



Guiseley Primary School

SEN/Inclusion Policy Incorporating Special Educational Needs Information Report

2018/19

In compliance with
Special Educational Needs Code of Practice (2015), Equality Act (2010) and
Special Educational Needs (Information) Regulations (Clause 65)

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities	4
5. SEN information report.....	6
6. Monitoring arrangements.....	18
7. Links with other policies and documents	18

1. Aims

At Guiseley Primary School we believe that all children can achieve their very best. It is our aim to provide a wide-ranging and differentiated curriculum to ensure all children within our care develop a love of learning and can make considerable progress in their learning at our school. We strive to be a wholly inclusive environment for every learner.

Our SEN policy and information report aims to:

- Ensure we provide an enriching curriculum for all.
- Ensure we support all children to achieve their very best.
- Meet the needs of individuals through a wide range of provision.
- Ensure parents, carers and children are able to participate in the provision for SEN children.
- Map the provision for all vulnerable learners through careful staffing deployment and resource allocation.
- Ensure that our choice of interventions lead to good learning outcomes and progression for vulnerable learners.
- Outline the targeted and continuing professional development for staff to ensure we meet the needs of all children in our care.
- Ensure we work productively with the Local Authority and other external agencies as a 'multi-professional' partnership in meeting the needs of all vulnerable learners.
- To ensure we meet the statutory guidance within the Special Educational Needs and Disabilities Code of Practice (January, 2015).

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Ofsted SEN Review 2010 "A Statement is not enough"](#)
- [Equality Act 2010](#)

3. Definitions

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or,*
- *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..."*

SEND Code of Practice (p. 15-16, January 2015)

"Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is

"...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

'Long-term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This means that the definition includes many more children than some realise.

The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those who have SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

SEND Code of Practice (p. 16, January 2015)

4. Roles and responsibilities

4.1 The SENCO

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The name and contact details of the SEN coordinator:

Holly Dryden-Jones

Contactable via the school office: 01943 873359

The school SENCo will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The name and contact details of the SEN governor:

Xxxx

Contactable via the school office: 01943 873359

The

SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Challenge the SENCo proactively on policy arrangements and the implementation of provision across school for children with SEND.

4.3 The Head Teacher

The name and contact details of the Head Teacher:

Sally Buckton

Contactable via the school office: 01943 873359

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure the SENCo is responsible for the ongoing effectiveness of this Inclusion policy.

The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- regular meetings with the SENCO
- discussions and consultations with pupils and parents as appropriate

4.4 Class teachers

All class teachers are contactable via the school office: 01943 873359

Each class teacher is responsible for liaising with the SENCO to agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are underachieving and need to have their additional interventions monitored on the provision map - but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a IEP/IBP to address a special educational need (this would include pupils with statements/EHC Plans)

All class teachers are responsible for securing good provision and good outcomes for all groups of vulnerable learners by :

- Providing differentiated teaching and learning opportunities.
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2015)
- Ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate/specific/severe difficulties
- Physical disabilities
- SEN support but no specialist assessment of type of need

The greatest area of need is within 'Communication and Interaction', which includes those children with Autistic Spectrum Condition. This is historically consistent, although the numbers of children with additional needs in this area has risen over the last few years.

We are also seeing an increase of children with Social, Emotional and Mental Health Difficulties and we have responded to this by changing the staffing structure of the Special Support Assistants.

In admitting pupils with SEN we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with SEN through the school's devolved SEN budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound - to the extent that it could be argued that they would be most appropriately placed in a specialist provision. However, we do not rule this out and would make a

careful assessment of the needs of each pupil in constructive conversation with other agencies.

5.2 Identifying pupils with SEN and assessing their needs

At Guiseley Primary School, we aim to identify any children who have difficulties as soon as possible so that appropriate support can be offered from an early age. We use a wide range of strategies to support our identification of additional needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The following highlights some of the ways in which we commonly detect potential problems:

- Discussion with families around joint concerns;
- Ongoing teacher assessment and observation;
- Informal monitoring of children's speech and language progress;
- Monitoring progress against age-related expectations in the Personal, Social, Health Education (PSHE) curriculum;
- Informal monitoring of children's social skills and friendships;
- Monitoring progress against the Early Learning Goals in the Foundation Stage;
- Monitoring progress against English and maths targets;
- Monitoring progress against National Curriculum age related expectations;
- Standardised screening or assessment tasks;
- Results from Statutory Assessments (end of KS1 and KS2) and Teacher Assessments

5.3 Consulting parents of children with SEND and involving them in their child's education

At Guiseley Primary School, we have an 'open door policy' and will always make ourselves available to discuss your child at a mutually convenient time. We listen to what

parents/carers tell us about their children and we use that information to make sure everyone who works with a child understands their learning and social needs and preferences. This information will be available to all that work with a child through the Pupil Passport (learning/behavior) that is provided in all class Inclusion folders.

