



Gayton Primary School



Positive minds, positive futures

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require Gayton Primary School to publish certain information regarding our provision for pupils with Special Educational Needs and Disabilities (SEND). At Gayton Primary School, we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information or alternatively visit our website: <http://www.gayton.wirral.sch.uk/website/send/411051>

School SENDCO: Miss Hudson

School SEND Governor: Mrs Boyd

Link to the Local Offer: <http://localofferwirral.org>

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1. Information about Special Educational Needs and Disability (SEND) provision made at Gayton

Gayton Primary School is a mainstream school drawing children from its local catchment area. It is an average-sized primary school that caters for children from the age of 4 to 11.

At Gayton we endeavour to make our SEND provision:

- Appropriate for the pupil
- Inclusive and within a mixed ability class
- Co-ordinated by the class teacher, SENDCO and Senior Leadership team
- Part of a partnership between parents/carers, the pupil and school
- Regularly updated and reviewed by our Senior Leadership Team as part of our whole school improvement plan
- An integral part of our overall approach to monitoring the progress and development of all our pupils
- Part of the local offer

2. Information about Gayton's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHCPs, including how the school evaluates the effectiveness of its provision for such pupils

We recognise that some of our pupils have a wider range of needs than others and these can be summarised into one or more of these categories:

1. Cognition and learning
2. Social, emotional and mental health
3. Communication and interaction
4. Physical and sensory

All of our pupils' needs are considered on an individual basis and following professional advice, additional support, equipment and staff may be deployed. Staff have a range of experiences, skills and knowledge that they bring to our general teaching team and use to support the identification of pupils with SEND. Concerns about a pupil's development in the four above areas may be highlighted from a variety of different agencies, not only school, including: family, health professionals and social care teams.

As a school we seek and follow advice from a range of specialists including:

- the local authority's Educational Psychologist
- school nurse
- family support workers
- pastoral support
- special educational needs advisory and assessment team (SENATT)
- speech and language therapists
- Early Reading and Phonics Intervention (dyslexia friendly approaches embedded)
- Child and Mental Health Services (CAMHS)
- Gilbrook outreach
- Occupational therapists
- ASC team
- EHCP team

This advice is then used to support the identification, assessment and to develop the provision for pupils with SEND, whether or not they have an Education, Health and Care Plan.

Pupils may be identified as having SEND if their development in all or any of the four areas mentioned is:

- Very different from that of their peers starting from the same baseline
- Significantly slower than that they previously attained

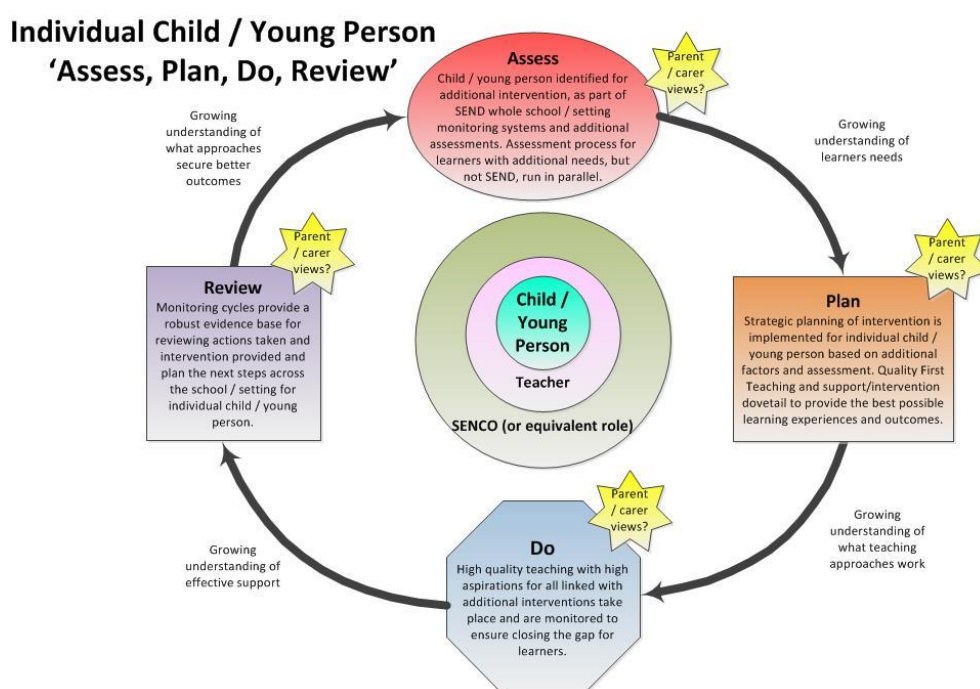
- The gap between the pupil and their peers widens
- Support is required to prevent a progress or developmental gap growing wider

