



# SEND Information Report

**“Learning today for the challenge of tomorrow”**

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Gomer Junior School is a two form entry mainstream school with 244 pupils currently on role. Children and young people with SEND have different needs; all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will work in partnership with parents and professionals, to ensure we are able to offer the provision required to meet needs of all pupils at this school.

## **How does your education setting know if children/young people need extra help and what to do if I think my child has special educational needs or disabilities?**

*‘A child or young person has SEND 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 or disability 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 or mainstream post-16 institutions’ (SEND Code of Practice 2015)*

At Gomer Junior School children are identified as having SEND through use of the statements above and in a variety of ways including the following:-

- Liaison with Infant school/previous school
- Information shared through TPA and Annual Reviews (if children are currently on the register of children with SEND or have an EHCP)
- Child performing well below age expected levels
- Concerns raised by Parent/Carer
- Concerns raised by teacher e.g. behaviour or self-esteem is affecting performance
- Liaison with external agencies. E.g. Specialist Teacher Advisory Service, CAMHS etc
- Health diagnosis through paediatrician
- Diagnostic screening and assessment carried out in school

If a parent/carers has any concerns regarding their child they should talk to us first. Firstly contact your child’s class teacher, our SEND Leader or our Executive Head Teacher.

## **How will the school prepare and support my child/young person to join the school, transfer to a new school, or transition to the next stage of life?**

- We encourage all new children to visit the school prior to starting when they will have the opportunity to meet both the staff and children. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings
- If your child is joining the school as a result of a transition from another school, or is moving between year groups, a **Transition Partnership Agreement (TPA)** meeting may be arranged in advance of your child's transition. This meeting, which includes parents/carers and key members of staff and professionals, enables personalised transition plans to be drawn up to ensure that a move is effective and appropriately planned for.
- TPA meetings are particularly important for pupils who have already been identified as having SEND and/or those who have an **Education and Health Care Plan (EHCP)**.
- We offer to write social stories with children if transition is potentially going to be challenging. If you would like this, it can be discussed through a TPA
- We also provide an afternoon session towards the end of the summer holidays for children who may have anxiety related difficulties, to re-familiarise themselves with the staff and setting before the first day back.
- If your child has an EHCP, their Annual Review will be brought forward to ensure that transitions are appropriately staffed, resourced and planned for in the new setting. This is also an opportunity to discuss appropriate educational settings for your child, should you have reason to feel that alternative provision, in addition to (or instead of) mainstream education needs to be considered.
- When children are preparing to leave us for a new school, we arrange additional visits. At our feeder school, Bay House, they run a programme specifically tailored to aid transition for the more vulnerable pupils and this will include additional visits if required.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and signed for upon arrival at its new setting by the Designated Safeguarding Lead.

## **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

- We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers so that a child's best interests are represented, and hope that they are able to do the same with us.
- We also offer an open door policy at Gomer Junior, where you are welcome any time to make an appointment to meet with either the class teacher or SEND Leader to discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership

between parents/carers and teachers, therefore, we aim to keep communication channels open at all times, especially if your child has complex needs so we can ensure we can enable the right provision for your child.

- This SEND Report aims to give an overview of the inclusive provision we are able to offer in this setting.
- **Hampshire's Local Offer** can be accessed through our school website and has been developed with parents/carers to help you find the right services and support for you and your family. [https://www.hantslocaloffer.info/en/Main\\_Page](https://www.hantslocaloffer.info/en/Main_Page)
- When parents' evenings are scheduled in school, there will always also be an opportunity for any parent/carer (even if their child is not yet on the SEND register) to make an additional appointment to see the **SEND Leader (Mrs Karen Digby)**.
- If your child is on the SEND register they will have a **Personal Intervention Plan (PIP)** which will have individual and personalised targets for your child to work towards.
- Targets in a PIP are designed to support your child to make the best of their abilities and progress and attain at a level more appropriate for their age. Targets will be addressed in addition to the normal core subject lessons and may mean that your child is removed for short periods of time (usually in the afternoons) to focus on their target in a small group or on a 1 to 1 basis.
- If your child has complex needs and they have an EHCP, a formal Annual Review will take place each year from the date the first plan was issued. This will consider your child's progress, review the plan's targets and provide information which will be reported back to the **Local Authority (LA)**.
- As a school we measure children's progress in learning against National and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6 using Target Tracker, which gathers data from a variety of different sources including teacher assessment using National Curriculum Phases, Reading and Spelling ages using Salford and Vernon testing systems and summative assessment papers e.g. NFER Tests.
- Children who are not making expected progress are identified via Learning Review meetings held each half term with the Class Teacher, Deputy/Head Teacher and SEND Leader. In this meeting a discussion takes place regarding each child's learning and we review how we can offer further support if required.
- When the child's PIP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Parent/carers are very welcome to make an appointment at any time to view and discuss their child's PIP targets and interventions with the Class Teacher or SEND Leader.