Where children have complex needs, their parents/carers are involved in the reviewing and setting of individual targets. These take shape in the form of individual timetables (updated weekly) and Individual Education Plans (updated every half term).

We know that consistency across home and school is vital when supporting a child with additional needs. We believe in sharing successful strategies with parents and taking on strategies from home that will work in an educational setting. We will always aim to have a consistent approach and method to alternative modes of communication, such as Sign Supported English and use of PECS (Picture Exchange Communication).

We aim to have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Consulting children with SEND and involving them in their own education

At Guiseley Primary School, we are committed to listening to the views and feelings of all children in our care.

Where children are able to understand and communicate their ideas verbally, they are asked to contribute to their Pupil Passport. Children are asked to identify areas of strength and areas of improvement. Adults also discuss with individuals what things might help them if they are feeling upset or angry.

Children who are unable to understand or communicate their ideas and feelings verbally are carefully observed by staff to help identify their preferences and dislikes. These observations are then added to a Pupil Passport.

Pupil Passports are considered to be a key document in sharing information with all school staff and copies are also shared with family.

Children who are pre-verbal, also have a 'Communication Dictionary' which outlines the vocalisations of a child and their possible meanings. This gives staff a greater understanding of the individual's likes and dislikes and allows them to respond more appropriately to the child.

5.5 Consulting with external agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care. We seek to respond quickly to emerging need and work closely with other agencies including :

- Targeted Services Lead
- CAMHS
- SENSAP
- Educational Psychology Service
- SENIT
- Leeds SEND Information Advice Service
- Sensory Impairment team - Deaf and Hearing Impairment/Visual Impairment Teams
- Local NHS services
- Early Years SEN support service (Inc Portage team)
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo, Head Teacher or Deputy Head.

5.6 Assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and children as part of assessment and reviews

Children in our school have access to a wide-ranging and differentiated curriculum. Class teachers, the Senior Leadership Team and the Inclusion Team, which includes the SENCo, closely monitor the progress of children. Children's progress on the school's electronic assessment system each term and is analysed in depth by teachers and members of the Leadership Team at termly pupil progress meetings.

In accordance with the SEN Code of Practice, Guiseley Primary School uses the 'graduated approach' and four-part cycle of **assess, plan, do, review** when planning to meet the needs of all children. Most children's needs are met through Wave 1 Quality First Teaching (QFT - see below for further details). If children are identified as making low levels of progress, they would be given interventions in reading, writing or

maths, which would usually happen within a small group of peers. These are called Wave 2 interventions and are short and focused. At this point, the child will be placed on the Inclusion Register; a register used in school to track what interventions are taking place. An Individual Education or Behaviour Plan is reviewed at parent's evenings with the class teacher, parent and child.

If the pupil does not make acceptable levels of progress in response to the Wave 2 interventions, children are placed on the SEND Register; a register in school that is used to track the numbers and needs of pupils with additional needs. Advice is sought from outside agencies and professionals. Children then receive more focused, personalized work on a 1:1 basis to help fill any learning gaps. This is called a Wave 3 intervention. Children at this point of the system will always have an IEP or IBP detailing the specific targets that they will work towards. The class teacher in conjunction with the parents, SENCo and other professionals, writes an IEP or IBP. The IEP and IBP is reviewed every half term and will change depending on the continuing needs of the child and the progression of their learning.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views, where appropriate
- Advice from external support services, if relevant

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO, and senior leaders,
- Ongoing assessment of progress made by intervention groups,
- Work sampling, • scrutiny of planning,
- Teacher interviews with the SENCO,
- Informal feedback from all staff,
- Pupil progress tracking using assessment data (whole-school processes,)
- Monitoring targets, evaluating pupils' progress,
- Attendance records,
- Regular meetings about pupils' progress between the SENCO and the head teacher,
- Head teacher's report to parents and governors,

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Some children with complex needs require more specialised interventions which are planned and overseen closely by the SENCo. Progress for these children is also monitored by the Leadership Team with termly reviews being led by the SENCo. Parents, class teachers, support staff and any relevant professionals are always involved in this process.