Provision is planned and delivered for all pupils by the class teacher who, where appropriate, may have some additional support such as a teaching assistant, advice from the SENDCO or a support agency. All pupils are tightly monitored and their progress is tracked. Monitoring and assessment takes place in many forms including observation, pupil views, and formal and informal testing of all learning and interventions. Pupil successes are celebrated and, where further support is needed for development, this is explored through the SENDCO and then the Local Authority. In very rare cases, pupils may receive an individual Education, Health and Care Plan when their needs are educationally driven and complex.

Interventions themselves are reviewed and adaptations made to drive forward our pupils' successes. Pupil premium funding may be used to support SEND pupils. The effectiveness of SEND provision is monitored by the Senior Leadership Team and governors.

3. Information about how we make provision for pupils with SEN including: evaluation of effectiveness, assessment and reviewing process, adaptations to curriculum, additional support and wider support

a) All interventions use the 'Assess, Plan, Do, Review' cycle. If we feel a child may need additional support we will assess their areas of need, plan the appropriate interventions and review the impact of provision regularly to decide whether or not the child is making progress.



b) The progress of a child will be assessed in a variety of different ways depending on their needs. In our school we monitor the progress of reading using the Salford assessment, numeracy is monitored using Sandwell assessments and we assess spelling by testing the children on particular phonic phases or common exception words/high frequency words. For a child's general understanding we use Welcomm as an assessment. PIVATS also allows us to monitor progress for the following areas; number, shape, space and measure, reading, writing, speaking and listening. NFER Standardised Tests enable us to track and monitor pupil progress against standardised testing and highlight any children who may be falling below average.

c) All children receive class teacher input via high quality classroom teaching. The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Different ways of teaching may be implemented so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted to your child.

d) All lessons are adapted to meet the needs of your child and the class. Within classes, grouping of ability, mixed and independent work is used to support all pupils. Specific strategies may be used (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.

e) If a child's needs goes beyond classroom differentiation, we may consider them to take part in the Early Reading and Phonics Intervention or daily precision teaching to support reading and spelling difficulties. We may also liaise with the Educational Psychologist or other appropriate agencies to seek further advice, such as the school nurse, CAMHS, the ASC team etc.

f) For pupils who may have a physical need, we ensure they are able to engage in all the activities in the school by using appropriate apparatus to allow pupils to take part or use teaching staff to support the children when necessary. Advice is sought from outside agencies such as Occupational Therapy and any recommendations are implemented to fully to remove any barriers to accessing the learning environment or task at hand.

g) To help develop children's social, emotional or mental health in our school we may use various interventions such as, Time to Talk, The Homunculi Approach to Social and Emotional Well-being and Socially Speaking. We also use the Rest Easy method as a whole school approach to wellbeing. Advice is regularly sought from CAMHS and their resources are implemented where appropriate.

4. Information about the expertise and training of staff in relation to pupils with SEND and about how specialist expertise will be secured.

All teachers at Gayton Primary School hold a teaching qualification at degree level and our teaching assistants are appropriately experienced. Staff have a wide range of length of experience at dealing with different pupils' needs. On-going training is available for all school staff to keep them informed of current developments within education either internally at school or via the Local Authority.

Where staff feel that additional support is needed to supplement their teaching of a pupil, advice is sought via colleagues, team leaders, SENDCO and/or Senior Leadership Team. If further support is needed for a pupil, advice and recommendations may be given from the team of professionals mentioned in section 2 or other agencies as needed. Other agencies (e.g. school nurses/occupational therapist) may come into school to monitor pupils' progress although parents/carer will need to attend clinic appointments at a different location. Specialist expertise for children requiring additional SEND support is secured through the SENDCO who uses Local Authority recognised agencies. The amount of input from these agencies differs through the year depending on the pupil's needs.

