



SEN Information Report for Parents

September 2022

Gorse Hill Primary School - The White Horse Federation

Address: - Avening Street, Swindon, SN2 8BZ

Website: - <https://gorsehill.swindon.sch.uk> and www.thewhitehorsefederation.org.uk

School opening hours for the children: - 8:30– 15:30 Mon-Turs and 8:30-13:30 on Friday

Point of contact: - Luke Graham 01793 523800 head@gorsehill.swindon.sch.uk

Type of Provision: - Nursery and Primary Education

Age range: - Aged 3 - 11

Admission arrangements: - The White Horse Federation subscribes to the Swindon Borough Council admissions procedures and policies. Parents can apply through Swindon Borough Council for Primary School admissions. For the Nursery, parents apply through the School Office to register their child for a place.

Referrals: - Children can be referred to the school if the Local Authority accommodates them or if they have an Education Health and Care Plan on parental request.

Cost: - Pupil Premium funding will follow the child as well as additional funding from Swindon Borough Council.

Special Educational Needs are provided for at Gorse Hill Primary School

At Gorse Hill Primary School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation and we set high expectations for all.

Provision for children with SEN is a matter for the whole school. All teachers are teachers of children with SEN.

We currently support a wide range of needs within the following categories:

- Cognition and Learning – children with moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
- Communication and Interaction – children with Autistim (ASD) and also a wide range of speech and language difficulties
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, sensory processing difficulties diabetes and epilepsy
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD

Partnership agencies: - We work with;

- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapist,
- CLASS – Cognition and Learning Advisory Support,
- ASD Advisory Service, (ARC)
- TaMHS,
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SIAS- Parent Partnership
- Early Help Hub
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team
- Education Welfare Officer
- Project Me mental health practitioner
- Swindon Family Voice
- SEMH outreach team (Social Emotional and Mental Health)
- Women's aid
- Outreach from Brimble Hill and Crowdys Hill Special Schools
- Swindon Young Carers

Curriculum: - The Early Years Foundation Stage Curriculum is followed, as is the National Curriculum. The needs of the child could influence the curriculum they receive and this will be tailored to individual need.

The curriculum we offer is based on the National Curriculum but adapted to best meet the needs of all children and the outcomes for any pupils with an EHCP.

Identification and assessment: - We assess the pupil's progress and attainment throughout the year as identified in the school assessment calendar. Parents will receive a written report on their child's progress and attainment at the end of the year. Twice a year, parents are invited to regular meetings to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs and Progress Plan meetings for identified children on SEN School Support. Specific information regarding assessment of SEND can also be found within our SEND policy, which can be found on our website.

If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents on the same day and recorded on the schools Cpoms system. If appropriate we will use the Boxhall Profile to assess the needs of children with Social, Emotional and behaviours difficulties,

Any health concerns are reviewed as appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

Where a specific need for a child is identified, the school will seek support from outside agencies to carry out specialist assessments, these can include assessments completed by the Educational Psychologist, Speech and Language therapist, Social Communication and Interaction/ASD team and CLASS – Cognition and Learning Advisory support.

Some children who do not have an EHCP may still need a bit of extra support and so we will use the Swindon Core Standards system to carefully assess a child's needs and plan some very precise and individual support. This may

result in a child having a 'Progress Plan'. Targets will be set and reviewed regularly to evaluate the impact of the support provided and parental input is sought at every stage. We value and respect parental input and want to ensure a partnership is possible and successful.

Three times a year, teachers will make judgements on all pupils' attainment, judgements are made using the child's works or a formal assessment. Pupils are assessed as to whether or not they meet the expected standard for a child their age. BLW (Working below) if they are working well below the year group standards, WTS (working towards standard) if they do not yet fully meet that standard or are still working towards it, EXS (expected standard) if they do meet it and GDS (greater depth standard) if they exceed that standard and are working at a greater depth.

For children who are identified as working below or working towards year group expectations, 3 times a year they complete additional assessments in reading, spelling and maths so that individual learning needs can be identified and progress tracked.

