



SEND Information Report

Reviewed: September 2021

Next Review Date: September 2022

At Gaskell, children are at the heart of everything that we do and we pride ourselves on being a very happy, friendly and inclusive school where everyone is valued and respected.

The well-being and inclusion of children is paramount to us and as a result, our Assistant Head Teacher, Mrs Vicky Blakemore, has overall responsibility for wellbeing and inclusion and is our Designated Safeguarding Lead/SENDCO. Her role includes supporting all children including safeguarding all pupils, ensuring pupil wellbeing, INA pupils, LAC, SEND and pupil premium pupils. She is responsible for monitoring provision, speaking with parents, children, class teachers and specialists. She schedules appropriate intervention, specialist support or apply funding as deemed appropriate. We also have a well-being mentor whose primary objective is helping support the emotional development and welfare of our children.

Frequently asked questions are answered below, but if you need further support, please contact **Mrs Vicky Blakemore** who can be contacted via your child's class teacher or the School Office on 01204 333666.

General Information/Frequently Asked Questions

1) What should I do if I think my child has a Special Educational Need or Disability?

If **you** are worried that your child may have a Special Educational Need, the first person to talk to is your child's Class Teacher. Your child's teacher will listen to your concerns and discuss if, and how, these might be presenting in school as well. The Class Teacher will then discuss your concerns with our SENCO, who may also ask to meet with you. From this point, together, we will come up with a plan of how best to support your child.

If **we** have any concerns about your child, we will also contact you. This may be because of concerns we have about their academic progress or concerns about their ability to:-

- socialise and interact age-appropriately
- cope / behave age-appropriately
- keep themselves safe age-appropriately
- organise themselves age-appropriately and work with a degree of independence
- make and keep friends

We will also contact you if there are any changes in their well-being or general demeanour.

As part of our Special Needs Policy we would designate a child as having special needs following a period of concern and a number of different tasks being carried out. The child would not be judged solely on the results of tests or on the number of months they are behind the age related standard, but following discussions with you, the Class Teacher and the deployment of appropriate intervention and / or external Specialists, if necessary.

2) What kinds of need are provided for?

At Gaskell we use our best endeavours to meet all kinds of needs; it may be that your child just needs some extra support to achieve their potential, but it could be that your child has some additional emotional, behavioural or social interaction / communication needs.

We also provide for children who, as part of an Education Health and Care Plan, may have a dedicated adult assigned to them during the school day. In the academic year

2020 – 2021 six children with Education Health and Care Plans were provided for and three further applications for an Education Health and Care Plan are pending.

3) What is our school's ethos/approach to SEN and Disability?

Our main ethos around SEND is that all teachers are the teachers of all children. This means that we believe every member of staff in school has a responsibility for our SEND children.

Gaskell is committed to removing any barrier to learning or participation that can hinder or exclude individual children or groups of children.

All children with or without Special Educational Needs receive equality of entitlement to all activities, whether curricular or extra-curricular. Wherever necessary, special provision is put in place to ensure that this is met. This may be by providing a simpler activity but could be in the form of:-

- additional adult support
- use of visual timetables to provide routine and structure
- individualised timetables working on personal targets
- smaller group teaching
- simplified language
- broken down tasks
- additional intervention sessions which concentrate specifically on the area of need and could be delivered as 1:1 or in small groups
- support from Specialist services like Ladywood Outreach Service
- specialist equipment
- speech and language therapy and associated programmes
- well-being therapy

Some of our children need additional targeted support to allow them fully acquire their speech and language. Consequently, we employ an NHS specialist Speech and Language Therapist who works with us for one full day per week. The on-site therapist assesses children within school and then provides individualised, targeted support programmes that are delivered by qualified staff within school. There are currently around twenty children in school who benefit from this service, alongside other children who have more long term, targeted support from outside Speech and Language providers.

Gaskell Primary School also deploys a Local Authority Educational Psychologist for the maximum allowance possible. The Educational Psychologist service provide tailored reports when seeking EHCP applications or targeted support from other services where deemed necessary.

4) How will I know how well my child is doing in school?

There are many opportunities for our parents to get involved in school life and to stay informed about how their child is doing in school.