## **How will the education setting staff support my child/young person?**

*'Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'*

(SEND Code of Practice 2015)

- Our SEND Leader, in partnership with our Senior Leadership Team regularly reviews any child with additional needs across the school.
- The class teacher will oversee, plan and differentiate lessons for each child in their class to ensure that progress is made. We aim to use inclusive practices across the school.
- There may be a Support Staff member working with your child either individually or as part of a small group intervention; if this is seen as necessary by the class teacher or required as part of an EHCP.
- Our Learning and Pastoral Support Team (LaPS Team) are a team of Learning Mentors trained and available to provide children with pastoral support when required to enable successful learning experiences.
- We make regular contact with specialised professionals who can give additional advice and support to our staff and parents, so we can work together to provide an effective education for all children.
- As part of the Gosport and Fareham Multi Academy Trust (GFM) we also have access to additional support which can be provided through the staff and services within other schools in the MAT.

## **How will the school be monitored to ensure best practice?**

The SEND Leader reports to the Governors every term to inform them about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEND (Mr David Startin) and meets on a regular basis with the SEND Leader. They also report to the whole Governing body to keep all informed. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

The system provided by the SEND Team is subject to usual school inspections and advice as required.

### **How will the curriculum at your education setting be matched to my child's/young person's needs?**

- Learning is differentiated in class to meet the needs of children accordingly. Typically, this might mean that in a lesson there would be several different levels of work set for the class. The benefit of this type of differentiation is that all children can access a lesson and learn at a level with appropriate challenge.
- If a child has a PIP they may be withdrawn for additional personalised programmes of support, to enable accelerated progress. This will not be during core subject lessons. We aim to ensure all children have a full and varied curriculum, so your child will never be removed from class for long periods of time or be regularly taken out from the same subject.
- Where a child or young person has a physical or sensory difficulty, reasonable adjustments and access arrangements will be put in place (with advice and support given from the Specialist Teacher Advisory Service) to ensure access for all pupils to the curriculum, the physical environment and to information.
- The SEND Leader will regularly update the SEND action plan, alongside the SEND governor, which will detail how the school is constantly assessing, planning, improving and enhancing its provision for children with SEND.

### **How is the decision made about what type of and how much support my child/young person will receive?**

- Your child's needs will be assessed continually by the class teacher and SEND Leader in half termly Learning Review meetings. Following this, allocation of additional support to pupils in need is made, if required. The type of support is determined by the area of need; this may be an academic, emotional or a physical support or learning programme. Most children with SEND will have their needs met within the inclusive setting that Gomer Junior School provides, without further support.
- If your child requires support which is additional to and different from the peer group in which they are in, they may be placed on the SEND register. We will inform you if this is being considered and discuss with you the implications.
- Some children and young people however, may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make enhanced additional provision to support your child's success in a mainstream school.
- The purpose of an EHC plan is to make special educational provision to meet the considerable special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

- An EHC plan can be requested by you or by the school. The SEND Leader will oversee this process in school and will be happy to do so.
- The process of application for an EHC assessment is very detailed and it can take up to an academic year to gather enough appropriate evidence to support the request and demonstrate a requirement for additional funding, so we will ask for both your support and patience if this route is considered.
- If you and the child's current education provider feel that your child may require an education different to that provided in a mainstream school, an EHCP will have to have been issued in order for an application to be made for access to a specialist setting. Please make contact with the SEND Leader if this something you have considered for your child.

