



## Our SEND Information Report 2021 - 2022

**(further information can be found in our Special Educational Needs and Disability Policy)**

**The kinds of special educational needs we make provision for.**

At Giffards Primary School we "value everyone as learners and endeavour to create an inclusive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs, in which all pupils can thrive and fulfil their potential academically, physically, socially, morally, culturally, emotionally and spiritually.

We are an inclusive school and support children with additional needs in each of the four areas detailed in the SEND Code Of Practice 2015; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical or Sensory difficulties.

We work closely with families and external agencies to consider the needs of each individual pupil and to plan the action we need to take and the outcomes to focus upon.

**Our identification and assessment of pupils with special educational needs.**

At Giffards Primary School we identify pupils with special educational needs through a variety of ways;

- Liaising with parents
- Pupil voice
- Information from pre-schools
- Information from external agencies including paediatricians, occupational therapy and speech and language
- On-going assessment of learning in lessons (AFL),
- Pupil attainment and progress over time,
- Development of key learning behaviours; our 5R's (Resourcefulness, Readiness, Resilience, Responsibility, Reflectiveness)
- Formative screening and testing,
- Social and emotional well-being screening from both teachers and pupils.

We aim to identify need and intervene early using a combination of in class high quality first teaching strategies and provision mapping; a termly, planned approach to support and interventions provided for specific areas of need; our additional to and different from provision. We work in partnership with parents and ensure they are fully informed at all times. We follow an; assess, plan, do and review cycle and adopt a graduated response. Children are placed on our SEND register when they are identified as having significant need in one or more area and would benefit from a more formalised approach to meeting their needs.

When children join our school during a school year we liaise with their previous school, parents and external agencies. We also work quickly to establish their baseline through a range of teacher assessment and screening such as speech and language link.

**Monitoring the progress of pupils with special educational needs.**

Pupils with special educational needs have an individual pupil profile. This simple document is created with the pupil and parents and details the pupils areas of need, professionals that are involved in supporting the child, things that are important to

the child, things the child finds difficult, strategies that will help the child, how the child will help themselves, attainment and progress data, termly targets and termly additional to and different from interventions. These individual pupil profiles are integral to how we meet the needs of our pupils with special educational needs. These pupil profiles are coproduced, pupils have an individual target prompt and their teachers plan to ensure they are able to succeed in achieving their targets.

We review the individual pupil profile each term with the child and parent, looking at what has worked, what hasn't worked, what we need to do differently, progress towards targets, any changes and what our focus for the next term will be. This follows the assess, plan, do and review cycle detailed in the SEND Code of Practice 20156.

As well as this termly review our teachers are always happy to meet with parents after school, either as a quick catch up at home time or by organising an appointment. We hold a weekly inclusion drop in session every Wednesday morning at 9.00 – 10.00 am and on a Thursday afternoon from 2.00 – 3.10 pm where parents can meet with our Inclusion manager or Learning mentor to discuss any concerns they have about their child. Both our inclusion manager and learning mentor will happily meet with parents to offer support and guidance around learning, behaviour, parenting, additional needs or any other aspect of supporting our pupils. This can be arranged via calling the main office.

The progress of pupils with special educational needs is monitored in line with our school systems for all pupils through regular assessment of their learning before, during and after a lesson. We also use formalised assessments at least termly so that we can measure progress using standardised scores. A range of formative assessments are used to identify specific needs for those pupils with special educational needs.

For those children with complex special educational needs or where, despite on-going support there is limited progress and the gap between them and their peers is significant the school, in partnership with parents will consider requesting an Education, Health and Care needs assessment.. For pupils with an EHCP there will be an annual review of this EHCP in addition to the on-going monitoring of progress of the child and termly progress reviews. This will involve the parents, child and all professionals who have worked to support the child.

#### **Our approach to teaching pupils with special educational needs.**

We aim to provide effective high quality first teaching for every pupil.

In our school all class work is carefully planned to ensure the needs of all pupils are met and that all receive challenge to enable them to fulfil their learning potential. We plan for pupils to move through the curriculum together and support them with tasks and questions to develop and master new skills and knowledge. We use a range of strategies to support the needs of all pupils including scaffolding, pre and post learning and fluid grouping.

Our teachers remain responsible for ensuring pupils with special educational needs make progress from their individual starting points. We work hard to know every pupil as an individual and strive to move them forward from their individual starting points, working to overcome their barriers.

We actively teach pupils learning skills; The 5R's of learning. We believe our children need to "learn how to learn" and we focus upon them learning to be;

- Resourceful
- Ready
- Resilient
- Responsible
- Reflective.

#### **Our adaptation of the curriculum and learning environment for pupils with special educational needs.**

Our aim is always get to know our pupils, identify their needs and their barriers to learning and work with them and their parents to overcome these barriers. We provide a flexible and individualised approach to adapting the curriculum for our pupils.

