The Griffin Federation
Learning Together for Excellence

Gedney Drove End Primary School

SEN Information Report

September 2024

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1. What is an SEN information report?

A Special Educational Needs (SEN) information report is a document that a school should provide in order to give information about their provision and support for children and young people with special educational needs and/or disability (SEND).

The Children and Families Act 2014 sets out in law that all children, young people and their families can access the right support and provision to meet their needs. The SEN information report should help children, young people and their families understand what the school can offer to meet their needs and aspirations.

2. What is a 'Special Educational Need' (SEN)?

A Special Educational Need is a difficulty or barrier which affects a child's ability to learn and access the curriculum and makes learning harder for them than for other children their age.

According to the SEND code of Practice 2015:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

3. What is a disability?

A disability is a long-term health condition which causes a difficulty or a barrier to learn or to access the curriculum.

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment that has a 'substantial' and 'long-term' negative effect on that person's ability to do normal daily activities and causes a difficulty or barrier to learn or to access the curriculum.

4. What is a SEND Register?

This is a list of all the pupils in the school who have special educational needs and/or a disability.

If your child is placed on the SEND register, then they will start to receive extra help. This will be set out on an individual support plan which will be monitored and reviewed throughout the year.

Some children may remain on the SEND register throughout their time at school due to their significant needs whilst others may only need help for a short amount of time. If a child no longer needs any additional help, then they will be removed from the SEND register in discussion with parents/carers.

5. Who do I speak to if I think my child has special educational needs and/or a disability?

Your first point of contact should be your child's class teacher. Concerns can be discussed at parents' evenings which are held twice a year, or by making an appointment to meet with your child's class teacher at any point throughout the school year. If you have some more specific questions relating to Special Educational Needs (SEN) which the teacher is unable to answer, then you will need to speak to the Special Educational Needs Co-ordinator (SENCo). If a class teacher has concerns about your child, they will arrange to speak to you regarding these concerns and will also speak with the SENCo.

6. What is a SENCo?

The SENCo or Special Educational Needs Coordinator, is someone who supports the education of children with special educational needs or disabilities within the school. They are responsible for developing the school's overall approach to special educational needs. Their main duties include:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning,
  - kept informed about the support your child is getting,
  - involved in reviewing how they are doing,
- Liaising with all the other people (outside agencies) who may be coming into school to help support your child's learning e.g. Speech and Language Therapy (SALT), Educational Psychiatrist (EP) etc.
- Updating the school's SEND register.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Every mainstream school is required by law to have a SENCo, who must either be already qualified teachers or headteachers, or be actively working to become a qualified teacher. SENCos must gain the National SENCo Award within three years of taking the post.

7. Who is the SENCo at Gedney Drove End Primary?

The SENCo at our school is Miss Hardstaff. Should you wish to speak with her about your child, you can either telephone or email the school's main office to make an appointment or you can email her directly using the following email address: beth.hardstaff@griffinfederation.co.uk

Miss Hardstaff will be able to offer advice about how to identify if your child has any special educational needs and what support they might need. She can make direct referrals to many outside agencies as well as providing advice about any family needs and suggest who can help.

8. How will you know if my child has a special educational need and/or disability?

The SENCo, in agreement with the class teacher and the Head Teacher, will make the decision that a child has SEN and needs extra support to help them learn.

This is not a medical diagnosis, only an identification that the child is finding it harder to learn than other children of the same age.

The child will be placed on our 'Special Educational Needs and Disability (SEND) register' in discussion with parents, so that we can outline the support they need.

Please see the school's SEND policy on our school website for more information.

9. How do I get a diagnosis for my child?

Children do not receive a 'diagnosis' of special educational needs. Children will only receive a diagnosis if they have a specific difficulty. This is something that can be identified and diagnosed by an expert/medical practitioner to be a particular barrier to learning, such as Dyslexia, ADHD, Autism or a medical need. (please note that this is not an exhaustive list).

If you are concerned that your child has a medical need such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism, you will need your child to be referred to the Community Paediatrician. If the referral is accepted, further assessment on the specific pathway will begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENCO can make a referral to the Specialist Teaching Team (STT) which is a service that the school buys in to and is provided by Lincolnshire County Council. This specialist teacher will carry out a number of assessments and from these, they can identify if a pupil has

difficulties consistent with Dyslexia or Dyscalculia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENCo can complete initial assessments and, if required, can make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if your child has a specific speech and/or language difficulty and provide support and advice about how best to support their needs.

Referral time can vary depending upon the outside professional/agency involved. Referrals to the NHS (Community Paediatrics and SALT) take considerably longer. Current waiting times for Community Paediatric support is 40 weeks. In many cases, a diagnosis follows several appointments, which can take more than a year.