When children start in Nursery and Reception, the teacher's carry out a baseline assessment for all areas of the EYFS curriculum.

Transition: - Before any child starts at Gorse Hill School, parents will have a meeting with a member of school staff, in the EYFS this is through home visits and phone calls to parents, and from Year 1 upwards, parents meet with one of the Assistant Principals and a member of the Inclusion Team. Any specific needs of a child will be identified and referred to the SENCO. The SENCO will ensure that any agencies supporting the child are contacted before they start school, and using the information from parents and professionals, appropriate support will be put into place.

When a pupil transitions from Gorse Hill (a mainstream school) to a specialist setting, as soon as we know that this transition is happening, we will work closely with the new setting to create a bespoke transition package which supports the child's specific needs.

Any child moving on to another school will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has a statement of SEN needs or an EHCP, then a transitional review will take place in year 5 and all possible school options are discussed.

Staff Expertise: - The SENCO, Becky Thompson, is a fully qualified teacher and has gained her National Award for Special Educational Needs Co-ordinators.

Gorse Hill and WHF expectations are that all teachers are responsible and teachers of SEN and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staffs training sessions are spent on SEND and new practices.

Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum.

We also have pastoral support for all pupils when appropriate this includes an Inclusion Manager, Learning Mentors, and a Higher-Level Teaching Assistant who has responsibility for EAL.

One of our Learning Mentors is a trained ELSA. ELSA stands for Emotional Literacy Support Assistant and is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs run by the Educational Psychology service. It supports practitioners in developing the emotional literacy and overall resiliency of vulnerable children and young people. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

Monitoring of the effectiveness of the provision: - There are robust systems in place for SENCO to monitor the effectiveness of the school provision these include;

- Book scrutiny
- Progress meetings
- Lesson observations of all staff, including the quality of provision for SEND children
- Monitoring of planning
- Individual pupil profiles
- Annual reviews
- Review meetings with external professionals

Subject leaders also monitor the delivery of their subject and the progress made.

The SEN Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The Principal monitors and quality assure the impact of the SEN action plan/School improvement plan. The Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

Equal Opportunities: - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure and adaptations will be made as needed. The Accessibility Plan details how the school aims to treat all of its pupils fairly and with respect.

Spiritual, Moral, Social and Cultural Curriculum: - The WHF is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

School council, to which all pupils contribute

Pupil voice

Pupil governance

Community events

Religious festivals

Special school days

Build strong meaningful relationships between staff and pupils

Measures to prevent bullying

National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive.

Bullying of any kind is not tolerated.

All children are taught:

- how to recognise bullying,
- why it is harmful,
- what to do if they think they are being bullied
- what happens in school when children bully others

From the parent carer's point of view:

1. How does the school know if children need extra help and what should I do if I think, my child may have special educational needs?

- You or your child's teacher may have a concern about your child, the concern may be about the progress that they are making in their learning, their speech and language, how they are managing the school routines and being with other children or it may be to do with their physical or mental well-being.
- If you have a concern, please talk to your child's class teacher. We have an open-door policy at Gorse Hill and you are welcome to express your concerns to the class teacher at any time however avoiding teaching time. Please phone the school to make an appointment.
- If the teacher identifies a concern and an area of need for your child, they will ask to meet with you to discuss this.
- At Gorse Hill we use the Swindon Core Standards to identify if a child has a Special Educational Need. Teachers will work alongside parents to discuss concerns that school or home may have and identify any support that can be put into place in the classroom.
- Teachers will discuss, with the SENCO, the concerns and the progress that children have made when the additional support has been put into place. If parents and school agree that the child meets the criteria of need within the Core Standards, the school will place the child onto the SEN register. The school will verbally speak to parents during parents evening meetings and 1:1 meeting with the class teacher or SENCO to ask permission for this to happen.
- If appropriate, the school will ask your permission to involve one or more external agencies.
- Additional information can also be found in our SEN policy which can be found on our website.