Each term we hold Parent Evenings where you get the chance to meet one to one with your child's Class Teacher. At the end of each term (after our end of term assessments) you will receive a short written report informing you of the standard your child is currently working at compared to National Expectations. You will also get a more detailed written report at the end of the school year.

If your child is on our SEND Register, you will also be invited to their Pupil Passport Review meetings (which take place at least twice a year) where you will be involved in setting targets for your child and get a chance to discuss your child's needs and progress.

Whenever there is a need to refer your child to a Specialist agency, our SENCO will meet with you to complete an Early Help Assessment. This enables the Specialist agency to concentrate on your child's main area of need and will involve creating an action plan which will then be reviewed with you at least every eight – ten weeks at Early Help Review Meetings.

In addition to this, there are many chances throughout the school year where parents are invited into the school and can talk to us; for example after a school performance, special assembly or at one of our special themed days.

We are always here to help and support you at Gaskell; all of our Class Teachers, Teaching Assistants and members of the Leadership Team are always available to discuss any worries or issues that you may have. If you would like to speak to Mrs Mrs Vicky Blakemore (SENDCO), you can arrange this through your child's Class Teacher or by asking for an appointment at the School Office. It is really important to us that any concerns or worries that you have are addressed quickly, so please don't hesitate to contact us.

5) What support will there be for my child's overall well-being?

The well-being and inclusion of children is paramount to us and as a result our Assistant Head Teacher, Mrs Vicky Blakemore, has overall responsibility for wellbeing and inclusion and is our Designated Safeguarding Lead. Her role includes supporting all children including: safeguarding all pupil; ensuring pupil wellbeing; INA pupils; LAC; SEND and pupil premium pupils. She is responsible for monitoring provision, speaking with parents, children, class teachers and specialists. She schedules appropriate intervention, specialist support or apply funding as deemed appropriate.

We also have a well-being mentor (Mrs Adele Smith) whose primary objective is helping support the emotional development and welfare of our children. This may be help settle in a new child or support a vulnerable child during a difficult period of their lives. It may be used to build self-confidence, develop self-awareness, help your child

manage their feelings or improve motivation, empathy or social skills. This is an extremely crucial service for our young people during these difficult times.

In Early Years, each child is assigned a Key Worker who supports each of our youngest children. The children develop quality relationships with all staff within the unit, however it is crucial to have a main point of contact for each child and family. We can also offer bilingual support, for some languages if required. If your Early Years child is deemed in need of significant 1:1 support, an application can be made to the Local Authority for Early Years Inclusion Funding / Support.

Our new well-structured PSHE Curriculum (link on website) is intrinsically woven throughout our whole curriculum and wider school life. It is designed to support our children to manage healthy relationships, regulate emotions and stay safe when online and within the environment. This helps foster the development of the whole child academically, physically, emotionally and socially.

Our outdoor learning, residential experiences, wellbeing days, trips and special visitors provide further opportunities for children to work together and develop and maintain relationships in different settings and contexts.

We have three accredited Mental Health First Aiders for children (Mr Paul Naylor and Mrs Adele Smith) and two for our staff (Ms Sarah Barlow and Mr James Cranage).

6) How will I be involved in discussions about, planning for, and involvement in, my child's education?

At Gaskell, we believe that partnership with parents is key in enabling all children to achieve the very best that they possibly can. We treat all parents as partners and you are encouraged to play an active and valued role in your child's education. We recognise that parents hold vital information and have knowledge and experience that will contribute greatly to the shared view of your child's individual needs and the best ways of supporting them. Parents will be informed if their child is in need of SEND support and will be invited to their termly Pupil Passport Review meetings.

There will also be Early Help Review meetings held every eight – ten weeks when any additional intervention or Specialist agency is involved.

Where a child has an Education, Health & Care Plan (EHCP), Annual Reviews will also be carried out to which parents are encouraged to attend and at which their views are welcomed and encouraged.

7) How do Gaskell involve children and young people in their education and in the decision making process?

It is imperative to us that our children feel listened to and valued at our school. We have an active School Council and Pupil Forum, who are regularly consulted about

school issues. We also have a reflective feedback session each Friday with each class, where children can discuss the impact of their week and reflect on things that they have enjoyed or that may have not gone so well. Through our rigorous Quality Assurance Programme, we regularly canvass pupil voice through questionnaires and conferences.