We use a range of equipment to support individual need, including; pencil grips, writing slopes, fiddle toys, privacy screens, wider lined paper, coloured overlays, weighted lap belts and seat wedges.

We find that some children benefit from particular seating arrangements within their classroom and sensory snacks are also used to support pupil focus and concentration.

We continue to strive to develop the accessibility of our school for all pupils and users. We have an accessibility plan in place. We have allocated disabled parking spaces, permanent and portable ramps to ensure the site is accessible, adapted toilets and widened doorways in the year six block.

#### **Additional support for learning that is available to pupils with special educational needs.**

Teachers work closely with our Learning Support Assistants to ensure pupil needs are met.

We use a graduated response to meeting the needs of our pupils beginning with high quality first teaching. Each term teachers work with our Inclusion Manager to develop a Provision Map. This is based on additional to and different from interventions planned to support specific, identified needs. We carefully track the impact of any additional to and different from interventions. We also run teacher led interventions after school as well as Well Being Club run by our learning mentor to support emotional well being.

#### **Our approach to enabling pupils with special educational needs to engage in the activities of school together with pupils who do not have special educational needs.**

Our school is inclusive. All pupils are included in all aspects of the school curriculum and we always aim to fully include pupils in school trips. We endeavour to provide the necessary support to ensure that this is successful.

All pupils have access to a wide range of before and after school clubs that are provided by the school ; music clubs, sports clubs, computer, phonics and reading. We work in partnership with parents to ensure all pupils can, wherever possible, fully access all aspects of a school. We undertake a risk assessment prior to any off site activity to ensure the health and safety of all pupils is secured.

#### **Our support for improving the emotional, mental and social development of pupils with special educational needs.**

We welcome and celebrate diversity. All staff believe that children learn best when they are emotionally well with high self esteem. We recognise that the social, emotional and mental well-being and development of our pupils is crucial. We carefully consider this area of development alongside the other three areas detailed in the SEND Code of Practice. Where a child has an identified need in the area of their social, emotional and mental development we work in partnership with parents and the pupil to overcome the difficulties.

The support we offer is individualised and can involve; social skills groups, social stories, Positive People, I Can, Emotional First Aid, Brilliant Books, individual behaviour plans, Lego Therapy, Why Try, Go Girls. This work is carried out by our learning support assistants and by our learning mentor primarily. We also engage with external agencies to be able to provide counselling and other therapeutic services when needed.

We pride ourselves on early intervention and use a Strengths and Difficulties Questionnaire twice yearly to identify and potential difficulties for pupils in this area of development. Our PSHE curriculum and programme of assemblies actively teaches core values and emotional literacy. Our pupils also complete a Well Being Questionnaire twice yearly so that we can identify any worries they may have.

We recognise the importance of attendance upon the social, emotional and mental development of our pupils and work proactively to maximise school attendance. Our office staff, learning mentor and inclusion manager supports our families in this area.

Within our school we have core values and golden rules to support pupils. We have Anti Bullying Ambassadors who have received additional training to provide peer assistance on the playground along with a democratically elected school council who develop pupil voice across our school and Well Being Ambassadors who are trained to support their peers and provide a listening ear.

#### **Staff to support pupils with special educational needs.**

We are fortunate to have an experienced team of learning support assistants who work in collaboration with our inclusion manager to ensure the needs of our pupils are met. They provide in class support and, under the guidance of the teachers, work with children in small groups and individually in response to misconceptions and as part of our provision mapping system.

We have a full time learning mentor in school to provide support to parents and pupils with a particular focus upon removing emotional barriers to learning. Mrs Holdsworth is very experienced and works effectively to meet the needs of our pupils.

We have a full time inclusion manager, Mrs Teager, who is also one of the school assistant head teachers. Our inclusion manager supports staff in their development of understanding and in their ability to support pupils with SEND. She is a specialist leader in education for special needs and holds a post graduate diploma in special and inclusive education. Regular and on-going attendance at local forums and national conferences along with personal reading and research ensures up to date and in-depth knowledge with regards how to support pupils with SEND and to support in the development of staff knowledge and skills.

### **Staff training to support pupils with special educational needs and securing specialist expertise, equipment and facilities.**

Our school ethos is to ensure that all staff receive regular and on-going professional development and training through our own programme of continuing professional development; this includes teachers, learning support assistants and midday assistants.

Our teachers and learning support assistants receive regular development opportunities including Safeguarding, CPA Maths, Pie Corbett Talk for Writing, Speech and Language Link, phonics development through Monster Phonics and inclusive practice training delivered by an educational psychologist.

We are fortunate in that our teachers are very skilled. We find working collaboratively and sharing good practice is very effective. We also work closely with two local primary schools; Abbots Hall and Graham James allowing us to pool and share expertise. We utilise Continuous Professional Development from the National College and are working with the local authority, NASEN and Whole School SEN to continue to develop our provision.

When staff join the school they undertake an induction process to ensure they have the necessary skills to be able to support our pupils.

