children will have an IEP with targets set by outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made. These will be reviewed by the class teachers, teaching assistants and the children's parents.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular scrutinise of books and lesson observations will be carried out by the SENCo and other members of the Senior Leadership and Management Teams to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Q10 [What support do we have for you as a parent of a child with SENDs?](#)

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets /IEPs/ IBPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
 - A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
 - Behaviour support diaries will also help to support home school communication where a child is struggling with school routines.



- Every child has a home/school diary which we ask all parents to record in; any concerns or questions and that you have read with your child at least 5 times during the week. There is also a learning passport in the centre of these to help you to support the children's skills for learning. The diaries are checked daily by the classroom staff.
- We can signpost you to Parent Partnership if you feel you need further support with and SEND issues.

Q11 [How is Gladstone Primary School accessible to children with SENDs?](#)

- The school is fully compliant with DDA requirements.
- The school is on a split-level with easy access and double doors, a lift and ramps.
- The front desk is at a wheel-chair height and has a hearing loop and is DDA compliant.
- There are several disabled toilets, shower areas and changing facilities throughout each phase.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEN.
- The school cook will cater for any specific dietary needs.

Q12 [How will we support the children during key transitions into new classes, the school or other schools?](#)

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools or the family home with the Foundation Stage Leader or Nursery teacher when appropriate.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- The SENCo and Home School Link Workers will contact your child's previous school and talk to the child's class teacher and the school SENCo.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
 - We will make sure that all records about your child are passed on as soon as possible.
 - If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.



When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher and teaching assistants. IEP s will be shared with the new teacher and teaching assistants.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- A pre-visit 'bump up' day will be arranged during the Summer term.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Moving to a Specialist School:

- If your child is moving to a Specialist School then the specific transition programme will be put in place.
- As a parent you will be encouraged to visit the Specialist Schools to find the one you feel would be right for your child. Mr Stanford can arrange visits and can support you during your visits if required.
- The SENCo will liaise with the SENCo of the new school to ensure that records are transferred and that a transition plan is put in place.
- Children transferring to a Specialist School may start their transition with regular visits before they actually start. These may be supported by the Learning mentor or the child's teaching assistant.

Q13 [How will we support your child's emotional and social development?](#)

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health end Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer



- An in-school nurture provision, run by a specialist teacher and three highly trained teaching assistants. This follows the Nurture Principles and is run on a termly basis for KS1 children.
- For KS2 children, several small Nurture Groups operate. These focus on; Anger management, friendships, team work and confidence building.

- The Learning Mentor (Mr Egginton) works alongside specific children, monitoring their progress and providing opportunities to talk through their worries and concerns.
- The school has a strong pastoral team led by Mr Stanford. Staff members which may work closely with specific children with behaviour or emotional needs include; Mr Stanford, Mrs Preston and Mrs Annese, The Home School Link Workers Mrs Rammell and Miss Corbett, The Learning Mentor Mr Egginton, Nurture Teacher Mrs Clowes and Teaching Assistants who have specific Nurture Groups Mrs Lane, Mr Brian, Mrs Richards, Mrs Shepherd, Mrs Rammell, Mrs Shenton and Mrs Higginson. Although ALL teaching and support staff members within our school contribute to the welfare of the children within their care and would all step in and support any child who needed support or who requested support from a particular adult.
- Lunchtime and playtime support through planned activities and groups.
- Home/School behaviour diary will be put in place so that stronger links can be established between the two settings.
- School will also access the Inspire Behaviour Support Unit. This unit provides targeted support at an alternative setting allowing professionals to take the time needed to find what the specific needs of the child are.

If your child still needs extra support, with your permission the SENCo will access further support through the CAF process.

Q14 [How will my views and those of my child be included in their provision?](#)

It is vital that both you and your child (where appropriate) are involved with their education. We will endeavour to meet the individual needs of all of our children whilst incorporating their wishes and feelings. To ensure that both you and your child are included in what their provision will be;

- Both the views of you and your child will be sought during the IEP reviews.
- There will be termly parent's meetings, where you can discuss your child with their class teacher.
- You can arrange to meet your child's class teacher and SENCo through appointment.
- We are currently looking into how we can further involve parents and carers in the provision for SEN children.

