

GARRETT HALL PRIMARY SCHOOL

Special Educational Needs Information for Parents & Carers



This report was initially completed in collaboration with school staff, parents/ carers, children and young people in 2014 and is reviewed annually.

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory or physical needs

How do we Support children with Special Educational Needs and Disabilities?

At Garrett Hall Primary School we are committed to ensuring equality of education and opportunity for all our pupils including those with special educational needs and disability.

We will make reasonable adjustments to ensure that the curriculum, environment and all information is as accessible as possible. We offer a range of strategies to support children with special educational needs and disabilities.

Whatever the difficulty or need we endeavour to enable your child to achieve their educational potential by identifying and providing the most appropriate support available. This support may be offered as individual or small group support on a daily, weekly or other basis.

This will be decided on each individual's merits and will take into consideration the individual's needs, classroom situation and personal targets. We are also an Accredited Dyslexia School and have our own Nurture Room.

Classroom Support

Many children benefit from differentiated tasks within the classroom, to enable them to access the curriculum.

In this way children will study the same topics but may complete different types or styles of tasks relating to the same learning outcomes.

The task may also differ in the type of resources and equipment it involves, the work may be of a lower or greater level of complexity and in some cases may involve working with a partner or an adult.

Group Support

We offer a number of intervention groups that a child with special educational needs may have access to during school time. Some of these groups will operate within the classroom under the leadership of a classroom assistant; others may take place elsewhere in the school.

The group work is designed to address your child's areas for development, personal targets and complement their learning experiences within the classroom.

Examples of group support include: Nurture Group, Speech and Language Group, Dyslexia support, extra phonics work, Booster Groups, Social Skills, Managing Emotions and Self-esteem, COOL, Toe by Toe, Plus One Maths Intervention.

Voluntary Support

In school we have a number of parents and other adults who come into school to help with a variety of activities, some of which include listening to readers and helping in the classroom. If you would like to get more involved in helping at school please contact us, either at the office or through your child's class teacher, we would love to hear from you.

As part of our safeguarding procedures all volunteers in school will be required to have a DBS check before they can work with children.

Who provides children with extra support in school?

School employ a number of extra teachers/ teaching assistants to assist children further in the classroom and provide interventions in school.

Each year group has a teaching assistant that works with children to support their learning.

Reception – Miss Lane, Mrs Hughes & Mrs Glover

Year One – Mrs Barry & Mrs Thorpe

Year Two – Mrs Woodall

Year Three – Mrs McCarty

Year Four – Mrs Smith

Year Five – Mrs Greenhalgh

Year Six – Mrs Roscoe.

Other members of the learning support staff include:

Mrs Hughes - Learning Mentor

Mrs Rowland - Dyslexia Teacher.

Miss Burns – Upper Junior Support teacher

On occasion we may feel it necessary to seek support and advice from other professionals who have the necessary knowledge and training in particular fields. These may include

- The School Educational Psychologist
- Wigan's Targeted Support Service
- Wigan Family Welfare (counselling service)
- Speech and Language Therapists
- School Nursing team
- CAMHs (mental health)
- Startwell

Individual Support

For some support programmes children may need periods of one to one intervention during school time. These may include Speech and Language Therapy, Counselling, Mentoring, Behaviour Management, reading support etc. We also have a trained dyslexia teacher working in school part time who we can seek advice and support from.

How do we assess our pupils?

All children in our school undergo frequent assessments to inform us of their progress and to enable us to make decisions about how we can support all our children; and particularly those who may have individual needs.

An example of the range of assessments we may administer to provide us with an overview of your child's needs are:

End of Key Stage SATs, Single word reading and spelling test, phonics screening Non-Word Decoding Test, Ravens Coloured Matrices, British Picture Vocabulary Scale (BPVS), Dyslexia screening tests, Boxall Profile, Connors questionnaires as well as ongoing teacher assessments.

Involvement of pupils

Pupils are:

- encouraged to participate fully in the life of the school
- expected to behave in a responsible and respectful way within a learning context
- expected to play a role in voicing their suggestions as to how the teachers can help them to learn better, e.g. children governors and school council
- able to comment on how they feel they are progressing when the IEP is evaluated, e.g. child's voice section.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs.