For children with the most complex needs, it is sometimes necessary to put in place an Education, Health and Care Plan (EHCP - formally known as 'Statements of SEN'). The SENCo, with input from other professionals, writes the EHCP to be assessed by a Multi-Agency Panel. If successful, the EHCPs are then formally reviewed annually, with all adults involved in the education of the child being invited to the meeting. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

5.7 Supporting pupils moving between phases and preparing for adulthood

At Guiseley Primary School, we are very aware that transitions can cause children high levels of anxiety and hence we ensure that transitions are carefully managed both within and across settings in the following ways:

- Within school, staff meet to discuss the needs of all children in new classes
- Towards the end of the academic year, new classes have 'taster sessions' in their new classrooms with their new class teacher.
- We have positive relationships with neighboring schools and meetings and visits are planned to ensure that all relevant information is passed on to the new setting. The program will vary according to the particular needs of the child but will usually involve at least one visit from the new setting's staff as well as a visit to the new setting by the child.
- Transition books or leaflets may be made, for example for child with Autism, providing photographs and visual prompts to support the process.
- For children with a very high level of need, we sometimes consult with external professional agencies.
- Information is always transferred securely either by hand, internal or signed for mail.

5.8 Our approach to teaching pupils with SEND

It is the aim of Guiseley Primary School to include all children, and to enable those with special educational needs and/or disabilities to access a broad and balanced curriculum and to take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognizing the contribution they can make and their right to an economic wellbeing in later life.

The school supports this aim by:

General

- Having a school that offers continuous access to education from the age of two to eleven;
- Providing all staff with appropriate SEND training in key areas of need, for example, Autistic Spectrum Condition and Dyslexia;
- Providing key staff with more specialised training in areas of complex need;
- Providing staff with CPD opportunities to enhance the support they can give to SEN children e.g. Elklan Speech and Language training.

Assessing

- Working with families to identify and meet children's need;
- Observing and assessing an individual's strengths and weaknesses;
- Identifying and working to remove barriers to learning and participation;
- Seeking advice and support from outside experts as appropriate.

Planning

- All classes in Foundation Stage and Key Stage 1 have a Teaching Assistant for all or part of the day, and classes in Key Stage 2 have a Teaching Assistant for at least part of the week depending on need.
- Planning a curriculum to meet the needs of all pupils by considering different learning styles and differentiating tasks accordingly;
- Planning individual curriculums to support the needs of children with the most complex needs.

Doing

- Having a Learning Mentor to work with individuals or small groups on issues that affect children's learning, for example, family break down, friendship issues and bereavement;
- Having a wide range of academic interventions, for example, every day readers, 'Beanstalk' readers, small phonics groups and small maths groups;
- Having a wide range of social groups/clubs to support children's learning of life skills, for example, cooking clubs and team skills sessions;
- Using expertise of support staff to enrich the provision offered, for example, Sign Language Club;
- Making appropriate adjustments to the curriculum;
- Meeting individual children's communication needs, for example, the use of PECS or Sign Supported English;
- Making appropriate adjustments to the learning environment, for example, low arousal spaces to work in;
- Using low arousal 'work stations' in the classroom;
- Having access to sensory materials for children with high sensory needs;
- Having access to a quiet area for Intensive Interaction for those children that need it;
- Having access to a provision room with equipment and resources suited to differing Special Educational Needs.

Reviewing

- Working in co-operation with the Local Authority and other external agencies;
- Involving children in planning support, target setting and reviewing progress;
- Having parental involvement at each stage of their children's education.

5.9 Adaptations to the curriculum and learning environment

We have a very strong policy of inclusion for all, regardless of ability or need and are committed to ensuring equality of education and opportunity for all children with SEND. All children in our care are encouraged and supported in fully participating in school life to the best of their ability. All teachers at Guiseley Primary School are teachers of children with SEND.