2. How will the school support my child?

The school has many options to enable your child to access mainstream learning, these include the following:

- Extra support in class.
- Use of additional resources to support learning
- Individual or group work
- A learning programme and activities that are specific to the child.
- A pupil profile that states how a child is supported with what resources are required to enable successful delivering of the support (see Appendix A – Pupil Profile)
- The school has many options to enable your child to progress in his/her learning. A range of the activities and intervention programmes.
- Support from the inclusion team and EAL TA is appropriate
- Seeking advice from outside agencies for additional support and ideas that that can be put into place

3. How will the curriculum be matched to my child's needs?

Teachers plan the curriculum so that it is carefully differentiated to meet the needs of every child. The child is then able to learn at their own level and make the progress they need to make. Children learn in different ways and the learning styles are also catered for, multisensory approaches are often used, and some children work on a personalised curriculum that is time bound and reviewed regularly.

4. How will I know how my child is doing and how will you help me to support my child's learning?

School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher
- Discussions around the child's individual learning needs and provision in place
- Identified children on the SEN register will have progress plan meetings with the SENCO at least 3 times a year.
- All children with an EHCP will have an Annual Review once a year, children in the EYFS will have this twice a year. Parents are able to request an interim Annual Review of an EHCP.
- Formal parent/teacher interviews twice a year. During this, discussions will take place around how to support and help your child at home. The school will raise any concerns with parents and we ask that you share any concerns or worries that you may have.
- During parent/teacher interviews, pupil profiles will be shared with parents and parents will be able to contribute additional information
- A written report is sent home once a year, this will have information on progress and attainment. Parents are asked to meet with the class teacher or the SENCO if they would like to discuss their child's report.
- Conversations with parent/teacher/school
- Home school diaries/informal reporting as required
- School website with helpful links and strategies to support your child's learning

This list is not exhaustive

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

We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies. Continuous care, support and guidance in class and around school may also include:

- PSHE curriculum
- Fully inclusive school where every child matters,
- Enrichment activities (clubs, Pupil Premium activities, residential trips)
- Medical care plans/ personal care plans
- Some staff are trained in Mental Health First Aid
- Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.
- Learning Mentor / Pastoral care

6. What specialist services and expertise are available at or accessed by the school?

- SENCO
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- Cognition and Learning Advisory service

- ASD Advisory Service
- TaMHS
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SIAS Parent Partnership
- MASH (Multi Agency Support Hub)
- Early Help Hub
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH support (Social, Emotional and Mental Health Support)
- Young Carers

7. What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?

All details about handling complaints can be found within the school Complaints Policy which is on the school website.

8. What training are the staff supporting children with SEND had or are having?

All staff have access to CPD, which is tailored to the needs of the children. These include:

<u>Training programme</u>	<u>When / Time</u>	<u>Who</u>
AET - Autism	Feb 2022	All staff
Medical training	Yearly updates	All staff
First Aid	Yearly updates of basic training 3-year reviews for fully trained staff	Identified teaching and support staff
Team teach positive handling and de-escalation strategies	Reviewed every 2 years 6- or 12-hour course dependent on level	Identified teaching and TA staff
SEN assessment training	2022	All Teaching Assistants
Speech and language training	2020/2021/2022	EYFS & Identified TAs
ASD Awareness	Jul 2021	ECT and Identified TAs
EYFS transition – SEN support – Dingley's Promise	Jul 2021	SENCO
Intensive interaction	May 2021	Identified TA's
Engagement Model training	March / April 2021	SENCO
Crowdys Hill Outreach support	Ongoing	SENCO and Identified TAs
Neurodevelopment pathway	Oct 2020	SENCO
SBC core standards training	Oct 2020	SENCO
SBC effective co-production training	Oct 2020	SENCO
Visuals to support learners – SALT	Oct 2020	SENCO
Brimble Hill Outreach support	Ongoing	Identified TAs
NASCO – National Qualification of SEN co-ordination	2011-2012 One year	SENCO

9. How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

10. How accessible is the school environment?

The school is wheel chair accessible; there is a disabled toilet and a lift. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available on request

