

(Special Educational Needs & Disability)

<ul style="list-style-type: none"> • What kinds of SEND are provided for at Peter Gladwin Primary School (PGS)? 	<p>At PGS we aim to meet the needs wherever possible of all children identified as having cognitive and learning needs, communication and interaction needs, social, emotional and mental health difficulties or needs and sensory and/or physical needs.</p>
<ul style="list-style-type: none"> • How is SEND identified at PGS and how are children’s needs assessed? 	<p>The SENCO at PGS is Mrs Callard who can be contacted by phone on 01273 294959 or by email on pollycallard@gladwin.brighton-hove.sch.uk</p> <p>At PGS class teachers and the Senior Leadership Team (SLT) including the SENCO meet regularly to discuss the progress and attainment of all children. Children who are not making expected progress or whose attainment is below year group averages are identified and tracked and additional interventions are planned to meet children’s needs. Children who are given additional support, through an intervention, are identified as having SEND and are added to the SEND register. Children whose needs continue to cause concern after being given additional support may be referred to relevant specialised services in consultation with the family. In some cases assessment for an EHCP (Education, Care and Health Plan) may be requested by the school, in consultation with the family, through the LA (Local Authority). If assessment is agreed and a child receives an EHCP, it is reviewed annually by the family, school setting and all agencies involved in the child’s education to best meet the evolving needs of the child.</p>
<ul style="list-style-type: none"> • What are the arrangements for consulting parents/carers of children with SEND and involving them in their child’s education at PGS? 	<p>Once a child has been identified as having SEND we will inform parents and carers of the additional support we would like to offer, and welcome their views, this is part of our Graduated Approach to include parent/carer voice within our planning for SEND provision. At PGS we plan carefully for transition points in the lives of children with SEND – from year group to year group, across key stages and to other schools – including secondary school and will always involve parents/carers in the development of plans. PGS has many links with other agencies to support families and children and we are always happy to discuss these services with parents/carers as a child’s needs become apparent or diagnosed. Any involvement with other agencies to help meet children’s needs will always first be discussed with parents/carers.</p> <p>Mrs Callard is available for contact every day by email and every day apart from Tuesday by phone to discuss with parents of children diagnosed with SEND, any aspects of their school experience.</p> <p>Parents can find information about wider SEND services throughout the city via Brighton & Hove LA’s ‘Local Offer’.</p>
<ul style="list-style-type: none"> • What are the arrangements for consulting children with SEND and involving them in their education at PGS? 	<p>At PGS we value children’s views and are looking to becoming a Rights Respecting School where Pupil Voice is integral to all that we do. When planning for SEND provision our Graduated Approach takes into account the child’s views and feelings about where they are at with their learning and any difficulties that they may be experiencing. As part of our intervention group monitoring process children’s views and feedback are always taken into account. All children are expected to attend parent consultation meetings with their parent/carer and class teacher so that they are fully aware of the next steps in their learning. Children who have an EHCP are asked to contribute to their annual review.</p>

<ul style="list-style-type: none"> • What are the arrangements for assessing and reviewing children's progress towards outcomes at PGS? 	<p>All families at PGS are invited to two Learning Partnership Meetings during the academic year. This is a ten minute appointment where child, family and class teacher meet to talk about their child's strengths and areas for development, attainment and progress. The aim of these meetings is to share targets and ensure that everyone knows how these targets can be achieved. If parents would also like the SENCO to attend these meetings it can be arranged. In addition to these two meetings, in the Summer Term an annual report goes home with each child with the opportunity to discuss this during the last week of term if required.</p> <p>All children are formatively assessed continually through targeted questioning, peer learning and marking, observation and other techniques. Summative assessment is also used to assess whether a child has met their targets. Assessment and review form part of the Graduated Approach to the identification and support of SEND whereby children who do not make adequate progress or whose attainment is below year group averages are identified regularly. Parents and carers are informed termly of any plans for additional intervention and invited to meetings to discuss the programmes and ways of supporting at home. At PGS we use an assessment/plan/intervention/review cycle and let parents and carers know if their child's support will continue, change or end as a result of the progress made.</p>
<ul style="list-style-type: none"> • What are the arrangements for supporting children in moving between phases of education at PGS? 	<p>Each year in July PGS have a transition morning. Where possible this is in line with the Local Authority's Transition Day. On this day the children in Year 6 attend transition sessions at their new schools. Where a child is attending a school in another Local Authority or transitioning into the private sector alternative arrangements are made. On this day in school all other year groups will get the chance to spend the morning with their new class teacher in their new classrooms. After this day there are additional opportunities for children to have shorter sessions in their new classrooms and to spend time with their new teachers.</p> <p>Children with SEND may or may not need an enhanced transition programme. For the Year 6/7 transition the SENCO at PGS will liaise with the SENCO at the new school and work closely with current class teacher, parents and child to ensure that a transition plan is put together to meet the needs of the child. If a child requires an enhanced transition for in school year group transfer, again the SENCO and class teachers involved will work closely with the parents and child to ensure that their needs are met.</p>
<ul style="list-style-type: none"> • What is the approach to teaching children with SEND at PGS? 	<p>At PGS all class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have additional needs and may have SEND. The SLT and class teachers regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.</p>
<ul style="list-style-type: none"> • How are adaptations made to the curriculum and the learning environment of children and young people with SEND at PGS? 	<p>At PGS we deliver the EYFS and National Curriculums. A topic based curriculum has been developed which operates on a two year rotation. Adjacent year groups plan together (Years 1&2, Years 3&4, Years 5&6) to ensure that all children access the whole curriculum through three topics per year group. Teachers also plan carefully to ensure that full coverage for the core subjects – Maths, English, Science and ICT is offered. When planning individual lessons the needs of the whole class are taken into account and will be differentiated for accordingly. Varying needs may</p>