In most cases, a child's need will be met through Quality First Teaching (QFT). The Department for Children, Schools and Families (now the Department for Education) defines the characteristics of QFT as:

- High focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of modelling, questioning and explaining by the teacher;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

For those children who have additional needs at any point in their educational career, we respond to their individual needs by, not only acting on advice given or recommendations made by other professionals or services, but also by making adaptations to:

- The curriculum - from minor adaptations to the content taught, to individual curriculum planning for children with the highest levels of need;
- The environment - careful planning around environments that are the most conducive for all learners and specific adaptations, especially around sensory overload;
- Teaching styles - accounting for visual, auditory and kinaesthetic learners;
- The type or design of tasks - differentiation when meeting learning objectives or creation of tasks designed to encourage independence;
- Levels of adult or peer support - 1:1, small group or support within class or across phases by peers;
- The resources used - including sensory play mediums and use of specialist equipment where needed.

5.10 Additional support for learning

We have teaching assistants/specialist support assistants who deliver interventions such as:

- Lego therapy
- Intensive Interaction
- Daily reading support
- Sign Language Club
- Picture Exchange Communication
- Speech and Language Support (1:1/small group)

The Inclusion Team at Guiseley Primary School are also available for parent consultations and support.

5.11 Expertise and training of staff

Teaching staff have opportunities to develop expertise in specific areas. Each teacher has their own curriculum area to lead and it is expected that they keep up to date with changes in their area and share this knowledge with other staff. They attend courses and network meetings, working alongside colleagues from other schools to do this.

Our TAs are very highly skilled. Many of our Teaching Assistants have achieved HLTA (Higher Level Teaching Assistant) qualifications. Our TAs attend some teacher training days and are sent on their own training to develop their skills in particular areas including phonics, effective maths interventions and Dyslexia. Our Specialist Support Assistants (SSAs) also attend training on specific areas of need, such as visual impairment, Lego based therapy, visual communication and autism. TAs and SSAs meet regularly in school to disseminate their knowledge to their colleagues and opportunities are given to learn from each other by shadowing more experienced staff members to share good practice. Weekly meetings with TAs and SSAs also provide the opportunity for in-house training around specific areas. Two TAs in school also attend TA network meetings with schools in the cluster.

Miss Dryden-Jones is our SENCo. She started in this role in September 2018 and is currently completing a Masters in Special Educational Needs at the University of Leeds. She is also the designated teacher responsible for Pupil Premium.

Mrs Bradbury is the designated teacher responsible for Child Protection, Looked After Children and Safeguarding. She is supported in this role by Mrs Buckton (Head Teacher), Miss Adair (Deputy Head Teacher) and Mrs Hewitt (Learning Mentor). All four teachers have had the relevant Child Protection training. Mrs Bradbury is the designated school lead on Early Help Plans (EHPs).

Where necessary, additional expertise can be accessed through the Local Authority and we work closely with Health partners when needed. For example, we currently, or have previously, accessed support from the STARS Team, the community paediatrician,

Clinical Psychologists at Wortley Beck, children's cancer care and the Visual and Hearing Impairment Teams.

5.12 Evaluating the effectiveness of SEN provision

Depending on support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's general assessment systems for tracking the progress of all pupils;
- Termly evaluation of interventions on the provision map;
- Termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need;
- Annual review of Education Health, Care Plans and Funding For Inclusion reviews are prescribed in the SEND Code of Practice (September 2015).

Reviewing provision is part of our everyday practice and takes place not only in our termly pupil progress meetings, but also in response to every lesson. We are continuously assessing, responding to what the children tell us and adapting our provision based on this. The effectiveness of SEND provision is measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to achieve their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. This data will be shared with staff, governor and be judged by external moderators such as Ofsted.

5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

In supporting children with SEND, we adhere to the guidance detailed in the Equality Act 2010. Whenever possible, we provide additional support so that children can be involved to the best of their ability. For educational trips, we make risk assessments and, where possible, make adaptations needed in order to meet individual needs. The accessibility of venues and the ability of all pupils to take part in trips is carefully considered during the planning stages.

Lunch time clubs run by staff are open to all children in school, regardless of their ability or needs. Clubs offered include: Knitting Club, Sports Clubs, British Sign Language Club, Choir and Athletics Club.

School also hosts a number of activities before and after school including a Spanish club, Gymnastics and Lego club as well as the school orchestra rehearsals. However,

some clubs are less appropriate than others and if a child has very complex needs requiring 1:1 support, this will be discussed with parents on an individual basis.

