



S.E.N.D Provision

This booklet provides information for parents & carers of children who have Special Educational Needs and Disabilities (SEND) and for those professionals involved in supporting children at Gretton School. It summarises the support that can be expected for any child who has additional needs.

Key adults within Gretton School's SEND Provision:

- Child's class teacher
- SENCo - Mrs T Jackson
- Headteacher - Mrs J Kelly
- SEN Governor- Mrs A Amos
- Parent Advocate - Mrs A Silver
- Learning Mentor - Mrs L Taverner

What is SEND?

SEND is when pupils may need additional or different provision to enable them to achieve their potential. This may be because they have difficulties and needs in one or more of the following areas:

- Learning
- Speech & Language
- Social & Communication
- Sensory
- Medical & Physical
- Behaviour



How does the school identify those children with SEND?

Usually, it is the class teachers, using their professional judgement, who will identify pupils who are not progressing well with their learning and they will discuss their concern with the Special Educational Needs Co-ordinator (SENCo) and the headteacher. Further investigation will then follow. This will involve looking at assessments and age-related expectations together with reference to guidance on SEN difficulties that can be experienced by children, which should then establish the 'area of need'.

What happens next?

Any concerns the staff have will be discussed with the pupil's parent/carer at the next Parents' Evening or, if this is not for some time, a meeting will be arranged. This will be an important opportunity for the parent/carer to share their thoughts and any concerns about their child. As a school we wish to involve parents at all stages of their child's education so that we can work in partnership to provide any extra support and maximise the child's chances of making good progress. If, after careful consideration, it is decided that a child does have additional needs these will be logged on the SEND Register. This is a document the school uses to list all the children who have SEND. It identifies the area of need for each child and the degree of any difficulty, categorising whether the pupil is at the initial *SEN Support* stage (previously School Action

or School Action+) or whether they have an *Education, Health & Care Plan (EHCP)* (formerly a Statement of SEN).

What should a parent/carer do if they think their child has SEND?

It is important that they share their concern with the child's teacher, either at Parents' Evening or by making an appointment to see them. We have an 'Open Door' policy and teachers are usually around at the end of school if a parent wishes to discuss an issue informally, in the first instance.



How does the school support a pupil with SEND?

Our approach to identifying and appropriately responding to a child's SEND needs is in line with Gloucestershire's Graduated

Pathway. **The Graduated Pathway** is based on a simple Assess, Plan, Do, Review model. Once it has been agreed that a child has additional needs, a '**My Plan**' (previously an Individual Learning Plan or ILP) will be created to document how the school will support those needs. It will incorporate the views of the parent/carer and child and take into account any background information that may help to plan the support needed. A child's views will often be sought in the form of a **My Profile**. Using this framework a child is encouraged to share what is important to them and what they want to achieve, including what works and doesn't work for them.

A 'My Plan' outlines a child's needs by looking at them holistically across different areas of life. The pupil's strengths can be drawn upon when planning targets for improvement, allocating resources and recording actions. Short-term, achievable goals (usually 3 or 4) will be listed and the provision and teaching strategies to be used will be described, along with the desired outcomes. In the case of other areas of SEN, such as those related to a physical or medical need, an Individual Health Plan (IHP) will identify the support the child will be offered.

All plans will explain which members of staff will be working with the child and a date will be set for a review. Staff working with the child will have a copy of the plan and be aware of their role in implementing the support. The plan will also identify the contribution the parent/carer can make to the programme, perhaps with strategies or activities that could be used or completed at home.

What if a child needs specialist support?

Some SEND pupils may need support from professionals outside the school setting in order to achieve a successful learning journey or to address their specific need. The school has access to a whole range of services and agencies that can help provide for and support pupils. These include: Health services as well as services offered by the Local Authority - specialist support teachers, educational psychologists, teachers for hearing and visual impairment, advisory teachers, behaviour support and voluntary organisations. If referral to such specialist support is made, the SENCo, will help to liaise with the particular agency.