11. How will the school prepare and support my child to join the school or transfer to a new school?

- In the EYFS, parents will have a meeting with a member of school staff, this is through home visits and phone calls to parents.
- From Year 1 upwards, parents meet with a member of the Inclusion Team.
- When pupils transition from Gorse Hill (a mainstream school) to a specialist setting, a bespoke transition package that supports the child's specific needs will be put into place. Parents will be asked to work with the schools to ensure that the correct support is put into place.
- Before Year 6 pupils move on to Secondary schools, transition meetings take place between our school and secondary colleagues and pupils are invited to visit their new schools. Extra visits may be arranged for pupils with Special Educational Needs. The SENCO will liaise with parents to ensure that they are receiving information from the Secondary School and ensure that the correct transition support is in place for the child's individual needs
- When a child joins from another primary school, we will contact the school to discuss the provision and support that has been in place and ensure that they school transfers all record to us.
- When a child leaves Gorse Hill, we will contact the new school to transfer records and ensure that the school understands need so that the appropriate support can be put into place

12. How are the school's resources allocated and matched to children's special educational needs?

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be request to support higher needs children or children with Education Health and Care Plan. The Principal and the SENCO will discuss each child's needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP.

This may include access to:

Additional resources

Additional learning support

Additional adult support

Support from outside agencies

13. How is the decision made about what type and how much support my child will receive?

- Through initial assessments and using the criteria on Swindon Core Standards. If appropriate additional support may be put into place to support the child's specific needs.
- A progress plan may be put into place, this is where there are regular meetings between parents, SENCO, teacher and any additional support agencies. In these meeting specific targets will be made and reviewed, referrals made to other agencies, if appropriate, it may be requested that a request for additional funding from Swindon Borough Council is made to support the child, or it may be discussed with parents that it is appropriate for an application for an EHCP to be made.
- Where appropriate assessments may be sought from outside agencies, parents will be asked for their permission for this to happen.

- If parents feel that the school is not giving their child the support they need, we ask that they arrange a meeting with the SENCO to discuss their concerns.

14. Who can I contact for further information?

If you wish to discuss your child and the support that they are receiving, please speak to their class teacher,

If you still have questions or if you wish to discuss the curriculum offer please contact the SENCO, Mrs Becky Thompson on 01793 523800 or rthompson@gorsehill.swindon.sch.uk

If you have specific queries or concerns please contact the Principal, Mr Luke Graham, who will be happy to meet with you or refer you to other agencies if they may be more helpful. Phone 01793 523800
head@gorsehill.swindon.sch.uk

Appendix A

Pupil Profile Academic Year



Name:			Class teacher:		
PP: Yes/No		EAL: Yes / No		SEN Need:	
First Language:			Additional Needs:		
Attendance	End T2	End T4	End T6	Agencies involved:	

Attainment and Progress

	End of KS1	Start of Year --	End of Year --
Reading			
Writing			
Maths			

Pupil Voice

What/who is important to you?	What is great about you?
What do you find hard?	What helps you to learn?

Parent Voice

My child's strengths	My child's difficulties
Positives for my child	Things that have not been going so well
Other comments	Strategies to support my child

Guidance from other professionals

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Appendix B – Glossary of terms

- WHF – White Horse Federation
- LEA – Local Education Authority
- SEN / D – Special Educational Needs and Disabilities
- SENCO – Special Educational Needs co-ordinator
- TA – Teaching Assistant
- CP – Child Protection
- SENAT – Special Educational Needs Assessment Team
- LACES – Looked After Children Education Services
- LAC – Looked After Child
- PEP – Personal Education Plan
- TaMHS – Targeted Mental Health Service
- TAC – Team Around the Child
- AAC – Augmentative and Alternative communication
- ADHD – Attention Deficit Hyperactive Disorder
- ASD – Autistic Spectrum Disorders
- CLASS – Cognition and Learning Advisory Team
- SATs – Statutory Assessment Tasks
- CPD – Continued Professional Development
- FSM – Free School Meals
- BME – Black, Minority or Ethnic
- EAL – English as Additional Language
- PP – Pupil Premium