In addition to activities and clubs available to all, we also plan activities for groups of children with high levels of need, for example, swimming groups, life-skills work, cooking club, sports clubs and trips around the local area.

5.14 Support for improving emotional and social development

School has clear and well-planned curriculum opportunities to understand feelings and the teaching of social and emotional skills is an integral part of the PSHCE curriculum.

To enhance the teaching and learning around emotional and social development, we have appointed a Learning Mentor (LM). The LM provides support to children to help them overcome behavioural, social or emotional problems that are effecting their learning. She works with children either on a 1:1 basis or in small groups. Class teachers and the Inclusion team will work with the LM to identify those children who would benefit most from support.

We also renewed our 'Healthy Schools' status in 2018. As part of this, we took the opportunity to work towards becoming a Mindmate Champion. This programme is designed to promote and develop evidence based best practice in social, emotional and mental health skills. Once gained, school will achieve the status of a 'Mindmate Friendly' school.

As part of our Anti-Bullying approach in school, we actively encourage children to gain a better understanding of the needs of all people. We have a series of planned assemblies throughout the year that cover both specific emotions and other areas of need, including Autism, hearing impairments, visual impairments and Down Syndrome.

5.15 Working with other agencies

School staff have strong links with a wide range of professional agencies outside school. Most agencies are accessed through a referral process.

Children's Services

Services available through the Complex Needs Service provided by Leeds City Council such as inclusion workers, educational psychologists and SEN support workers.

School Nurse who offers advice regarding children's health services and helps to write Health Care Plans for our pupils.

- NHS and Private Speech and Language Therapists (Away With Words) who work with children on a range of issues such as developing their use of

language and social communication skills, setting targets and reviewing them as required;

- Specialist Training and Raising Standards Team (STARS), which supports children with an Autistic Spectrum Condition (ASC);
- Visual Impairment Team (VIT) who offer support to schools for children with visual impairments;
- Deaf and Hearing Impairment team (DAHIT) who offer support to schools for children with a range of hearing impairments;
- Occupational Therapists (OT) who can offer support and advice regarding children's physical development and acquisition of motor skills;
- Local Community Pediatrician
- Children and Adolescent Mental Health Service (CaMHS) via Mindmate, to access support for children with emotional and behavioural difficulties;
- Aireborough Extended Services offer a range of support for children in the local area, including accessing services and activities;
- Targeted Mental Health in Schools (TaMHS) counsellor through Aireborough Extended Services;
- Area Inclusion Partnership to support children with complex needs;
- Cluster-based support around attendance.

Family Services include:

- STARs Team, which support children with ASC - 'Cygnet' parenting courses;
- TaMHS counsellors through Aireborough Extended Services, who offer referral to counselling services for parents on a one-to-one basis, also advice for parents from Parent Support Worker and parenting courses;
- Links with Aireborough Children's Centre, where staff offer a wide range of support for families with children under school age.
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5.16 Complaints about SEN provision

We value open communication and staff and school leaders are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding. However, we do have a formal policy for dealing with more serious concerns and complaints, if issues cannot be resolved through discussion.

5.17 Contact details of support services for parents of pupils with SEN

Effective working links will also be maintained with:

Complex Needs Team <http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complexneeds-service.aspx> Contact number: 0113 395 1039

Educational Psychology Service : <http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx> Contact number : 0113 395 1176

Social Services : <http://www.leeds.gov.uk/residents/Pages/Children-Social-WorkServices.aspx> Contact number : 0113 222 4403

Impartial advice can be obtained from the Leeds SEND Information Advice Support Service - SENDIASS (formally Parent Partnership Service): www.leedssendiass.co.uk
Contact number: 0113 378 5020

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

5.18 Contact details for raising concerns

- SEND Governor: please contact via the school office, messages will be passed on and xxxx will contact you.
- Head Teacher: Sally Buckton
- Deputy Head: Chloe Adair

Guiseley Primary School, Oxford Road, Guiseley, Leeds, LS20 9DA

Telephone: 01943 873359

Email: office@guiseleyprimary.org

5.19 The local authority local offer

Information on where the local authority's local offer is published:

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo in conjunction with the Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Child Protection and Safeguarding Policy

Signed by Headteacher:

Signed by Governor:

Date:

Review date: November 2019