We do not need a diagnosis or wait until a diagnosis has been made to put support in place. If it is very clear that your child has a difficulty and is struggling to learn, we will do everything that we can to help them.

10. How will the school help my child to access the curriculum if they have a special educational need and/or disability.

As soon as it is identified that your child has special educational needs and/or a disability, we will put extra support in place to help your child.

Each child's needs are different and so the support will depend upon the specific needs of the child to make sure they can access every lesson.

The class teacher will complete the online VSEND tool for your child to help identify the level of need and strategies and resources that are appropriate to support your child's needs using the SEND Toolkits.

Where outside agencies are involved, they will provide advice about how best to support your child's needs.

Special Educational Needs are divided into four areas. Below are some examples of what our school can provide to make sure that each child accesses learning:

Cognition and Learning

- Different approaches to learning e.g. multi-sensory, visual, practical
- Different work expectations matched to the child's ability
- Extra resources e.g. word mats, prompt sheets, number squares
- Special intervention programmes e.g. bubble writing, Fresh start, Precision teaching
- Enhanced adult support, group work, individual support

Communication and Interaction

- First Call activities
- Resources provided by the Speech and Language Therapy service and specific SALT programmes
- Communication and language games
- Social skills games
- Adult modelling and recasting
- Strategies from ELKLAN language Builders book
- ECLIPS language support
- Use of early sign language tools eg. PECS, Makaton
- Strategies suggested by the Social communication outreach service (Working Together Team)
- Wellcomm
- Neli

Social Emotional and Mental Health

- De-escalation plan which outline difficulties and the best strategies to use to support these
- Pastoral Support Plans (PSPs)
- Reward strategies
- Access to trained emotional Literacy support Assistants (ELSA) to deliver individual or group sessions
- Behaviour support plans in conjunction with Behaviour Outreach Support Service (BOSS)

Medical, Physical and Sensory Needs

- Specialist equipment – seating, writing slopes, pencil grips, weighted blankets etc.
- Sensory circuits
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired

11. How will you make sure that my child can take part in all school activities?

We make the following adaptations and reasonable adjustments to try to ensure that all pupils' needs are met through:

- Curriculum adaptation to ensure all pupils can access it. These adaptations could include, adapting the groupings, adapting the teaching approaches, adapting the lesson content.
- Adapting our resourcing and staffing.
- Use of equipment such as: Laptops, i-pads, visual aids, coloured overlays, larger font, talk tins, fidget toys, weighted blankets, seating wedges, wobble chairs etc.
- Adapting our teaching, for example: giving longer processing time, pre-teaching of specific vocabulary, modelling (my turn, our turn, your turn) etc.

We always make reasonable adjustments for pupils and their parents/carers where we can. We work closely with parent/carers and any outside agency advice. Any strategies and professional advice identified on the child's personalised plan, whether medical, behavioural or academic, will be put in place to allow lessons and activities to be accessible.

12. Is the school accessible if my child has a disability?

Most of our school site and building is accessible for anyone who has a disability since it is a single storey building. All corridors and classroom doorways are wide enough for wheelchair access. We also have a disabled toilet which can once again be accessed by all pupils. We are an actively inclusive school and will always make reasonable adjustments for any pupils or visitors who may have a disability.
You can read our school's Accessibility Plan for more information. This can be found on our school's website.

13. What training and expertise does your school have?

It is extremely important to us that staff are well trained and knowledgeable about how to support pupils with SEND and specific difficulties. Therefore, the staff at Westmere Primary school have regular training in the following areas:

- Dyslexia
- Autism
- ADHD
- Attachment Disorder
- Behaviour
- Team Teach
- Epilepsy
- Diabetes
- Asthma
- First Aid

Other key members of staff have also had the following training:

Staff Member	Training/Qualification
Miss Hardstaff SENCo	Education studies (BA Hons) Degree QTS NASENCO award BOSS training
Mrs Roffe Pastoral Team	ELSA Attachment
Amanda Cooke Family support Worker	Facilitator of Solihul Parenting Program – understanding your child's behaviour Experienced in holistic family support and works alongside Early Help Team and Healthy Minds

14. What does the term outside agencies mean and do you use any outside agencies for further support?

An outside agency is an agency, service or profession used by the school for further advice on how best to support a pupil's needs.
The SENCo would normally decide when the school will seek further advice from these outside agencies if the support already in place has not had adequate impact on pupil progress.
The SENCo can refer to most of these agencies directly. These referrals will be discussed with the parent/carer prior to them being sent and a joint decision will be made. Parental permission and a parent/carer signature will usually be needed for outside agency referrals.

