

Agenda item: 3.2	Report author: Fola Awofadeju	Date: 28.06.21
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SEN school information report

1. School context

	June 2020 (290)	June 2021 (268)
Number of children with and EHCP	19	21
Percentage of children with an EHCP	6.55%	7.84%
Number of children receiving SEN support	58	51
Percentage of children receiving SEN support	20%	19.03%
Total number of children on the SEN register	77	72
Percentage of children on the SEN register	26.55%	26.87%

Recommendation

The LAB is recommended to approve the SEN school information report.

Report published for parents and available online

Reviewed and approved by the LAB: July 2021

Next full review due: January 2023

Special Educational Needs and Disability (SEND) School Information Report

School Vision & Ethos

Every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

Policies for identifying pupils with SEN and assessing their needs

We know your child needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.
- They have a diagnosis of need.
- They go through a traumatic life experience and find managing this hard.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning need or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and complete the referral to SENDCO form. Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in fundamental check meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

What kinds of special needs are provided for in this school?

We provide for all kinds of needs at the school, usually grouped into four categories:

- Communication and interaction
- Cognition (thinking) and learning

- Physical and sensory
- Social, emotional and mental health needs.

Arrangements for consulting parents and children with SEND

Parents are invited to school when SEN has been identified. They are provided with a termly support plan and invited to provide their feedback and contribute to plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

When a child has an EHCP we always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire.

Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCO to discuss individual needs.
- The SENDCO will talk to the child and parents/carers to find out their views and needs.
- The SENDCO will come to lessons and work with the child.
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).

For all children on the SEND register (EHCP and SEN support), support plans are reviewed three times a year in Autumn 1, Spring 1 and Summer 2. This allows for plans to remain in place over transitional periods of the year. Additional information around the progress of these children is gathered from children in Fundamental check meetings. When a child has an EHC plan. Annual reviews are held (or six monthly if under five) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

To support all children with SEND, a transition week is held each year. This includes a meet the teacher event for parents and child. A pupil passport is used to communicate needs between current and incoming class teachers as well as RAP meetings and a handover day.

Secondary transition includes transition sessions with MHST, WAHM's or SFX a charity specialising in transition. Secondary schools are invited to meet pupils and the SENDco through SEND transition events and a borough wide transition day.

The approach to teaching pupils with SEND

Quality first teaching is used as wave 1 support for all pupils including those with SEND. Setting/streaming is used to enable specific and precise teaching and learning. Some children may require smaller groups, specific pre and post teaching. Special arrangements are made for children working outside their key stage with significant barriers to learning. Targeted interventions to cover gaps in learning are led by teachers and support staff in core subjects.

How adaptations are made to the curriculum and the learning environment of pupils with SEND

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress. Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. Setting/streaming is used to meet needs where children cannot access the age expected groupings.

If a child has been identified as having a special educational need they will have a support plan. Targets will be set accordingly to their area of need. These will be monitored by the class teacher weekly and by the SENDCO at least three times a year. Support plans will be discussed with parents/carers at teacher consultations (three per year) and sent home each term.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

Additional support for learning that is available for pupils with SEN

The school works with both a speech and language therapist and an occupational therapist who both attend the school. The school also works with the re-engagement unit (REU) from Hackney learning trust who attended on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.
- TA adult support in class that promotes independence.
- Precision teaching
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills.
- Invitation to a particular club.
- Mentoring from a member of the pastoral team/ SLT.
- Social and emotional support.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service that works with the school. EP, WAHM's and SALT professionals regularly lead training for teams for staff.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties.
- How to support children on the autistic spectrum.
- How to support children with behavioural, social and emotional needs.
- How to support children in literacy and numeracy.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)

- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- School Doctor
- Inclusion Team

How the effectiveness of the provision made for pupils with SEN is evaluated

Provision for all pupils is observed during regular learning walks and through book looks. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of intervention.

How are pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN?

All children participate in a wide range of activities. Where it is felt that a child with SEN is a challenge to participate in a particular activity then adjustments are considered. This may be in form of assistive technology, additional adult support. This would be facilitated on a case by case basis.

What is the support for improving emotional and social development?

Emotional and social development are promoted across the curriculum and particularly in the PSHE curriculum. Where there is a concern around a children's emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Restorative Justice approach to resolving incidents between children.
- Creating a circle of friends for the child.
- Social skills group.
- Checking in regularly with a member of staff.
- Invitation to attend a particular club after school.
- A referral to Young Hackney.
- A pastoral support plan.
- A referral to the REU and a bespoke plan.

The Gainsborough Primary SEMH ARP – The Aviary offers a therapeutic and educational setting that acts as a bridge for children to learn and manage their social and emotional needs in order to access mainstream education. Parental engagement as well as support from external professionals i.e. SALT, EP etc is essential in preparing the pupils for transition back into mainstream sessions. The ARP takes new admissions of pupils with identified SEMH needs from years 1, 2, 3. These pupils remain at the placement for as long as required before decisions are made at Annual Reviews about induction into mainstream provision.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

The school works closely with agencies when referrals are open. They are invited to Annual Reviews and MAP meetings to review progress, offer support and plan targets. The school supports engagement between families and external organisations, often facilitating and setting meetings.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO.

Formal complaints should be made to governors@primaryadvantage.hackney.sch.uk The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

Named contacts within the school for when young people or parents have concerns

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCO: Fola Awofadeju 0208 985 4622, admin@gainsborough.hackney.sch.uk

Other key people are:

LAB link member for SEN: Victoria Burgher

Federation link governor for SEN: Heather Rockhold

If you have any other questions, please contact the school on: 0208 985 4622

The school's contribution to the local offer and where the LA's local offer is published

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education will allow the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

The arrangements for the admission of disabled pupils

Pupils who have a EHCP will need to contact their current school to request an Annual Review. Through this process the children can name Gainsborough. Hackney Council can facilitate the consultations to complete the EHCP paperwork and admission.

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

The school reviews the Equalities statement and action plan regularly with Governors and staff. This is shared through the school handbook annually. All pupils have access to the full curriculum. Where children struggle to access at age expected levels support is put in place.

The facilities we provide to help disabled pupils access our school

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email transport@learningtrust.co.uk

How to find our school's accessibility plan

The school accessibility plan is updated at least every three years. You can find a copy on our website here:

<http://gainsborough.pa.creativeschools.co.uk/wp-content/uploads/sites/6/2019/08/Gainsborough-Accessibility-Plan-May-18.pdf>

Appendix 1

Contact details of support services for parents of pupils with SEND



<http://www.netmums.com/parenting-support/special-needs>



<http://www.cafamily.org.uk/>



<http://www.hiphackney.org.uk/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



Independent Parental Special Education Advice

<http://www.ipsea.org.uk/>



<https://www.homerton.nhs.uk/hackney-ark/>



Parents for Inclusion

<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people

**Dyslexia
Action**

<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>