

# Leicestershire's Local Offer template for educational settings



## Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Gilmorton Chandler C of E Primary School
Address:	Church Lane Gilmorton Leicestershire LE17 5LU
Telephone Number:	01455 552343
Name of Head teacher/Principal:	Mrs Marie Sandford
Name of Special Educational Needs Co-ordinator (SENCo):	Mrs Jane Simons
Head teacher/SENCo's contact details:	office@gilmortonchandler.leics.sch.uk
Website address:	www.gilmortonchandler.leics.sch.uk
Facebook account details:	Gilmorton Chandler C of E Primary School
Twitter Feed details:	@GCPS_LE17
School/College Specialism:	Primary mainstream - Academy
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 – 11 years
Date of Last Inspection:	May 2009
Outcome of last inspection:	Outstanding

Does school/college have a specialist designated unit/additional learning support department?

Yes  No X

Total number of students with special educational needs at college/setting :	12
Total number of students receiving additional learning support:	12

### 1. The kinds of special educational needs for which provision is made.

Gilmorton Chandler is a mainstream school committed to using its best endeavours to provide an appropriate and high quality education for all children at the school which enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make successful transitions to the next phase of their education.

We consider every teacher to be a teacher of every child including those with special educational needs and disabilities (SEND). We have the highest aspirations and expectations for all children including those with SEND. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. This means that equality of opportunity must be a reality for our children.

We aim to achieve a community where parents / carers and those working in school have mutual trust and confidence in each other created through clear, consistent approaches to communication and collaborative working to enable outstanding outcomes for children with SEND.

The four broad areas below give an overview of the range of needs the school plans for:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical.

## 2. Information about policies for the identification and assessment of pupils with special educational needs.

A child has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of all children. Class teachers will assess each child's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all children identifying in particular where children are making less than expected progress given their age and individual circumstances.

Where a child's progress is causing concern, this may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

It can include progress in areas other than attainment, for instance where a child needs to make additional progress with wider development or social needs. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

Identifying and adapting teaching to meet children's needs is a process that is in place for all children. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where children are not making expected progress or are working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk to parents / carers to ensure there is a shared understanding of their child's needs and to gain parental perspective on any emerging concerns and areas of strength. Where appropriate, the child's views will also be sought.

Where children's needs are persistent, the class teacher will complete an initial concerns checklist and meet with the Special Needs Co-ordinator (SENCo) and parents / carers to discuss additional needs and the requirement for further assessments. These assessments could be school based by the class teacher / SENCo or can involve specialist agencies to identify exact needs. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the SEND record at 'SEND support.'

**3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

(a) How *Gilmorton Chandler C of E Primary School* evaluates the effectiveness of its provision for such pupils.

Working together the SENCo, the class teacher, parents / carers and child (where appropriate) will select appropriate support and intervention to meet the desired outcomes identified for the child, based on reliable evidence of effectiveness.

This SEND support will take the form of a four part cycle (assess-plan-do-review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the Graduated Approach.

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the child and their parents /carers. This review will then feed back into the analysis of the child's needs. The class teacher, with support from the SENCo where needed, will revise the support in light of the child's progress and development, deciding on any changes to the support and desired outcomes in consultation with the parents / carers and child.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

The four part cycle (assess-plan-do-review) is repeated each term to enable the effectiveness of support to be determined and any changes in support or intervention to be decided. The class teacher, with support from the SENCo where needed, will decide on any changes to support or intervention in consultation with the parents / carers and child.

The school is fully committed to a meaningful partnership with parents / carers of children with SEND to enable them to be as fully involved as possible in decisions and to provide them with the information and support necessary to enable participation in these decisions. We do this by always making parents / carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.

In addition to normal reporting arrangements, class teachers will invite parents / carers of children with SEND in their class at least three times per academic year to set and review the outcomes of support, discuss the activities and support that will help achieve objectives and identify the responsibilities of the parents / carers, child and school. These meetings may be supported by the SENCo.

(c) Our approach to teaching pupils with special educational needs

The class teacher is at the centre of the day-to-day responsibility for working with all children, including those with identified SEND, even where interventions and targeted provision involve group or one-to-one teaching away from the class.