Our school mostly uses the following outside agencies:
Cognition and Learning

- **Specialist Teacher –** Assessments take place within the school setting. The assessment then provides an overview of a pupil's strengths and difficulties and can identify, for example Dyslexia.
- **Dyslexia Outreach Support Service -** Part of the specialist teaching team who offer enhanced support for children and young people with dyslexia. The service can provide whole school training, drop-in sessions for parents as well as helpline advice to school and families on both dyslexia and dyscalculia.

Communication and Interaction

- **Speech and Language Therapy Service (SALT) –** Pupils can be seen either virtually using the Q-Health APP or within the school setting.
- **Extended Communication and Language Impairment Provision for Students (ECLIPS) -** Offer support and advice for children and young people with Developmental Language Disorder. Referral for this service is through Speech and Language Therapist recommendation. The therapist and teacher write a report recommending ECLIPS. The decision to recommend ECLIPS is an agreement of all those involved: including school, parents, Speech and Language Therapist and any other professionals involved.
- **Working Together Team –** Will offer advice on individual cases (through discussion and observation) as well as whole school training about social, communication or behavioural needs, including autism.

Social Emotional and Mental Health

- **Behaviour Outreach Support Service (BOSS) –** Support pupils displaying distressed behaviour that is compromising their learning and school attendance, and/or the learning of their peers, and who are at risk of exclusion.
- **Working Together Team –** Will offer advice on individual cases (through discussion and observation) as well as whole school training about social, communication or behavioural needs, including autism.
- **Healthy Minds –** Provides emotional wellbeing support for children. This can either be in the form of 1:1 or group sessions or providing support materials for parent/carers or school staff to deliver.

- **Child and Adolescent Mental Health Service (CAMHS) –** Support for extreme emotional or mental health needs. This support will usually take place within a clinic setting.

Medical, Physical and Sensory Needs

- **Community Paediatrics (NHS) –** Provide medical advice on specific difficulties such as concerns around social communication, interaction with others and/or unusual behaviours, Attention Deficit Hyperactivity Disorder (ADHD) and Neurodevelopmental Concerns (developmental regression, moderate to severe developmental delay, cerebral palsy, genetic conditions).
- **Teacher of the hearing impaired –** Provide advice to school about how to support children with hearing impairment.
- **Teacher of the visually impaired –** Provide advice to school about how to support a pupil with visual impairment.
- **Physiotherapist –** They Provide advice about physical difficulties (Gross Motor). *The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician.*
- **Occupational Therapist** – They provide advice about physical difficulties (fine motor). *The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician.*
- **Children and Young People's Nursing Team (0-19 Team) –** They can provide advice and training around specific medical conditions e.g. epilepsy, wetting etc.

15.How can I get support for me and my family?

If you need specific support for your child's special educational needs and/or disability there are other services which can help you:

- Lincolnshire Parent Carer Forum: https://lincspcf.org.uk
- Liaise - Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers: Liaise – What is Liaise? - Lincolnshire County Council

The SENCo will be able to advise you about what support is available both within the school and through outside agencies.

In some cases where the help is not educational, the SENCo might refer you to the school's family support worker. An 'Early Help Assessment' (EHA) may be completed to identify the help that you or your child need. In some cases, this could lead to family support from an Early Help Worker.

16.What is the Local Authority's Local Offer?

Every Local Authority, by law, has to publish a 'Local Offer' on it's website which outlines all the support available to children, young people and their families who have or may have special educational needs and/or disabilities.

This is where to find the Lincolnshire Local Offer:
https://www.lincolnshire.gov.uk/homepage/131/send-local-offer

17.How will you involve me and my child in making decisions?

Discussions
If any member of staff has a concern about your child, then they will discuss this with this SENCo. If the conclusion is that your child may have a special educational need, either the class teacher or the SENCo will discuss these concerns with you and together you will decide on the best course of action.

Meetings
We will formally discuss the progress of your child with you, two times a year at parent meetings and in writing two times a year through written reports. However, if there are concerns in between these points, then we will hold informal discussions with you. This could be with the class teacher or SENCo.

If we have any meetings with you or have to complete any paperwork, we will usually ask your child how they think they are getting on so that their views are heard and taken into account.

If an outside agency is supporting your child, then it may be appropriate to hold further meetings with you to listen to advice and to plan next steps.

Individual Support Plans

If we have identified that your child has a special educational need (SEN), we will complete the Valuing SEND tool for them to outline their individual needs and produce an Individual Support Plan and share this with you either at parent meeting or an arranged meeting. The Individual Support Plan will identify the following things:

- Your child's strengths and interests.
- Description of needs.
- Adaptive Strategies to support your child.
- SMART targets that we would like your child to achieve.
- Individual Provision map of what this support will look like.

The Valuing SEND tool and Individual Support Plan will be updated three times a year to make sure it remains up to date and effective.

18.How will you assess and review the progress that my child is making?

