



SEN Information Report 2018-2019

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.

Head teacher: - Mrs Nicola walker

Special Educational Needs Coordinator (SENCO) :- Mrs Susanna Whittaker

SEN Governor: - Mrs Michelle Holman

Our Approach to Teaching Learners with SEN

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.

- We have effective systems and procedures in place for SEN, taking into account the Code of Practice (2014)
- We have successful communication between class teachers, teaching assistants, SENCO, parents and outside agencies.
- We acknowledge and draw on parents' knowledge in relation to their own child.
- We are committed to developing the knowledge and skills of all our staff in order to manage the challenges and range of needs within the setting, and to ensure that all support is of a high standard.
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development.



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

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)

Assessing the Impact of Intervention

Regular reviews will take place (half 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.

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.

Preparing for Next Steps

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.