



Lea and Garsdon CE Primary School Information Report for Special Educational Needs

What is The School Offer?

- As part of the Children and Families Bill 2014, all schools are required to publish their SEN information report. This details how they can support children and young people with a special educational need and/or disability (SEND).

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.

(Section 6.15, Code of Practice 2014, p94)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(Code of Practice 2014, p15,16)

What are the areas of special educational need?

There is a wide spectrum of special educational needs that are frequently inter-related. The SEN Code of Practice describes difficulties under four broad headings. Children and young people may have needs in:

- **communication and interaction (speech, language and communication needs SLCN)**
- **cognition and learning**
- **social, emotional and mental health difficulties**
- **sensory and/or physical needs.**

This definition is only a part of the full legal description of special educational needs. If you would like to see a copy of the full legal definition it is in paragraph 6.14 of the SEN Code of

Practice. This can be downloaded from www.gov.uk/government/consultations Reference: DFE-00205-2013

Overview of the school

- Lea and Garsdon CE Primary School is a rural primary school with approximately 115 children on roll in 5 classes. Children come from the village of Lea, Malmesbury and surrounding areas.
- There are approximately 25 children in each class.
- Approximately 22% of children are in receipt of Pupil Premium Grant
- Approximately 13 % of pupils are currently receiving SEN support.
- Approximately 1% of pupils are identified with an Education Health Care Plan.
- All areas of the school are accessible to children with gross motor difficulties.

Curriculum

- How will the curriculum be matched to my child's needs?
 - Lea and Garsdon CE Primary School ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and "quality first" teaching. This includes children who are very able, may have an additional need or have a special educational need or disability.
 - Some children may require more focused support, and additional adults may be used to provide support where appropriate
 - Some children may have an additional need which may require a short term intervention or some additional support
 - Some children who have a special educational need may require a personalised, targeted intervention to support their learning and enable them to access the curriculum.
- Who can I talk to if I am not happy with what or how my child is learning?
 - The first point of contact for parents or carers is always your child's class teacher.
 - Parents and carers are encouraged to speak informally to teachers after the school day, or request a formal appointment by contacting the school office.
 - Class teachers also hold formal Parent Consultation Evenings twice a year.
 - Additional points of contact are:
 - Mrs Rachel Woods (Inclusion Manager)
 - Mr Peter Shewring (Head Teacher)
 - Mrs Ann Suter (Governor with responsibility for SEND)
- What is the level of support my child can get both in and out of the classroom?
 - The support your child receives will be tailored to their needs, through differentiated teaching, use of additional adults and personalised invention programmes.

Extra Curricular activities

- How will my child be included in activities outside of the classroom including school trips?
 - Lea and Garsdon CE Primary School strives to include all children in all extra-curricular activities by providing appropriate resources.
 - A full risk assessment will be carried out prior to any trips which will detail any specific needs and measures to provide for these.
 - There is a range of extra-curricular clubs which aim to cater for all pupils.

Social Opportunities

What social out of school activities are there?

- Film nights/ discos /PTA events are open to all pupils

How will you support my child's social development?

- All aspects of school life are designed to support your child's social development
- Each child takes part in weekly PSHE sessions as part of the curriculum
- Our school has a qualified Emotional Literacy Support Assistant who runs a number of interventions which can help to support your child's social, emotional and mental health development including; Lego Therapy, Circle of Friends and Garden of Dreams
- It is sometimes necessary to have a specifically tailored programme of support put in place to meet the needs of individuals

Training and Resources

- How are the school's resources allocated and matched to my child's needs?
 - Lea and Garsdon CE Primary School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching, which matches children's needs.
 - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Inclusion Manager and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and used to narrow the gap between your child's attainment and the attainment of their peers.

- What specialist services and expertise are available to my child?
 - As appropriate, our school is currently able to access external professional support, including:
 - Speech and Language Therapy
 - Occupational Therapy
 - Child and Adolescent Mental Health Service (CAMHS)
 - Educational Psychologist
 - Behaviour Support Teacher who is a qualified THRIVE practitioner
 - Specialist Special Educational Needs Service (SSENS) which includes:
 - Learning Support
 - Social Communication Needs
 - Qualified Teacher for Visual Impairment
 - Qualified Teacher for hearing Impairment
 - Ethnic Minority and Traveller Advisory Service (EMTAS)
 - Links with a School Nurse
 - Common Assessment Framework (CAF) compiled when necessary
 - Access to parenting classes
 - Access to Parent Support Advisor (on a needs basis)
 - Key workers (on a needs basis)
 - Access to Forest School
 - As appropriate, our school has some staff specialising in:
 - Emotional Literacy Support (ELSA)
 - Narrative Therapy (Delivery of specialist Speech and Language support)
 - Working Memory
 - A range of other evidence-based Intervention Programmes to support literacy and numeracy skills
 - We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.