Recording

Records are kept on each child. Teachers' SEN class files are stored in a locked area in the office. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the SENCO and information displayed in the staffroom. Care Plans and information from outside agencies will also be stored in the above files.

Admission Arrangements

Please refer to our schools admissions criteria available on our website.

Transition Arrangements

Prior to starting school, the school meets with staff from nursery settings to discuss all pupils so they can make the best start to school.

New children entering Reception are welcomed in for INSPIRE sessions. Where a child presents with additional need of any sort, these will be discussed in more detail.

Where appropriate, a meeting may be arranged with parents and any involved external agencies prior to starting school to identify any additional provision which may be needed. This will then be discussed between Reception staff members, SENCO or Learning Mentor.

Year 6 pupils may have additional transition days to their secondary school. Assessment documents and other necessary paperwork will be transferred with meetings.

Transition meetings with class teachers, SENCO, pastoral manager and representatives from the secondary school are held in the summer term.

When necessary, applications may be made for a special school placement. This will be done with the advice and support from the school's inclusion officer.

How accessible is the school?

Our school is accessible to wheelchair users, with easy access into the building from outside and between buildings. We also have full access to disabled parking on the school site. We have disabled toilets facilities with a changing bed. Reasonable adjustments are made on an individual's needs.

The school's accessibility plan is currently under review by the Governing Body.

Medical Needs

We have identified First Aiders and there is a First Aider on duty at all times of the day. We also have identified staff who administer medicines to children in school. Children who need to take medicine during the school day can have this administered in school, if the relevant form is completed by the parents via the main school office.

Medicines are stored safely (in either a fridge or lockable cupboard) and are administered by the designated member of staff.

We have a medical register which is updated annually when parents make us aware of any changes. A medical concerns board in the staff room to ensure all staff are aware of the needs of the children. We have a defibrillator in school which all First Aiders are trained to use.

Our pupils who have complex medical conditions have Care Plans in place, drawn up in collaboration with our school nurse when necessary. These are available for reference for staff so that information is available at all times.

Epi-pens are kept in a central location and all staff are fully trained on their administration.

Our Education Welfare Officer (EWO) works closely with the school's attendance team and comes into school frequently to help us monitor attendance and punctuality, ensuring that all children are receiving their full entitlement to education. All our safeguarding procedures are robust and up to date.

FREQUENTLY ASKED QUESTIONS

I am worried about my child's progress and think that they may have special needs. What should I do?

If at any time you are concerned about your child's educational progress you should, in the first instance talk to your child's class teacher about your concerns.

Through a Structured Conversation your child's class teacher will be able to listen to your concerns and together we will be able to plan the next steps.

There are a number of things that your child's class teacher will be able to do to support your child within class, working with you and your child to ensure appropriate support is provided.

You may also like/need to speak to the school SENCO – Mrs Horsley.

What is an IEP?

If we feel that your child would benefit from having targets in addition to the ones they already have in class, we may decide to give them an IEP. This is where additional targets will be set to address particular needs in relation to your child and their additional needs. These will be discussed in review meetings and shared with you either through being sent home or through a teacher/parent meeting.

What is a Behaviour Plan?

A Behaviour Plan is a document drawn up between parents and staff where a child has been identified as having a specific behaviour problem. This document identifies the procedures school and parents agree to support a child with their behaviour within school.

What is an Education Health Care Plan?

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered.

The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit a request and detailed report to the Local Authority.

The Local Authority will need to have: (The Local Authority (LA), which in our case is Wigan.)

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's
- particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an TESS teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Inclusion Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

An EHC Plan looks at all the needs that a child or young person has within education, health and care. Professionals and the family together consider what outcomes they would like to see for the child or young person. The time taken to produce an EHC Plan is 20 weeks.

This plan identifies what is needed to achieve those outcomes.

EHC plans may consider :

- The resources that are available will be used flexibly to allow families to make some choices about the provision their child/young person receives.
- A Personal Budget may be available to families to choose how to support the child or young person Parents/carers or the young person can express a preference for a particular school

Where can I go to get more information or support?

Appointments can be made to meet with the School SENCO, Mrs Horsley to discuss specific concerns.

You can also access Wigan Council's 'local offer' via the link:

www.wigan.gov.uk/sendlocaloffer