



Gisburn Road Community Primary School

SEND Information Report

2022- 2023

Schools contribution to the local offer

Our Vision

At Gisburn Road Community Primary School in Barnoldswick we nurture, inspire and challenge everyone to have the confidence. Skills and values to thrive and achieve.

Our values are: Respect, Trust, Honesty, Kindness and perserverance.



SEN Information Report 2022-2023

Welcome to our SEN information report which is part of the Lancashire Local Offer for learners with Special educational Needs (SEN). All governing bodies of maintained settings have a legal duty to publish information on their website about their policy for pupils with SEN. This information is updated annually.

At Gisburn Road Community Primary School we value all members of our school community. Our local offer has been produced with staff and governors and in line with the LA's offer which can be found here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Contacts

Head teacher: - Mrs Nicola walker

Special Educational Needs Coordinator (SENCO) :- Mrs Susanna Whittaker- 01282 812287 or senco@gisburnroad.lancs.sch.uk

SEN Governor: - Mrs Michelle Holman

Definition of SEN

The term **special educational needs** is described in law in the Children and Families Act 2014 as:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream

post-16 institutions.

3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Disability

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as:

'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Department for Education has identified four broad areas which cover a range of needs. Some children and young people may have needs that are defined by more than one of these areas.

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory/and or physical needs

Our Approach to Teaching Learners with SEN

Gisburn Road Primary is a mainstream primary school. At Gisburn Road Community Primary School we ensure that all pupils are equally valued by having access to a broad and balanced National Curriculum which is differentiated to meet all our children's needs and abilities.

Identifying Special Educational Needs

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or***
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

Where pupils’ progress is significantly lower than their peers, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered by class teachers, teaching assistants, SENCO, assessments and through speaking to parents.

There can be many reasons for learners ‘falling behind.’ These may include absences, difficulties with communication, or lack of confidence. Staff within our setting understands that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

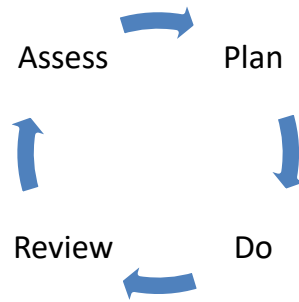
What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher. Where appropriate the concern will be shared with the Special Educational Needs Coordinator (SENCO)

Support for children with Special Educational Needs

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. The school, SENCO or outside agencies may carry out some further diagnostic tests or assessments. (with parental permission). If a learner is identified as having SEN, we will provide support that is **‘additional to’** or **‘different from’** the differentiated approaches and learning arrangements normally provide as part of high quality, personalised teaching’ intended to overcome their barrier for learning.

When providing support that ‘is additional to’ or ‘different from’ we engage in a four-stage process: Assess Plan, Do and Review.



Assess – this involves taking into consideration all the information gathered from our assessments, observations and discussions with parents or carers.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Targets will be set and recorded on our Targeted Learning Plans (TLPs) and will form the basis for the half termly review meetings.

Do – Class teacher/ class teaching assistants will carry out support set in the TLP's, and annotate the plans with progress made.

Review – this stage measures the impact of the support that has been provided, and consider whether changes need to be made. All those involved contribute to these discussions. This stage informs the next cycle, if necessary.

While the majority of learners with SEN have their needs met in this way, some may require an Education Health Care Plan (EHCP)

To keep parent's informed all information in this report and our SEN policy is shared on the website.

At parent's evening, the class teacher will share any information relevant about the child and for those with IEPs the targets and evaluations will also be shared at this time. Should anything need discussing in the meantime parents will of course be contacted by the class teacher or SENCO in the first instance. Parent's views are highly valued and will be recorded at any meeting. The views of the children where possible are also gathered. An updated one page profile of the children is kept and changed as the child develops. We ask the children how they feel about school, their learning and how they can be helped.

There are currently 10 TAs and one learning mentor working in school to support every class with some additional support to be deployed where and when the need arises including in- class support, the one-to one delivery of SEN provision and group interventions.

Adapting the curriculum and environment

The school provides a range of equipment from its own budget such as wobble cushions, weighted blankets, fiddle toys, dyslexic overlays etc depending on the needs of the pupil. A

multisensory approach is used within classrooms to meet the needs of all pupils. Some children's needs can be met through differentiated work, classroom positioning, organisational aids such as visual timetables, large print, pencil grip aids, fiddle toys etc. We are constantly evaluating our provision and resources to meet the needs of the children.

Other children may have targeted and time limited interventions such as further English and maths support, fine and gross motor, nurture, specialist teacher input. Playtimes, lunchtimes and home times can be adapted to meet the specific needs of children as well.

Assessing the Impact of Intervention

Regular reviews will take place (termly) to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the target. These meetings will involve parents. All IEPs have SMART targets (specific, measurable, Realistic, Timed). These are reviewed and monitored regularly by the TA and class teacher. When one target is met a new one should be set. Some children with SEN are tracked and monitored through PIVATs to measure those small steps of progress in maths, English and PSED. These are formally completed termly and the new targets for IEPs set. Targets can be changed and set in between these times as well.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professional, with parents' consent. This might involve: Speech and Language Therapy services, Occupational Therapist, an Advisory Support Teacher or Educational Psychologist.

Where a child has an Educational, Health and Care Plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents or carer, and all other professionals involved with the child.

The SENCo collects and analyses tracking data for all pupils on the SEN register and uses this alongside information gathered from learning walks, discussions with pupil and parents, looking at books and interventions to make a judgement about the effectiveness, The SENCo liaises with the SEN governor once per term to produce a report on the quality and effectiveness of SEND provision.

Preparing for Next Steps

The SENCO attends termly meetings on SEN updates and feeds back to staff. TAs are highly trained and specific courses are booked for specific needs.

Transition is a part of life for all learners. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transition takes place in the Summer Term, arrangements for children with SEN are planned according to individual need. Information will be shared with the next class teacher, or SENCO at their next school.