

1. What kinds of special educational needs does the school/setting make provision for?



As a mainstream school we strive to be as inclusive as possible. If any pupil in our school has a barrier to learning, we will ensure that we provide them with the best opportunities for them to take part in every aspect of school life.

We make provision for pupils with learning, physical, communication and emotional needs in the classroom and through specific interventions.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?



We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning. SEN provision throughout school is co-ordinated by the SENCO liaising where necessary with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice. Throughout Gilthill Primary School, we continually monitor and assess the progress of all children. Where expected progress is not being made, interventions are put in place to work on the identified difficulties. Parents/carers are encouraged to share any concerns with the class teacher. The SENCO will become involved where appropriate.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?



Our SENCO, supported by the Senior Leadership Team and SEN Governor regularly review the SEN support that is in place and monitor the progress of children within our school. Through monitoring, observing and assessing a child's needs ('assess, plan, do, review') the SENCO works together with the staff to put in place appropriate support and provision to meet identified difficulties. We welcome parent/carer support at all stages.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?



At Gilthill Primary School we encourage parents to discuss any concerns they have with their child's class teacher.

We closely monitor the progress of all children termly. We hold Parents Evenings termly to discuss how children are doing. In the Summer term all parents will receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher.

Some children will have individual SEN targets which will be reviewed at least termly. Parents will be invited to these review meetings where targets will be reviewed and new targets agreed. Other professionals may be invited to review meetings where appropriate.

3.c) What is the school's approach to teaching pupils with special educational needs?



At Gilthill Primary School, we focus on quality first teaching where class based learning is adapted for all children in our school and work is adapted to meet the needs of the pupils. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils whilst addressing children's preferred learning styles. Some individual targets are supported within lessons by the class teacher or a Teaching Assistant; others may be supported outside the classroom through a specific intervention programme which may be delivered by a Teaching Assistant. Sometimes specialist programmes can be offered by outside agencies eg: Speech and Language.

3.d) How will the curriculum and learning be matched to my child/young person's needs?



We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with a variety of learning styles and needs. The curriculum is adapted when required and reasonable adjustments are made to ensure children with SEN are included.

3.e) How are decisions made about the type and amount of support my child/young person will receive?



Some children will need additional support for a set period of time to help meet their needs or progress in their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress or additional assessments carried out by school staff or other professionals. This additional support is monitored closely and discussed with parents and the child where appropriate. Some children will need additional support to ensure they have a smooth transition as they move through school into different classes or key stages. Some children require support for a longer period of time to ensure they can access the full curriculum effectively. Support will be planned by school staff and by external agencies where appropriate. Parents/carers will be kept informed about this support and it will be discussed at termly meetings or more frequently if needed.

3.f) How will my child/young person be included in activities outside the classroom, including school trips?



When outdoor activities are undertaken, whether in school or as part of a school trip, we believe all children have the right to be included. If required, specific risk assessments are carried out. Additional support may be required as well as discussions with pupils and parents of children with SEN to ensure their views are considered.

3.g) What support will there be for my child/young person's overall well-being?



The social and emotional well-being of all our pupils is a priority. Where appropriate, plans are put in place to support a child's well-being following consultation with pupils and their parents/carers. We follow guidance from trained health professionals to meet additional health, medical and personal care needs of individual children. School staff are trained as appropriate to meet these needs. Where a child has complex needs requiring complex arrangements they may undergo a Statutory Assessment Process known as an Education Health Care Plan (EHCP) formally known as a statement. This process is for our children with the most complex needs or where additional clarity is needed around the planning and provision. An EHCP can be requested by school, parents or other professionals.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Mrs Sarah Cregan

office@gilthillprimary.org

0115 9190611

5.a) What training have staff supporting special educational needs had and what is planned?



A variety of training is undertaken on rolling programme. This can either be in house or through external sources. Examples include: training packages provided by the East Midlands Education Support Service and by the Schools and Families Specialist Service (SFSS) These include a wide variety of learning and cognition needs, physical and medical updates, safe handling, communication and interaction) and SENCo training networks.

5.b) What specialist services and expertise are available or accessed by the setting/school?



- Schools and Family Specialist Services (SFSS)
- Educational Psychology Service
- The Healthy Families Team Family Support
- Social, Emotional and Mental Health Team
- Social services Targeted support
- Speech and Language Therapy (SALT)
- Community Adolescent Mental Health Services (CAMHS)
- Multi Agency Support Hub (MASH)
- Voluntary Organisations
- PDSS (Physical Disability Support Service) These can be found on the Nottinghamshire Local Offer website.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting? ^

Where possible we source equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. Our school site is wheelchair accessible, there are disabled toilet facilities including space to accommodate changing and we have a hearing loop. We use symbols and visual timetables where appropriate.

Risk assessments are in place to ensure the safety of all staff and children.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person? ^

As a school, we have an “open door” policy and encourage parents to discuss any concerns they may have, as and when they occur, in person with their child’s class teacher. Parents Evenings are held each term to discuss all aspects of the children’s progress. In the Summer term, all parents receive an end of year written report, detailing progress within all areas of learning. Review meetings for children with SEN are held at least termly.

8. What are the arrangements for consulting young people with SEN and involving them in their education? ^

We actively encourage all children to participate fully in all aspects of school life and, wherever possible, we endeavour to involve children in the setting and reviewing of their targets.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?



If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENCO or Headteacher. If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure which can be found on our school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?



The governing body delegates the day to day organisation and liaison to the SENCO and Headteacher who report back to the full governing body on a termly basis.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?



If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENCO or Headteacher. School will sign post parents to the local offer site.

Parents can also gain support and advice from ASK US Nottinghamshire (askusnotts.org.uk) and the Local Authority SEND Local Offer (www.nottinghamsire.sendlocaloffer.org.uk)

12. How will the school/setting prepare my child/young person to: i) Join the school/setting?

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEN, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies that are providing existing support.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

All children have the opportunity to meet their new class teacher and to familiarise themselves with their new environment. Class teachers liaise with each other to ensure that information is shared. In addition to this pupils with SEN may also have additional visits and time with their new teacher.

Our Year Six pupils attend induction visits to their new Secondary Schools and additional transition programmes are sometimes available for children who require additional visits. Information is shared with the new setting.

iii) Prepare for adulthood and independent living?

In school we aim to prepare all children for adulthood and develop independence to take a full and active part in society.

13. Where can I access further information?

More information can be accessed through the school website, visiting the school directly and accessing Nottinghamshire County Council Local Offer website at http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page