

Gladstone Road Primary School

SEND Information Report

[Link SEND POLICY](#)

1. What kinds of SEND are provided for in your school?

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.’ SEND Code of Practice 2015.

Gladstone Road Primary School is an inclusive school that provides for the full range of SEND needs covering:

Communication and Interaction which includes pupils with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD)

Cognition and Learning which includes pupils with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia

Social Emotional and Mental Health needs (SEMH) which includes pupils with Attention Deficit and Hyperactivity Disorder (ADHD) and mental health needs such as anxiety

Sensory and/or Physical needs which includes pupils with Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)

If a pupil with an EHCP requests a place at the school, the pupil is welcomed and we will always take into consideration the individual needs and well-being of the pupil as part of the consultation process.

2. What policies do you have for identifying children and young people with SEND? How do you assess their needs? What are the SENCo’s names and how can I contact them?

For questions regarding SEND you should contact the following staff by phoning the main school number on 01723 372566.

- The Assistant Headteacher for Inclusion is: Mrs Tina Jenkinson
- The SENCo is: Mrs Amy James
- The SENCo Admin Support Assistant is: Ms Ela Buch

The progress of all pupils, throughout their time at Gladstone Road Primary School, is closely monitored by their Class Teacher, Year Leaders and the Senior Leadership Team. However, if it is felt that a pupil has SEND, despite having good quality first teaching and differentiated learning opportunities, Class Teachers will discuss their concerns with parents/carers. With support from SENCoS, they will explain how they plan to meet the needs of the pupil.

The school follows a graduated approach to identifying and assessing needs, using the Assess, Plan, Do, Review model. This will involve completion of a 'My Support Plan'. [\[LINK\]](#)

Pupils who have a significant level of complex needs may need to be referred for an Education, Health and Care Plan (EHCP).

Pupils who are 'Looked After' and have SEND will have their needs met in the arrangements mentioned above.

Please see the SEND Policy [\[LINK\]](#) for further details.

3. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Gladstone Road Primary School holds Parent Consultation Evenings twice a year, with an Open Evening in the summer term to discuss the End of Year Report and meet the next Class Teacher. The SENCo is available to attend meetings as required.

The school recognises that the knowledge and understanding parents/carers have of their child's needs is essential in supporting the school in making the best provision for pupils with SEND. The school values and takes account of the views of the parent/carer along with the hopes, personal goals, interests and strengths of the pupil. We value the support and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for their child.

Parents/carers of pupils on the SEND register are invited to reviews to discuss their child's progress and impact of interventions. This may take place during Consultation Evenings or during additional reviews.

At times some pupils with SEND may have a home/school book to enable staff to keep parents/carers informed of how their child is doing on a daily basis.

In addition to scheduled parents evenings and reviews; parents/carers will have the opportunity to meet with teachers and staff from the Inclusion Team upon request.

The parents/carers of pupils with an EHCP or Statement will also be invited to a formal Annual Review which is a statutory requirement. Interim reviews can be called as required.

4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Gladstone Road Primary School has a School Council which is voted in by pupils and includes those with SEND.

Children's views are sought before SEND Review Meetings, Education Health and Care Assessment Requests, Interim/Annual EHCP Reviews and when making referrals to other services through discussion with a person who knows the child well.

Where appropriate, children are invited to attend part of their SEND Review Meeting.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?

All pupils should make at least expected progress, in line with their peers. If pupils do not make expected progress in a specific subject then a period of intervention will be planned.

At Gladstone Road Primary School the progress of all pupils is the responsibility of the Class Teacher and is reported to parents in line with the school assessment and reporting policies.

All pupils on the SEND Register have a 'My Support Plan' [LINK], which is updated termly and covers the following areas:

- Attendance of pupil
- Area of need
- Agencies involved
- Attainment and progress
- Pupil view
- Assess – strengths and barriers to learning
- Plan – targeted outcomes
- Do – strategies and resources

- Review – progress on targeted outcomes
- Agreed actions

Parents, pupils and all staff working with the child contribute to the ‘My Support Plan’.

The ‘My Support Plan’ and/or Education Health and Care Plan form an integral part of the transition process.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood, the desirable outcomes reflect their ambitions, which could include Higher Education, employment, independent living and participation in society?

‘All children and young people are entitled to an education that enables them to make progress so they: achieve their best, become confident individuals living fulfilling lives and make successful transition into adulthood, whether into employment, further education or higher education or training.’ SEND Code of Practice 2015.

The school has established systems in place to support children at key transition times:

Pre-school to Reception:

- Class teachers visit pre-school settings and where a child is already identified with SEND, the SENCo will also liaise with the pre-school setting and parents
- Where possible/appropriate, children are grouped according to the pre-school setting they have attended
- Children have a phased entry to Reception classes, attending half-days only for the first two weeks
- The SENCo meets with the Reception Team within the first four weeks of the Autumn Term to discuss any children with emerging needs

Reception to KS1

- Class teachers meet to discuss the needs of all children, with support from SENCOs and the Inclusion Team as required
- All children take part in a transition day in the Summer Term, where they go to their new class
- Some children may need additional visits and enhanced transition

KS1 to KS2

- Class teachers meet to discuss the needs of all children, with support from SENCOs and the Inclusion Team as required
- All children take part in a transition day in the Summer Term, where they go to their new class

- Some children may need additional visits and enhanced transition

KS2 to KS3

- The Year 6 Leader meets with the Head of Year 7 from the Secondary Schools to discuss all children
- The Gladstone Road School SENCo meets with the SENCOs from the Secondary Schools to discuss children with additional needs; the Secondary School SENCo may attend the SEND Review meeting in the Summer Term
- Children with Education Health and Care Plans have additional meetings in the Autumn Term of Year 6 to discuss the most appropriate setting for their Secondary education
- Education Health and Care Plan conversion meeting must be held by the Autumn Term of Year 6 for those pupils with a Statement
- All children take part in a transition day in the Summer Term, where they go to their new school
- Some children may need additional visits and enhanced transition

Some children require an enhanced transition between year groups.