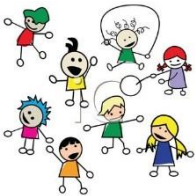
The formation of a **My Plan+** may be necessary when a child's additional needs require assessment and intervention from different agencies such as education, health and social care. The + denotes that there is an assessment attached to the plan as the child/young person and/or their family have needs which require a deeper understanding before a plan can be completed. A 'my assessment' often involves the support of an Early Help Co-ordinator. The new 'Graduated Early Help Pathway' builds on the positives of the Common Assessment Framework and SEND Graduated Pathway to develop one, holistic pathway of early help and support.

Conducting a 'my assessment' gives everybody involved (sometimes called a Team Around the Child or TAC) to air their views and express their hopes for the future. The child and their family also contribute to the 'my assessment' by telling their 'story' and providing a background to the need for support. The team around the child look at the support and help already in place for a child and explore what is available through the Local Offer. The plan is then agreed and as with My Plan, My Plan+ uses regular reviews to show what is working / not working towards the outcomes to be achieved.

Once a child has a 'My Plan', how will progress towards the identified outcomes be assessed and reviewed?

My Plans are working documents which are monitored by the class teachers as part of their normal planning and assessment. However, the parent/carer and child will be invited to a review meeting with the teacher each term - in October/November, February/March and July, so that progress can be

discussed. Any teaching assistants or other teachers involved with the pupil's support will have contributed to the feedback at this meeting. A record of the agreed outcomes and actions will be made and will feed into the next 'My Plan', ensuring any continuing support closely matches the needs of the pupil. Pupil progress meetings between the teacher and headteacher provide a further opportunity to track a pupil's progress and enable the staff to evaluate the effectiveness of any support plan and, if necessary, this will be amended in order to improve the rate of progress.



How will the school support children with SEND and ensure they can access the curriculum?

All pupils at our school have the entitlement to a broad, balanced and relevant curriculum and all teaching and support staff are aware of the need for 'inclusion'; this applies to extra-curricular and enrichment activities as well. Pupils with SEND are therefore taught with their peers, in class with the teacher and are encouraged to attend the wide variety of additional activities on offer. Children study the curriculum appropriate for their age, however, the learning environment will be adapted to ensure those with SEND can access this effectively. Teachers will address any barriers to learning which may exist for certain children and a range of teaching strategies, including flexible pupil groupings, will be used to match pupils' learning needs and styles.

Those pupils at '**SEN Support**' level may also have up to four withdrawal sessions a week with a teaching assistant or teacher, depending on their need. These sessions will last between 15 and 45 minutes and will take place in such a way that the child will not miss any specific teaching time from English or mathematics lessons.

What happens if a child fails to make adequate progress despite the additional provision?

At this stage, the team around a child (TAC) will consider making a request for an Education, Health and Care Plan (**EHCP**). An EHC Plan is a statutory plan that is created when a child's education needs cannot be met within the additional resources already in place. The EHC Plan sets out what is needed to ensure a

child achieves his/her goals. At this stage the child's family can discuss how some of the resources available are to be used. Options to consider could range from contributing ideas about how best to use some of the resources to the option of taking a proportion of the resources as a direct payment. For example, as long as it would achieve one or more of the outcomes identified in the plan, parents/carers may decide to purchase a service independently on behalf of their child. A pupil on an EHCP will have a formal annual review where amendments to their provision will be identified and also termly reviews as for other children on the SEND register.

What expertise does our school and staff have in relation to SEN?