The imperative is that class teachers work closely with any teaching assistants and/or specialists involved to plan and assess the impact of targeted interventions. Class teachers reflect during their lessons, and when planning and marking, where children are in their learning and how best to enable them to make the next steps in their learning. This approach also encourages children to become more aware of their strengths and areas of need in the way they learn.

Class teachers will not wait for the more formal termly review meeting to reflect on and make necessary adaptations to teaching and learning approaches and provision.

Using a range of evidence, class teachers will assess whether children are on track to meet their targets, whether there is an improvement in the previous rate of progress, and is the gap (attainment and/or progress) narrowing between children with SEND and all children. Effective evaluation of quality first teaching (teaching which is differentiated to meet each child's needs) and targeted provision enables necessary changes to support, provision and targets to be implemented.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to understand the relevance and purpose of the learning activities and experience levels of understanding and rates of progress which bring feelings of success and achievement. The National Curriculum is our starting point for planning. Teachers plan lessons with clear learning objectives which meet the specific needs of all children in their class. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that all children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Specific resources and strategies are used to support children individually and in groups. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money (notional SEND budget) to help make special educational provision to meet children's special educational needs. The school may also use Pupil Premium Funding to enhance learning where a child is registered as having SEND and is also in receipt of the Pupil Premium grant.

Each term, in consultation with the SENCo and class teachers, the headteacher will map the targeted provision in place for pupils on the SEN record to show how resources are allocated. This targeted provision is outlined on the school's Provision Map.

The type of support and intervention required by a child with SEND will depend on their level and type of need. It may include additional class teacher input, intervention programmes, support from an external specialist and/or specified individual support.

Examples of specialist agencies used by and that are available to be used by the school include:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Autism Outreach

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

In our school we value each child as a unique individual. We strive to meet the needs of all our children including those with SEND. We provide a number of opportunities to enrich our school curriculum (through educational visits, visitors and residential) and also provide a number of after school clubs across the age range. Children with SEND have access to all of these opportunities and the school liaises with the various providers, parents / carers and children to ensure risks are assessed and individual needs are met accordingly.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Class teachers have overall responsibility for the well-being of every child in their class.

Support we offer in school for improving the emotional and social development of children with SEND may include:

- Circle time activities
- Nurture groups
- Social communication groups
- Behaviour programmes including rewards and sanctions
- A named adult in school

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs. Arrangements in place in school to support children with medical conditions are detailed in our 'First aid and medication policy' (in line with Supporting Medical Conditions guidance published by the DfE).

#### **4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:**

Mrs Jane Simons is the Special Educational Needs Co-ordinator (SENCo). She can be contacted at school by telephone 01455 552343 or by email [office@gilmortonchandler.leics.sch.uk](mailto:office@gilmortonchandler.leics.sch.uk)

Our SENCo's responsibilities are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after child has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- liaising with parents / carers of children with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a child and their parents / carers are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all children with SEND up to date.

The SENCo, headteacher and SEND governor can be contacted to discuss concerns. The school's Complaints Policy is available via the school website or school office.

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

We aim to provide support, advice and training for all staff working with children with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all children. Skills audits and emerging needs of children with SEND determine appropriate continuing professional development (CPD) for staff. Recent CPD includes behavioural support, play therapy, core motor skills and emotional therapy.

The SENCo attends termly SEND network meetings to ensure she is up to date with the latest information and initiatives.

Medical training to support children with medical care plans for conditions such as asthma, allergies, diabetes and epilepsy is undertaken annually and as required by teaching and support staff.



## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school's core budget is used to make general provision for all children in the school including children with SEND. In addition, the school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEND budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual child.

The school may also use Pupil Premium Funding where a child is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of the child and enhance learning and achievement.

There are two levels of support for children with SEND:

- School SEND support (for children with SEND requiring a person centred, holistic approach to meeting needs but do not have complex difficulties);
- Education, Health and Care Plan (EHCP) (for children with complex difficulties requiring long term complex arrangements).