We have three members of staff who are accredited to Elklan with specific training in speech and language development.

### **Working with parents.**

Working in partnership with parents is key for us here at Giffards. Teachers are available to meet with parents before and after school briefly as they dismiss their class or for a longer meeting by prior arrangement.

Parents are invited to attend regular workshop and training sessions to help them support their children at home. These include phonics, reading, SATS preparation, maths and literacy. These have been restricted during the Covid Pandemic but we will soon have these back up and running.

We hold parents evenings in the autumn and spring term where parents are invited to review the attainment and progress of their child with the class teacher. We hold a display evening in the summer term and offer two other informal after school opportunities in the spring and summer term for parents to come and look at their pupils work and have a chat with the teacher.

Our inclusion team hold a weekly drop in on a Wednesday morning from 9.00 – 10.00 am and Thursday afternoon from 2.00 – 3.10 and are available to meet with parents flexibly by prior arrangement.

Parents should phone the school office to arrange a meeting with any member of staff. We aim to be supportive and work with parents to ensure their child is happy and achieves to their full potential.

Our inclusion manager will also attend appointments to support parents with external agencies such as the community paediatrician team.

### **The voice of our pupils.**

All staff work proactively with pupils to help them with their learning. Marking and feedback is used to ensure success and achievement is celebrated and to develop next steps of learning.

All pupils with Individual Pupil Profiles work with their teacher to develop their profile and to set targets for the term ahead as well as taking responsibility for what they will do to ensure their own progress. Pupils are also encouraged to attend review meetings and take an active role in these.

Each class has a "Please Mr or Mrs C..." box or folder in which children can write their names for a one to one catch up with their teacher about anything that is worrying them. We also have a worry box that is checked by the learning mentor and any worries followed up with pupils

We have a democratically elected school council whose role it is to share the views of their class mates and impact upon making our school the best it can be.

Pupils with an EHCP or statement are actively involved in their annual review and attend part of the meeting.

### **Complaints.**

Working with parents is crucial in supporting our pupils. We welcome discussion with parents around any concerns or complaints they may have. The first port of call is always the class teacher. The next step would be to meet with our inclusion manager or learning mentor.

We have a formal complaints procedure that is detailed in our school prospectus on our website.

### **Working with other agencies.**

We pride ourselves in being proactive and working with a wide range of other agencies. When we feel a pupil may have additional needs we work with parents to make referrals and engage with professionals such as; school health improvement team, GP, paediatrician, occupational therapist, physiotherapist, educational psychologist, children's social care, multi agency safeguarding hub (MASH), counsellor, Mental Health Support Team, School Well Being Service, behaviour specialist and specialist health visiting team. We will always strive to access the services needed by our pupils and will also try our best to attend any assessments or meetings to support parents if they feel it would be helpful.

The local authority has produced its Local Offer in line with statutory guidance in the SEND Code of Practice 2014. It can be accessed on [www.askthurrok.org.uk](http://www.askthurrok.org.uk) under Special Educational Needs and Disabilities – Local Offer

### **Transferring to and from our school.**

We recognise transition is a vital time for all pupils at whatever stage.

For preschool pupils we hold a toy library in the summer term where children and their parents can come along and meet us, learn how we work, participate in activities and borrow a toy. We also liaise with parents and preschools along with any other professional who has been supporting a child to ensure they have the best start at school. We have found our children are ready for school as a result of these sessions.

Towards the end of the summer term all of our pupils spend a period of time in class with their new teacher. This provides time for the child and teacher to get to know each other, build a rapport and establish an understanding of learning development. Teachers are also given the opportunity to liaise with the existing teacher to ensure that every child is known as an individual.

Year 6 pupils time at their secondary school during the summer term. Our staff meet with staff from the secondary school. Our inclusion manager shares with staff from secondary school the individual needs for our pupils with SEND including the strategies needed for them and the interventions and support they have received.

Where pupils join us within a school year we liaise with their previous school, parents and other professionals to ensure we have a clear understanding of the individual needs of the pupil.

Children joining our school at EYFS are base lined within the first few weeks to establish a starting point for their learning. We also use speech and language link computerised screen to identify early difficulties with speech or language.

All pupils joining us will be screened with speech and language link.

### **Contact details.**

Our inclusion team actively works in partnership with parents to ensure the needs of pupils with special educational needs are met.

Inclusion manager; Mrs Vicky Teager – [senco@giffardsprimary.thurrock.sch.uk](mailto:senco@giffardsprimary.thurrock.sch.uk)

Learning mentor; Mrs Theresa Holdsworth

Head teacher; Mrs Nichola Haslam Davies

Governor with responsibility for special educational needs; Mrs Rachel Partridge.

Chair of governors; Mr Dave Stubbings

Our head teacher and chair of governors can be contacted via – [admin@giffardsprimary.thurrock.sch.uk](mailto:admin@giffardsprimary.thurrock.sch.uk)

Our school telephone number is 01375 672138