	<p>affect the group sizes, classroom layout, degree of stimulating visual resources, additional audio equipment, enlarged texts, braille resources, ICT resources, and where lessons are delivered, for example, indoors or outdoors. All class teachers are skilled and able to make necessary adaptations and will seek additional advice from SENCO or outside agencies when necessary. If it is felt that necessary adaptations cannot be made, communication between school and home will hopefully serve to rectify this.</p>
<ul style="list-style-type: none"> • What is the expertise and training of staff to support children and young people with SEND at PGS? 	<p>All staff at Peter Gladwin School undertake regular professional development, this includes training specific to meeting the needs of children with a wide range of SEND. Members of staff may also be sent on specific courses if they need some specialist skills or knowledge to meet the needs of particular children. This could either be in-house or delivered externally. All teachers and support staff undertake induction on taking up a post and this includes a meeting with a member of the SLT to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. PGS is a member of the Portslade Partnership's SENCO group where ideas and evidence-based practice are shared, and provision is developed in a mutually supportive way. PGS has many staff members with individual skills and strengths to support the professional development of others. A member of staff is a Brighton & Hove Attachment Lead, and attends regular network meetings to update her skills and knowledge; another experienced teacher has a Post Graduate Diploma in SpLD (Specific Learning Difficulties) or Dyslexia. The current staff team at PGS have had training in the use of Clicker software to support children with literacy difficulties, training and strategies for meeting the needs of learners diagnosed with ASC, training to support children with hearing and visual loss and impairment, strategies and resources for sensory integration needs, and strategies for behaviour de-escalation and conflict management. Specific staff have been trained to meet the medical needs of the current cohort and to oversee and deliver intervention programmes to boost maths, reading and writing skills. Staff confidence is audited annually and a programme of whole school professional development is planned for INSET days and at other times.</p>
<ul style="list-style-type: none"> • How do we evaluate the effectiveness of the provision made for children with SEND at PGS? 	<p>All children who do not make adequate progress or whose attainment is below year group averages are identified regularly at Progress Review Meetings, where class teachers and SLT decide whether to plan additional intervention. This will include some children with SEND and some without SEND. Intervention groups will run over a set period of weeks and class teacher and intervention leader work together to set an expected level of progress. The SENCO is responsible for tracking and monitoring this progress as well as the progress made by all learners with SEND. This information is then used as part of an assess/plan/do/review cycle in order to meet the needs of all SEND learners, to enable expected rates of progress for all.</p>
<ul style="list-style-type: none"> • How are children with SEND enabled to engage in activities available with children at PGS who do not have SEND? 	<p>As when planning individual lessons, when activities are planned for, the needs of the whole class are taken into account and will be differentiated for accordingly. Varying needs may affect group sizes, additional expertise or resources being secured, or alternative inclusive activities to be provided for the whole group. All class teachers are skilled and able to make necessary planning adaptations when and will seek additional advice from the SENCO or outside agencies when necessary. If it is felt that necessary adaptations cannot be made, communication between school and home will hopefully serve to rectify this.</p>

<ul style="list-style-type: none"> • What support is there for improving emotional and social development at PGS? 	<p>At PGS there is a counsellor in school for one day a week. This service can either be accessed via a referral made by school after discussion between school and parents, or a child can attend a drop on session. This is individually or with a friend if necessary.</p> <p>In addition, at PGS there is a full time learning mentor. The mentor's role is to support individual children in class with their learning where they may be experiencing barriers, individual support for emotional and social development outside the class, or group session to explore self esteem issues, friendship issues or social communication difficulties.</p> <p>Pupil Voice is regarded highly at PGS school and children are encouraged to share their views on a range of topics. At PGS children in Years 4-6 complete the LA's Safe and Well at School Survey which the PSHE coordinator uses to inform planning of the school's Anti-Bullying Week focus.</p> <p>Whole school assemblies are used regularly to remind children of the PGS Golden Rules and also who they can talk to if they feel they need to.</p> <p>Structured Conversations between the school and families are also used to engage children more in specific areas of their learning which in turn boosts the emotional and social development of the child.</p>
<ul style="list-style-type: none"> • How does PGS involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families? 	<p>Often children who join PGS with SEND are already involved with other bodies. The SENCO will liaise with all bodies to ensure the same level of service continues at PGS where possible and appropriate. Children who are not already involved with other bodies but whose needs continue to cause concern after being given additional support may be referred to relevant specialised services in consultation with the family. The SENCO will work closely with all other bodies to ensure that relevant members of the school team have the necessary skills and knowledge to meet the needs of a child. If a pupil's needs cannot be fully met through this provision, assessment for an EHCP (Education, Care and Health Plan) may be requested by the school, in consultation with the family, through the LA (Local Authority). This EHCP is reviewed annually by the family, school setting and all agencies involved in the child's education to best meet the evolving needs of the child. Progress over the past year is looked at and new targets are set for the coming year at an annual review meeting. All other bodies involved with a child will be asked to deliver a report and/or attend this meeting. If any staff members have concerns regarding the safeguarding of a child at PGS they will follow the Safeguarding Protocol and MASH will be contacted if necessary.</p>
<ul style="list-style-type: none"> • What are the arrangements for handling complaints from parents of children with SEND about the provision made at PGS? 	<p>The Parents/Carers Guide to School Complaints can be found on the Peter Gladwin School website. In the case of any parental SEND provision or practice concern expressed to the Governing Body, the SEND Governor would be the point of contact. The SEND Governor for Peter Gladwin School is Judy Grahame.</p>