Schools are required to follow a 'Graduated Approach' using a four-part cycle of; **assess, plan, do, review.** The pupil's needs are regularly assessed and where a child has special

educational needs and/or a disability, they will work in conjunction with the SENCo and parents to do this.
Assessments and reviews will draw on the following:

- Teacher assessments and knowledge of your child
- Your child's previous progress, attainment and behaviour
- Progress and development in comparison to their peers and national data
- Assessments and advice from outside agencies

Teacher assessments will also help us review the effectiveness of the support and interventions identified on your child's Individual Support Plan and the impact this is having upon your child's progress.

19. What is an Education, Health and Care Plan (EHCP)?

If a child has significant special educational needs and the school (after seeking outside agency support) has exhausted its provision but the child is still not making progress, a request can be made to the Local Authority for and Education, Health and Care Needs Assessment.
If awarded, an EHCP is a legal document which identifies the child's needs and the provision that the school must put in place to support them.
The support identified on the plan, is much more significant than that routinely available to the school for other pupils with SEN.

20. How can I get and Education, Health and Care Plan for my child and how long does it take?

The following people can make a request to the Local Authority for an Education, Health and Care Needs Assessment: the parent, the school, your GP or an outside Agency supporting the child.
However, most EHCP needs assessments are requested either by the school or the parent. If anyone other than the school is making the request, the Local Authority will still ask the school for detailed information about your child.
It is always advisable that the school and the family work together when requesting an EHCP needs assessment as the Local Authority will ask for detailed information about your child and will need to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress.
If the Local authority does not feel that the graduated approach has been followed and not enough has already been done to try to support your child, or that your child's needs can be met through the school's normal reasonable adjustments, then the application will be unsuccessful.
After the person applying has submitted the request and the Local Authority has made the initial agreement to assess, the rest of the process will take up to 20 weeks through to the final draft.

21. How will you support my child when they move from one phase of education to another? E.g. Nursery to school, primary school to secondary school?

Entry into EYFS/Reception
If your child attends a pre-school/nursey, the SENCo at that setting will normally inform the school that your child will be joining us and that he/she has special educational needs. The SENCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us.

Joining the school at other times e.g. mid-year
If your child joins our school at any other time in their school life and they have special educational needs, we will endeavour to speak to the previous school SENCo to get up to date information on your child as well as requesting all of their SEN and pupil information. It would also be useful if you could tell us all about your child and their needs too and what support was in place previously.
We will use all this information as a starting point and try to provide similar support in a short space of time before we can begin our own graduated approach provision.

Moving from one class to another
When your child moves from one class to another, the current teacher will complete a transition form and then meet with the new teacher to discuss each pupil. The current teacher will pass on any significant information and all paperwork and outside agency reports are passed on to the new teachers so that they have a full understanding of your child, their needs and what support needs to be in place to help them.
The SENCo will also liaise with the new teachers and make sure that all support staff are informed about your child's needs.

Moving to another Primary School
If your child moves to a new school, once we have been informed that they are on their roll at the new school, we will send any relevant paperwork including all individual support plans and outside agency reports. It is also always helpful for you to keep the new school staff informed of your child's needs.

Moving to Secondary School
The SENCo of our school liaises with all the secondary school SENCO's during the final term of Year 6 to inform the new SENCo of all the pupils with special educational needs and/or disabilities joining their school.
Details of your child's needs as well as the support currently in place will be passed on to the new SENCo. The receiving secondary school will then have all of the relevant information needed to put support in place as soon as your child joins them in Year 7.

In some cases, extra transition visits to the secondary school or individual meetings for primary school staff, secondary school staff, you and your child may be arranged if there is very detailed information to share.

22. What are the arrangements if my child has special educational needs and/or a disability and they are also a 'Looked After' child?

If your child is a Looked After child and they also have SEN and/or a disability, we will support them in exactly the same way as a pupil with SEN and/or a disability who is not Looked After.

The only difference will be that the SENCo and the Designated Teacher (responsible for Looked After pupils) will work closely together to ensure that there is a joint approach between meetings/support.

23. What policies does the school have which are related to special educational needs and disabilities and where do I find them?

Our school has a number of policies which outline how we support pupils with Special Educational Needs and/or disabilities. They can all be found on our school website:

- SEN Information Report (this document)
- Special Educational Needs and Disability (SEND) policy
- Accessibility Plan
- Equality Policy
- Supporting Pupils with Medical Needs Policy
- Behaviour Policy

24. How do I make a complaint if I am not happy?

Complaints about SEN provision in our school should be made to the class teacher in the first instance, then the SENCo, then Head of School and finally the Executive Head Teacher. You could also see further advice from the Governor with responsibility for SEN via the Clerk to Governors.