The staff at Gretton School are an experienced team, with strengths in a number of areas of SEN. They attend relevant training to ensure their skills and knowledge continue to develop and the SENCo attends local cluster meetings. She is responsible for the induction of new staff into the school's SEN procedures and for keeping all staff up-to-date with current SEN issues. Some members of staff have specialist SEN qualifications or responsibilities, having completed extra training or professional development:

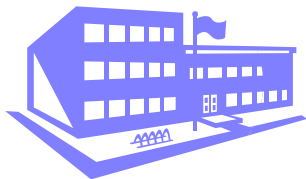
- Mrs T Jackson - Master's level National Award for SEN Co-ordination
- Mrs R Netting & Mrs H Fisher - specialists in Phonics, reading and handwriting
- Mrs M Fowler & Ms L Taverner - supporting & managing the behaviour of pupils with ASD. Mrs Taverner is also the school's Learning Mentor, providing support to pupils with emotional, social or communication needs.

How do we support families of pupils with SEND?

Parents and carers of children with SEND will be given a pack of information, including an 'Introduction to SEN' booklet to explain some of the key terms and procedures. They will be encouraged to engage with the school and to make their views known so that they are able to play an active part in their child's education and support. Parents are made aware of



their child's entitlements within the SEN Code of Practice and, most importantly, they are given the opportunity to talk to the school's staff or The SEN Governor & Parent Advocate.



How do we welcome SEN pupils transferring from other schools and support children when they move on?

When children with already identified SEN join Gretton School from another setting, their transition documents are given to the class teacher. The SENCo and the class teacher discuss the provision to be put in place and the parents are invited to school to discuss their child's needs. Other staff members are made aware of the arrival of the new child at the weekly staff meeting.

When an SEN pupil at Gretton transfers to another primary or secondary school, copies of the child's 'My Plan/My Plan +'/IHP/EHCP and records are sent to the new school. If appropriate, when complex needs are involved, a meeting is arranged between the receiving staff and Gretton's SENCo. With secondary school transfer, an opportunity is arranged for the pupil to be visited by a member of the new school staff so that they can be reassured about the support that will be on offer and they can ask any questions. If necessary, an escorted visit to the secondary school (in addition to any planned induction days) will allow the pupil to see specific facilities. Gretton school staff will also offer an opportunity for parents of SEND pupils in Y4 & 5 to discuss secondary schooling options and any concerns they may have about support in the next phase of education.

What role do the governors have in SEND provision?

The governors determine, with the headteacher, the school's approach to SEN provision and establish the necessary staffing and funding to meet the needs of SEND pupils and Looked After Children. The governors monitor the progress of pupils with SEN through the



Review of Standards and report to parents on the implementation of the school's SEN policy.

A SEN Governor is appointed by the governing body to oversee the school's SEN provision. She monitors the school's implementation and evaluation of its SEN policy, ensures that parents are notified when a decision has been made to provide SEN support for a child and keeps the governing body informed about the school's provision. On an annual basis she conducts a survey of the parents / carers of SEN pupils to hear their views and to establish what is going well and what needs to be improved.

What can a parent do if they are not happy with the SEN support being offered by the school?

If a parent has a concern about the SEN provision being made for their child they should initially talk to their child's class teacher. The SENCo is also available to discuss with parents any issues that concern them, as are the headteacher and the SEN Governor.

Would you like to find out more about how Gretton School supports pupils with SEND?

- Please arrange a visit by contacting the school office: 01242 602679 or admin@gretton.gloucs.sch.uk
- Please talk to your child's class teacher or one of the people listed on the front cover of this booklet

For additional information please visit the schools' website:
www.gretton.gloucs.sch.uk

Useful Links

School Policies with close links to SEND Provision:

<http://www.gretton.gloucs.sch.uk/index.php/information/policies>

SEN

Behaviour & Discipline and Anti-bullying

Supporting Pupils with Medical Needs

Intimate Care

Health & Safety

Complaints

Equal Opportunities

Teaching, Learning & Curriculum

Early Help

SENDIASS (formally known as the Parent Partnership Service)

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

Gloucestershire County Council

<http://www.gloucestershire.gov.uk/pps>

IPSEA (Independent Parent Special Education Advice service)



The information in this booklet was reviewed in November 2016.

The next review will take place in November 2017.