Assessment and Review

- How is the decision made about what type and how much support my child will receive?
 - Lea and Garsdon CE Primary School strives to identify any special educational need as early as possible in order to provide the appropriate support.
 - Class teachers, supported by the Inclusion Manager and head teacher, assess the attainment and progress of all children termly. This enables the school to identify children who may have an additional need or a special educational need which can be characterized by progress which:
 - Is significantly slower than that of their peers starting from the same baseline

- Fails to make the expected rate of progress
(SEN Code of Practice 2014)
 - Where additional resources (such as specific intervention programmes) are required, the class teacher will liaise with the Inclusion Manager and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and used to narrow the gap between your child's attainment and the attainment of their peers, and remove any barriers to learning.
 - Appropriate assessment procedures are in place, which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and Inclusion Manager where appropriate.
- How are parents and young people involved in the assessment and review of needs?
 - At our school, children play an active part in target setting and reviewing their progress, along with parents and carers.
 - Through Parent Consultation Evenings and SEN review meetings, parents are involved in the assessment and review of needs.
 - Children who have a Statutory Education, Health and Care Plans will also have a formal annual review of their needs and progress.

Communication

- How will the school keep me informed about my child's progress?
 - At Lea and Garsdon CE Primary School, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes such as open days and assemblies.
 - Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN review meetings, Annual Reports, and both formal and informal discussions with your child's class teacher and Inclusion Manager. Some children may also have a home-school communication book.
- How will the school keep me informed about issues and problems with my child at school?
 - Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, or by letter or email.
- How will I know what the schools expectations are for my child's progress?
 - In Parent Consolation Evenings and SEN review meetings, your child's teacher will inform you about your child's progress. Your child will also receive their Annual Report detailing all aspects of their development.
- Who should I talk to if I have a concern about my child in school?
 - The first point of contact for parents or carers is always your child's class teacher.

- Additional points of contact are:
 - Mrs Rachel Woods (Inclusion Manager)
 - Mr Peter Shewring (Head Teacher)
 - Mrs Ann Suter (Governor with responsibility for SEND)

- How will my child’s voice be heard?
 - Our School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
 - Your child will be involved in the setting and reviewing of targets.
 - Our School also regularly holds pupil conferences to gain pupil voice on a range of issues.

Transition

- What are the transition arrangements from pre-school to Lea and Garsdon CE Primary School, and from Lea and Garsdon CE Primary School to Malmesbury Secondary School?
 - Our school has close links with local Pre-Schools
 - Staff from school visit pre-schools to ensure a smooth transition.
 - Pre-school staff and children visit school prior to September for a number of visits.
 - Extra visits to school will be provided if felt necessary and appropriate.
 - Our school has close links with Malmesbury Secondary School and works collaboratively with them to ensure a smooth transition from the end of primary school to the beginning of secondary school.
 - We arrange additional visits to secondary school for children with additional needs or who are considered vulnerable, prior to them starting school.
 - Our Parent Support Adviser, Mrs Terry Jones, can also help with transition.
- How could I arrange a visit before my child starts at the school?
 - Visits to the school are warmly welcomed. You will be given a personal tour of the school and an opportunity to discuss any special/additional needs your child may have and how the school can effectively support them.

Further information or support

If you require any further information or support please contact Mrs Rachel Woods, our Inclusion Manager, via the school office who would be happy to speak to you.

Additional points of contact

Wiltshire’s local offer localoffer@wiltshire.gov.uk

Wiltshire Council 0300 456 0100 www.wiltshire.gov.uk

SEN and Disability Service – single Point of contact (SPOC) 01225 757985

Wiltshire Parent Carer Council 01225 764647 admin@wiltspcc.co.uk

Wiltshire Families First 01380 813393 wwf@actionforchildren.org.uk

Spurgeons www.spurgeons.org

Malmesbury Children's Centre www.malmesburycc.org 01666 825566

The SEN Code of Practice is available to download at www.gov.uk/government/consultations

Reference: DFE-00205-2013