



Gorefield primary school SEND information report 2015/2016

## SEN Information Report

SENCO: Miss Helen Fendley

SEN Governor: Sally Bruce

Local Offer Contribution: (website link): [www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)

### Whole School Approach:

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As a school we provide high quality first teaching and additional interventions to ensure the curriculum is accessible to all children at an appropriate level. We create documents and hold discussions around children with SEND to ensure we embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs as set out in our whole school teaching & learning Policy.

**Assess:** The class teacher and SENCO will clearly monitor the needs of every child and ensure all provisions have been put in place before identifying a child that requires SEN support. This will be done in partnership with the child's parents.

**Plan:** A joint plan will be drawn up by the teacher, parents and include the views of the child. These will be reviewed termly.

**Do:** Whatever is detailed on the plan will be done by the named person. It remains the responsibility of the class teacher and SENCO to ensure this is done. The pupil may be part of an intervention programme 1:1 or part of a group led by a trained member of staff.

**Review:** *The plan will be reviewed at least termly and discussed with all those involved. The cycle will continue until the child is removed from the SEN support register.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## **SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

*The above area needs will be addressed through the plans created and additional support given that will be personalized to individual children as seeking advice from other professionals when needed as referred to in our SEND policy.*

As of April 2016 we have 11 number of children or young people receiving some form of SEN Support and two children have statements.

We have internal processes for monitoring quality of provision and assessment of need. *These include lesson observations, pupil progress meetings, classroom audits and*

## **Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Filling in of Pupil passports	Teacher / child	Termly
Joint plan created for children with SEN support	Teacher/ parent/child	Termly more frequently if required
Parents evening / sharing assertive mentoring files	Teacher / parent	Termly

## **Staff development**

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We are committed to developing the on going expertise of our staff. We audit our classroom environments and teachers SEND knowledge. The SENCO creates a plan to ensure our training needs are met. This year our focus is creating an personalized learning environment.

Our Senco Miss Helen Fendley has completed the national award for SEN-coordination and leads all staff in the implementation of the SEND code of practice.

## Staff deployment

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

*Our support staff are deployed to ensure they have the biggest impact to support the needs of our children. This is reviewed regularly and their impact monitored.*

## School Partnerships and Transitions

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 2 children and young people with special educational needs or disabilities and we supported 4 children and young people in their transition to the next phase in education or employment.

*Our approach involved discussions with other establishments including SENCO and class teachers to ensure the children received a smooth transition. The year 6 children attended induction days. Children who needed more induction days due to their SEND were offered them through discussion with other school.*

## Further development

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Our strategic plans for developing and enhancing SEN provision in our school next year include:

Continue to evaluate and meet training needs of teachers

Monitor and evaluate the use of SEN support plans

Ensuring progress of SEND children is still monitored after levels are no longer required.

In preparing this report we have included staff, parents and children and young people through pupil voice activities, and parent /teacher consultations.

**Relevant school policies underpinning this SEN Information Report can be found in the policy umbrellas, or on the 'SEND' page under governance on the school website.**

Admission arrangements and the disability plan can be found in the Governance Umbrella.

**Legislative Acts taken into account when compiling this report include:**

- Special Educational Needs and Disability regulations 2014
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

## Complaints

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- *For our complaints procedure please see Complaints policy.*