### **What support will there be for my child's/young person's overall wellbeing?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child's wellbeing is very important; we have a caring, understanding team looking after our pupils.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, this would be the parent's first point of contact. If further support is required the class teacher liaises with the SEND Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team
- The school has a **Learning and Pastoral Support/Home School Link** team who work under the direction of **the LAPS co-ordinator (Mrs Vicky Wilden)**
- We run a Service Club providing support for our children in Service families. This is an informal after school club offering activities and some trips for children from service families.
- Our whole school curriculum is underpinned by our Foundations of Learning and our Learning Powers. Both are taught to help to fulfil our mission to allow children to, 'Learn Today For The Challenge of Tomorrow,' through life skills considered useful for success.

### **What training is provided for staff supporting children and young people with SEND?**

- Our newly appointed SEND Leader is currently working towards the Masters Level SEND Accreditation required for all SEND Leaders to complete.
- Our support staff receive training as required in delivering intervention programmes to support for example: Numeracy skills, Literacy skills and Behaviour management.
- Some Teaching Assistants and Learning Mentors have received specialised training in providing support for children with specific conditions, including Autism, Dyslexia, ADHD, Attachment Disorder and Asperger's.

- Certain members of Team Gomer are Team Teach trained (only applied as required).
- **Louise Arnold is a trained ELSA (Emotional Literacy Support Assistant)** and forms part of the LAPs (Learning and Pastoral Support Team).
- **Sarah Botriell is trained in FEIPS (Framework for Enhanced Individual Pastoral Support)**
- Two members of the LAPs Team are trained in the nationally recognised Friends for Life Programme.

### **How accessible is your education setting (indoors and outdoors)?**

- The school site is wheelchair accessible with a medical room large enough to accommodate changing. A hoist is also available in this room alongside a flip down changing table and accessible toilet. The lower school toilets are equipped with handrails.
- Resources are borrowed as required and advised from outside agencies like the Specialist Teacher Advisory Service; adjustable chairs, hearing loops, adjustable tables, wheelchairs etc ensure that children and staff with SEND are not at a substantial disadvantage compared with their peers.
- The main building can be accessed with built up flooring which gives smooth and wide enough access through doorways, and through corridors wide enough to enable easy access for those people with aids to support physical disability.

### **How are parent/carers of pupils currently involved in your education setting? How can I get involved and who can I contact for further information?**

- Prior to transition from Infant school, parents are invited into the Junior school to meet the pupils and staff and have a tour of the school. Children with a higher level of need have a transition meeting (TPA) which include the current and new teacher/SEND Leader
- For children who have an EHCP, parent/carers are asked for a written contribution prior to an Annual review meeting to discuss the child's progress and targets
- Parent/carers are invited to come and discuss a child's PIP at any time. Reviews will also be sent home if you are unable to come in and meet with us.
- Parent/carers are welcomed to accompany school trips and become involved in certain areas of school life. Gomer has an active PTA called the FROGJS (Friends of Gomer Junior School). This is encouraged in particular if your child has a SEND.
- Weekly coffee mornings are held by the LAPS team and are an opportunity for parental support and communication on an informal basis.
- Parents/carers are also encouraged to apply for vacancies on the Governing body as they arise

- Parent/carers are also advised to access the school's website and Hampshire's Local Offer online to access further information on support for Children and Young People (CYP) with SEND.

### **What steps should I take if I have a concern about the school's SEND provision?**

- In the first instance any concerns should be addressed to the class teacher. However, if the concern is specifically regarding SEND provision, the SEND Leader should be contacted as well.
- If concerns persist the Head Teacher can be contacted

### **Where can I get further information about services for my child/young person?**

This SEND Information Report can be accessed through our school website and refers to provision in our setting, however this forms part of Hampshire's overarching Local Offer. This can be accessed at [www.hantslocaloffer.info](http://www.hantslocaloffer.info).

The Department of Education website [www.education.gov.uk](http://www.education.gov.uk) will give links to the most recent legislation and guidance for organisations who work with and support children with SEND.

**Written by:** Mrs K Digby

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