

SEN Provision at Gainford CE Primary School

At Gainford CE Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

Gainford CE Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

HOW WE SUPPORT SEN

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, and school can help by putting in extra support and by working in partnership with yourself. It may also be

due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Dyscalculia (difficulties with number work)
- Autism
- ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Other Physical/Medical Needs

Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

Because of this, schools must:

- Talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving
- Appoint a member of staff as the Special Educational Needs Co-ordinator (SENCO)
- Have a written Special Educational Needs policy – a copy should be made available for parents
- Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to schools by the government which outlines what schools should do to support pupils with SEN and gives recommendations for good practice

Examples of the type of support which may be provided may be as follows, but will depend on the nature of the child's needs:

- Differentiation of work in class (and homework)
- Some additional small group support with a teacher or support staff
- Additional resources e.g. word banks, number squares, use of commercial schemes
- Teaching activities to be adapted to the preferred learning style of the child, e.g. a multisensory, practical approach or use of visual cues
- Use of ICT to support learning
- Individual behaviour systems/charts

- Adaptation of the Curriculum or classroom
- Interventions to support specific difficulties (i.e. dyslexia, dyspraxia)

Both teaching and support staff are involved in regular training to support the work they do with children with SEND. This includes having sound knowledge of, for example, dealing with communication difficulties, children on the autistic spectrum and dyslexia.

Support staff have further specialised training for both these and other areas of need within our school.

Specific training to deliver interventions has included:

- Working with children's Speech & Language difficulties
- Supporting children with ASD
- Lexia
- Team Teach
- De-escalation strategies
- EpiPen Training
- Epilepsy Training

HOW DO WE IDENTIFY AND ASSESS CHILDREN WITH SEN?

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Speech and Language Link, teacher assessment/observation). Other methods used by teachers to identify pupils with SEN are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation
- Progress against the Early Learning Goals in the Foundation Stage
- Progress against Literacy and Numeracy Objectives
- Performance against National Curriculum level descriptors
- Standardised screening or assessment tasks
- Results from SATs (end of Years 2) and teacher assessment in Year 1.

If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENCO) will assess:

- What your child is good at and what they need help with
- What your child would benefit from learning
- How best to help your child learn

Once provision is identified, time is allocated to individuals or groups to best suit their learning style, ability and need.

This is monitored and can be changed once the impact is assessed.

Monitoring and Tracking of children with SEND is through the same methods as identification. Assessment is ongoing, although more formal once each term. Identified needs are evaluated and discussed in light of assessment results and through staff discussion.

PASTORAL MEDICAL AND SOCIAL SUPPORT

The care, guidance and support in our school is excellent and we pride ourselves in knowing every child's abilities and needs.

Our well trained staff are up-to-date with many aspects of well-being, some having very specialised skills which can support children with complex needs or in vulnerable circumstances.

Children may also have access to a Counsellor, and families may be supported by the Parent Support Advisor. The school works closely with 'First Contact' services and the Education Welfare Officer.

Several members of staff are trained in specific medical procedures for children with identified needs. Almost all staff have some form of First Aid training, from basic to enhanced. Staff are also trained in delivering medicines in school.

Our school is accessible to all of its users and there are very few steps. The curriculum can be modified for those who require for example there is an accessible toilet area.

HOW WE CONSULT WITH OUR SEN PUPILS

Teachers/SENCO and Support Staff identify where provision is needed. Provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

The children have regular meetings with Support Staff to discuss their progress and support.

Parents are able to talk to their child's teacher at termly parents/ carers evenings and are also invited at these times to speak to the SENCO about any concerns they have. Parents/ carers should be aware of our 'open-door' policy and are welcome to come into school at any time to discuss any concerns they may have.

For children with the highest level of need/support, the school, and everyone involved with the child, will attend an Annual Review to determine future levels of support and provision.

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area

for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

At Gainford CE Primary School we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Further information about the Local Offer can be found on the County Durham Families Information Service (FIS) Website. A link to this site is below:-

<http://www.countydurhamfamilies.info/kb5/durham/fsd/home.page>

The school is also developing its own more specific offer.