5. Information about how equipment and facilities to support pupils with SEND will be secured.

Children who have SEND needs are supported through the use of either a Personal Care Plan (PCP), an Additional Support Plan (ASP) or an Education and Healthcare Plan (EHCP).

Personal Care Plans and Additional Support Plans are written by the class teacher and detail the support the pupil will receive within the school to enhance their development and support their learning. Most provision, equipment and facilities on these plans will be devised by the class teacher and their team within the classroom. For a small group of pupils, this provision may need to be supported by the SENDCO who may need to involve other agencies in developing class teaching techniques etc.

Any child who is on the SEND register at Gayton Primary School will have a One Page Profile incorporated into their plan to accompany their targets. This will help to support the child in any setting, with any adult that may work with them, and the information is gathered from parents, peers and the school when it is prepared.

For pupils with a medical condition, an Individual Health Care Plan (IHCP) may need to be written to guide staff about how to manage these pupils' needs. Other pupils with more complex medical conditions may need to have a plan written that involves medical agencies as well as attending the meeting. If additional equipment is needed to support medical needs within school, this would be detailed at these meetings and provided by the medical team. Gayton also has a small designated medical/disabled facility that these pupils may use.

If pupils' difficulties go beyond the school's expertise, further advice may be sought from the Local Authority. This is a longer process and may take up to twenty weeks to complete. For children requiring additional funding, there are now two options offered by Wirral Borough Council - Pupil Funding Agreement (PFA) or Education and Health Care Plan (EHCP). If a pupil obtains a PFA, they would continue to be educated at Gayton. If an EHCP is given, the Local Authority would look at their facilities within the borough and decide on the most appropriate school to support a pupil - this may be Gayton or at a specialised base or school. For both a PFA and an EHCP pupil, parents/carers, schools and other agencies need to work together to achieve a productive outcome.

Pupils may also have additional input through the use of pupil premium money and personal budgets in the future.

6. Our arrangements for consulting parents of pupils with SEND.

Parents/carers are always welcome to come into school and make an appointment to see a member of staff to discuss their child. Often this takes place as an informal, quick chat at the end of the school day. If further time is needed, appointments should be made at the school office. Parents are invited into school at least once each term to discuss SEND children's progress.

Parents and other agencies involved with a pupil who has an IHCP, PFA or EHCP will be invited to an annual review that would normally take place in school. All people present are invited to help develop the support for the pupil for the following year.

7. Our arrangements for consulting and involving children with SEND about their education.

Pupils with SEND are invited to comment on their One Page Profiles and may be invited to help formulate targets for their Personal Care Plans or Additional Support Plans. All staff listen to pupils and endeavour to respond to their needs.

8. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints or issues concerning children with SEND should first be addressed to the class teacher. If the issue is not dealt with or the parent/carer feels uncomfortable approaching the class teacher, they should be directed to the SENDCO, Deputy Headteacher or Headteacher. Complaints may further be addressed to the SEND Governor, Mrs Boyd, or the Chair of Governors, Mrs L Cowan or Mrs L Mann.

9. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Wirral SEND Partnership (formerly Parent Partnership) is an impartial, independent and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities.

<http://www.wired.me.uk/Parent-Partnership.asp>

10. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.

When a pupil starts at school, we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEN, the SENDCO and teachers should be informed of this from their previous setting or by their parents/carers. Before a pupil starts at our school, parents/carers are encouraged to talk to staff about any concerns they may have about their child's or children's development.

At Foundation Stage (EYFS), staff will arrange meetings with parents and a staged school induction. For children in Key Stage 1 and Key Stage 2, visits before the pupil starts at our school can be arranged and an appointment with the class teacher can be made at any time either in person or by phone to discuss your child. Between each phase in school, children are given transition time before they start in their new phase. Staff will spend time discussing their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. At the beginning of the new academic year, children are familiarized with their new setting and routine to ensure a good start to the new academic year.

For secondary school transfers, year head and SENDCOs talk to our staff at school and additional meetings are held when felt necessary, which many parents and pupils are both invited to. For some pupils, the secondary schools may provide additional transition support.

Please remember that there is further information to be found in our Frequently Asked Questions section of the website and we also welcome any parent/carers to contact us directly if they need any further advice.