In addition, children are encouraged to participate in their Early Help Meetings, Pupil Passport Meetings, EHCP Annual Reviews and LAC meetings (where appropriate) so that their voice can be heard. The SENDCO also carries out SEND pupil conferencing twice a year, where children have the opportunity to answer questions about how supported they feel in school.

8) How will my child be supported in moving between phases of their education?

Our SENCO/ Inclusion Lead meets with the Early Years Leader and Key Stage Leaders to discuss children who may find moving between phases of education more challenging. Specific transition activities will be planned if deemed appropriate.

The SENCO also meets with representatives from all of our feeder High Schools during the Summer Term to update them on the SEND children that will be going to their schools in the Autumn. In addition Gaskell support and encourage children by facilitating additional transition sessions provided by Ladywood Outreach Service at their new High Schools.

9) Who, outside of school, can I turn to for advice and support?

The school works with many external agencies to seek advice and support to ensure the needs of all children are fully understood and met. These include:-

Local Authority Early Years Foundation Stage Team

Ladywood Outreach Service

Health Visiting Service

School Nursing Team

Early Intervention Team

Educational Psychologist

Behaviour Support Service

Child and Adolescent Mental Health Service (CAMHS)

Occupational Therapy

NHS Physiotherapy

Bolton Information and Advisory Service

Bolton Mediation Service

ACIS (Achievement, Cohesion and Integration Service)

NHS Speech and Language Service

Children's Social Care

PCSOs

Community Paediatrician

Cluster and High School SENCOs

10) How skilled are the staff at Gaskell Community Primary School in meeting the needs of my child?

An ongoing programme of professional training is in place to ensure that the Inclusion Lead, SENDCO, Class Teachers and Support Staff have the appropriate training, skills and knowledge in areas that will improve their teaching and support of all children. Recent training includes:

- Safeguarding
- First aid
- Moving and handling
- Mental Health First Aid
- Tailored Behavioural Support Strategies
- PSHCE New curriculum

In addition, Mrs Vicky Blakemore meets with Ladywood Outreach Service and Speech and Language termly to ensure that provision for our pupils with additional needs is reviewed regularly and any new children in need of additional support are discussed.

Our SENCO and Inclusion Lead actively engage with other local schools and agencies to share best practice and keep abreast of local and national initiatives / policies to support children with SEND.

11) How is the provision for children with SEND evaluated?

Pupil Progress meetings are held termly with Class Teachers to review the outcomes of all children including those with SEND. As part of a rigorous Quality Assurance Programme, the school also canvasses children's thoughts and opinions through Pupil Voice questionnaires and Pupil Conference interviews. Lessons are observed regularly and learning walks are carried out to monitor the provision for SEND children in their classroom settings. The Early Help Review meetings also assess and evaluate the success of any Specialist Agency's involvement and then address next steps.

12) Who, outside of school, can I turn to for advice and support?

At school we are always happy to help and listen but sometimes you may want impartial advice from outside of school. This might be about services available in our Local Authority, about transition to high school or any other issues or concerns that you may have.

Bolton Information and Advisory Service is a national organisation who have an excellent knowledge about services that are available in the local area as well as national laws and statutory guidance. They are always happy to provide support to our parents in any way they can. They are based at **Lowndes St Nursery in Bolton** and can be **contacted on:**

Telephone: 01204 848722 (between 8.30am – 5.00pm)

Email: iasoutofhours@outlook.com

Website: www.iasbolton.com (Check this site for information and advice for SEND in Bolton)

13) Where can I find information about Local Authority provision for children and young people with SEN?

Bolton Council has published their Local Offer. This details all the services available within the area to support a family or child with SEND. This includes health, social and care information as well as education and is a great place to go for information. To access the local offer just use the web address below,

<https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-%E2%80%93-local-offer>

14) How should complaints regarding SEND provision be made and how will they be dealt with?

The school's complaints procedure is outlined in our Complaints Policy which is on our website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required and are available through the Local Offer set out by the Local Authority. However if there are any issues arising around your child's education please feel free to contact school via your child's Class Teacher or the Inclusion Lead (Vicky Blakemore) so that we can try to deal with any issue as quickly as possible.

15) How do I obtain a copy of the school's SEND Policy?

A hard copy of the school SEND policy is always available from the School Office. It is also published on the school website.