7. What is your school's approach to teaching children and young people with SEND?

Gladstone Road Primary School is highly inclusive with all staff having high expectations for all pupils, regardless of their ability. The school believes that pupils make most progress when they are taught alongside their peers in mainstream classes.

The majority of SEND pupils will have their needs met in the mainstream classroom with good quality first teaching and targeted support.

At times pupils with SEND may require additional adult support to make better progress and develop independence. Where teaching assistants work in class they will target specific groups/individuals who have been identified by the SENCO and class teacher as needing additional support to make progress. The class teacher will share learning objectives and outcomes with the teaching assistant and direct them to work in a way which ensures all pupils become independent learners.

Gladstone Road Primary School is currently reviewing the range of evidence based interventions it offers to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your child's class teacher will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

Pupils with Social and Emotional and Mental Health needs may be referred to the Inclusion Team, have a key worker identified or receive support from the Learning Mentor.

Where further support is needed for a child with SEND, referrals are made to access the appropriate provision. This may be an Enhanced Mainstream School, Speech and Language Therapy, the Educational Psychology Service, CAMHS, Compass or the Prevention Service. Where this is the case parents/carers and school staff will be included in the planning of the intervention and progress will be carefully monitored.

Some pupils with SEND require special arrangements for internal and external testing. In the KS1 and KS2 statutory assessments, requests for access arrangements, in consultation with both pupils and parents, are submitted to the Department for Education.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

The school has a Whole School Provision Map which sets out Quality First Teaching and adaptations in lessons. Significant additional and different provision, both in and out of class, is recorded on a 'My Support Plan'.

For those few pupils, where more help is needed than is usually available through the school's notional SEND budget, school, parents and outside agencies may decide that it is necessary to request an Education Health and Care Plan (EHCP). Where this is the case school will work in partnership with parents and agencies to focus on what provision is needed to secure positive outcomes for the child both short term and long term.

9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. For pupils who have more specific needs the school seeks the support of specialist services to provide personalised training.

The SENCo is a qualified teacher and holds the National Award for Special Educational Needs Coordination.

The school employs a learning mentor and a specialist team to support pupils with Social, Emotional and Mental health needs.

Where more specialist support is needed for an individual child, a referral will be made to the Inclusive Education Service or other services as appropriate.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?

The progress and attainment of all pupils, including those with SEND, is carefully monitored and reported to parents.

Internal monitoring systems are robust and all staff are held to account for the progress of all pupils which is a key factor in staff performance management.

Pupil Progress Meetings are held each term to discuss the progress of all children and identify strategies to support those children who are not making expected progress. In addition, SEND Register Review meetings are held between the SENCo and Class Teachers throughout the year.

In addition, data such as SEND assessments, reports from outside agencies, feedback from teachers and key workers is taken into consideration when monitoring the progress of pupils.

All teachers and key staff are informed of the individual needs of pupils with SEND and are involved in their progress reviews. The class teacher in the first instance is responsible for implementing a 'Graduated Approach'.

Some pupils who need additional and different provision may be placed on a targeted intervention. The Assistant Headteacher for Inclusion and/or SENCo monitors such interventions closely to ensure accelerated progress is made.

Parents/carers are invited to discuss their child's progress at SEND reviews and parent consultation evenings.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Gladstone Road Primary School is fully inclusive. All staff have a part to play in ensuring that pupils with SEND are not disadvantaged in their access to learning or the school community.

All pupils are invited to attend extra-curricular activities and school trips. Pupils with SEND are included in the school council.

The upper school site is fully accessible on ground floor level. The lower school site is partially laid out over two floors, but classes of every year group are available on the ground floor enabling access for all pupils.

Breakfast Club and Lunch Clubs are available for vulnerable pupils.

12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

The school teaches Personal, Social, Health and Citizenship Education as part of the curriculum throughout the school.

We have a Learning Mentor who works one-to-one with children, works with small groups, holds drop in sessions at break and lunch times and responds to concerns raised in the 'Listening Box'.

We have a Behaviour Support Manager and team of specialist TAs to support children in and out of class with social and emotional needs.

Lunch clubs are provided for children who need extra support in developing friendships and social skills.

Bullying is not tolerated at Gladstone Road Primary School. Please refer to the Behaviour Policy for procedures, including Restorative Practice.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

Some pupils may require more specialist support to meet their needs. Gladstone Road Primary School works in partnership with a number of specialist support and outreach services to support pupils with SEND.

Parents/carers are always consulted and asked to sign a consent form before a referral is made to specialist services.

Access to most additional support services is now available through one referral to the Inclusive Education Service (IES).

Other referral pathways to additional services are followed as appropriate, including: Educational Psychology Service, Prevention Service, CAMHS, COMPASS, Speech and Language Therapy, the School Nurse, Learning Disability Team and Bereavement Counselling.

Services such as Occupational Therapy or a referral to the Paediatrician must be arranged by the family GP.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

All complaints follow the normal school complaints procedures:

In the first instance it is advisable to contact your child's teacher, then the Year Leader, then the SENCO, then the Assistant Headteacher for Inclusion, then the Deputy Head/Head Teacher.

If you still do not feel your complaint has been satisfactorily resolved, please contact our named Governor for SEND – Mr Shaun Marshall.

In addition you may wish to contact a member of the Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) – see link on school website. Staff from SENDIASS can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups. The SENDIASS coordinator in Scarborough is Angela Cavill and she can be contacted on 01609 536923.