The school site is wheelchair accessible other than upstairs. Items located upstairs can be relocated for use by wheelchair users should the need arise.

We have a disabled toilet suitable for wheelchair users.

Visual timetables are used in all classrooms.

There is an accessibility plan in place.

## **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

The school is fully committed to a meaningful partnership with parents / carers of *all* children including those with SEND so that parents / carers can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions. The school will do this by:

- Always making parents / carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- Ensuring SENCo is available for meeting by appointment through the school office or by email.
- Publishing how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents / carers to discuss concerns regarding children's progress at the earliest opportunity, raised either by the class teacher or the parents / carers themselves.
- Class teachers inviting parents / carers of children with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parents / carers, the children and the school. These meetings will provide an opportunity for the parents / carers to share their views and may be supported by the SENCo.
- Supporting and guiding parents / carers in ways that they can help with their child's learning and development at home.
- Recording the outcomes, actions and support agreed through the discussions and ensuring they are shared with the appropriate school staff and giving a record to the child's parents / carers.
- Signposting parents / carers to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with a representative group of parents / carers of pupils with SEND when reviewing the school's SEND Information Report and the SEND policy. A paper copy will be made available to parents / carers on request.
- Planning in additional support for parents / carers at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Seeking parents' / carers' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The school recognises that all children have the right to be involved in making decisions and exercising choice. We aim to develop children's self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

We will do this by:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents / carers, we will support children to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, children with SEND are involved in monitoring and reviewing their progress. They are, as fully as possible, involved in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Children with SEND are encouraged to stand for election to the School Council and other positions of responsibility.
- Planning in additional support for children at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education.
- Children are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking children's views through regular questionnaires / group interview activities undertaken by the SENCo and / or SEN Governor, considering adjustments required in the light of analysis.

## **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

We are committed to working in close partnership with all members of the school community and aim to be a warm, welcoming school with positive relationships between all members of the school community. We strive to provide an outstanding education for all our children, placing great value on the role which parents / carers can play in supporting children's learning. If a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage without the need for formal procedures. However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's Complaints Policy which can be found on the school website or is available via the school office. Concerns relating to SEND should be referred to the class teacher, SENCo, headteacher or SEND governor.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The governing body of Gilmorton Chandler delegates the day to day running of the school to the headteacher who reports to the governing body at least once each term via the headteacher's report. In addition, the SEND governor reports at least once per term to the full governing body. Aware of the SEND needs of the school and possible future SEND requirements, the governing body allocates the SEND budget annually. From that, the SENCo predicts the school's needs for the year and requests the purchase of the specific advice and support services. To access support for an individual child, parents / carers permission must be given and forms completed as to the nature of the support requested. The SENCo prioritises these requests within the allocated budget.

External services include the school nurse, educational psychology, child and adolescent mental health services, speech and language therapy, hearing impairment support, occupational therapy, autism services, early years' services, parent partnership, paediatricians, social care and bereavement counsellors.

These services will not be accessed for a child without the prior knowledge of the parents / carers.

**11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

[www.leics.gov.uk](http://www.leics.gov.uk)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

Parent Partnership 0116 2752097

Together for Families 0116 2885353

Family Information Service 0116 3056545

## **12.The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

- Four induction sessions take place during the summer term for all children joining our Foundation Stage the following September. There is a close liaison between the school SENCo and Early Years' SENCo and Early Years' settings.
- The school has very close links with the local feeder secondary schools. The SENCos from the local secondary schools make contact with our SENCo early in the summer term, prior to the children transferring to secondary school. It can be arranged that children with SEND have additional transition visits to their next school in order to alleviate any anxiety that the children may have and to assess the suitability of the learning environments. Meetings (may involve multi-agencies) are also held to ensure that information, data and assessments are passed on and that the schools have clear ideas as to the needs of the children with SEND transferring to them. Next schools are invited to attend EHCP reviews prior to transition.

## **13.Information on our contribution to the publication of the local authority's local offer.**

The Local Authority's Local Offer can be found by clicking on the link below:

[http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm)

