

SEND – SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our School SEND Information Report

Please also refer to the Parent/Carers SEND Information leaflet and SEND Policy available in the same section of the school website.

Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services available for children with disabilities and Special Educational Needs (SEND). This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. You can find out more information about the Local offer at <https://www.herefordshire.gov.uk/localoffer>

There is also a local offer facebook page at: <https://www.facebook.com/HfdsSEND>

As part of the local offer, schools are required to publish a school information report to show what Gorsley Goffs offers children with special educational needs and disabilities within our school

SCHOOL NAME	Gorsley Goffs Endowed C of E Primary School
What do we offer?	At Gorsley Goffs we want every child to: • Develop as a rounded individual • Feel valued, included and motivated to learn • Enjoy school • Make academic progress • Experience a range of successes and develop a positive sense of self • Develop their independence. • Be able to make a contribution to their community We all develop at different rates and each have our own special qualities including different ways of learning. Our teachers will differentiate the curriculum to suit these different rates, levels and ways of learning. This is called First Quality Teaching. Each class has a trained teaching assistant every morning to help with this. Our teaching assistants may work with groups of children within the class or sometimes outside the classroom. Sometimes teachers work with these groups. Some children may have a disability or need more help than others in reaching their full potential to make expected progress. They may require extra support that is different from or additional to other children of their age. These children are said to have special educational needs. They are carefully monitored and listed on a Special Educational Needs, Disability and Additional Needs Register (SEND Register). Mrs Williams is our Special Educational Needs co-ordinator (SENDCo) who works with teachers to support children with SEN or disabilities (SEND). We have an open door policy where staff are always willing to listen, communicate and work with you and your child. We actively encourage partnership with parents as you have a vital part to play in your child's learning.

What are special Educational needs?

Many children will have special educational needs (SEN) at some point in their time at school. This means they may have difficulty with

- Reading, writing, mathematics
- Thinking, understanding and using language
- Focus and attention
- Organising themselves
- Sensory sensitivities or physical abilities
- Managing their behaviour
- Making friends or relating to adults
- Mental health and well being

These different types of difficulty, or need, have been put into four categories by the Department for Education (DFE):

Communication and Interaction

This includes speech and language delay.
Communication difficulties that are complex in nature including autism.

Social, Emotional and Mental Health

This includes emotional well-being, social behaviour and learning behaviour such as difficulties with attention, focus, organisation of self or resources.

Cognition and learning

This includes difficulties with literacy (reading, spelling and phonics) and numeracy.

Sensory and physical

This includes physical disability, hearing or vision impairments and medical conditions.

Resources and Equipment. All classes are equipped with Interactive Whiteboards to complement our multi-sensory approach to teaching. Appropriate resources and equipment, to aid access to learning according to need, are used with in the classroom including: writing slope, pencil grip, special pencils and pens, coloured overlays, paper and books, ACE dictionary, pop up desk screen, wobble cushion, grounding sensory scarf, ear defenders for example. Books with enlarged print and a loop auditory system may be acquired through the Local Authority teams for children with visual and hearing impairments.

How accessible is the school?

Our school site is fully wheelchair accessible with a ramp and rails to access the playground through our year one classroom. We have an accessible toilet and separate accessible hygiene room equipped with hoist, shower and space to administer medicines.

What is your policy on inclusion?	Lessons are as inclusive as possible, with adjustments made depending on need. Support staff are employed to facilitate differentiated, adapted and personalised learning and aid access to the curriculum at all levels. All children are included in all enrichment activities, after school clubs, school visits, and residential trips regardless of need or disability.
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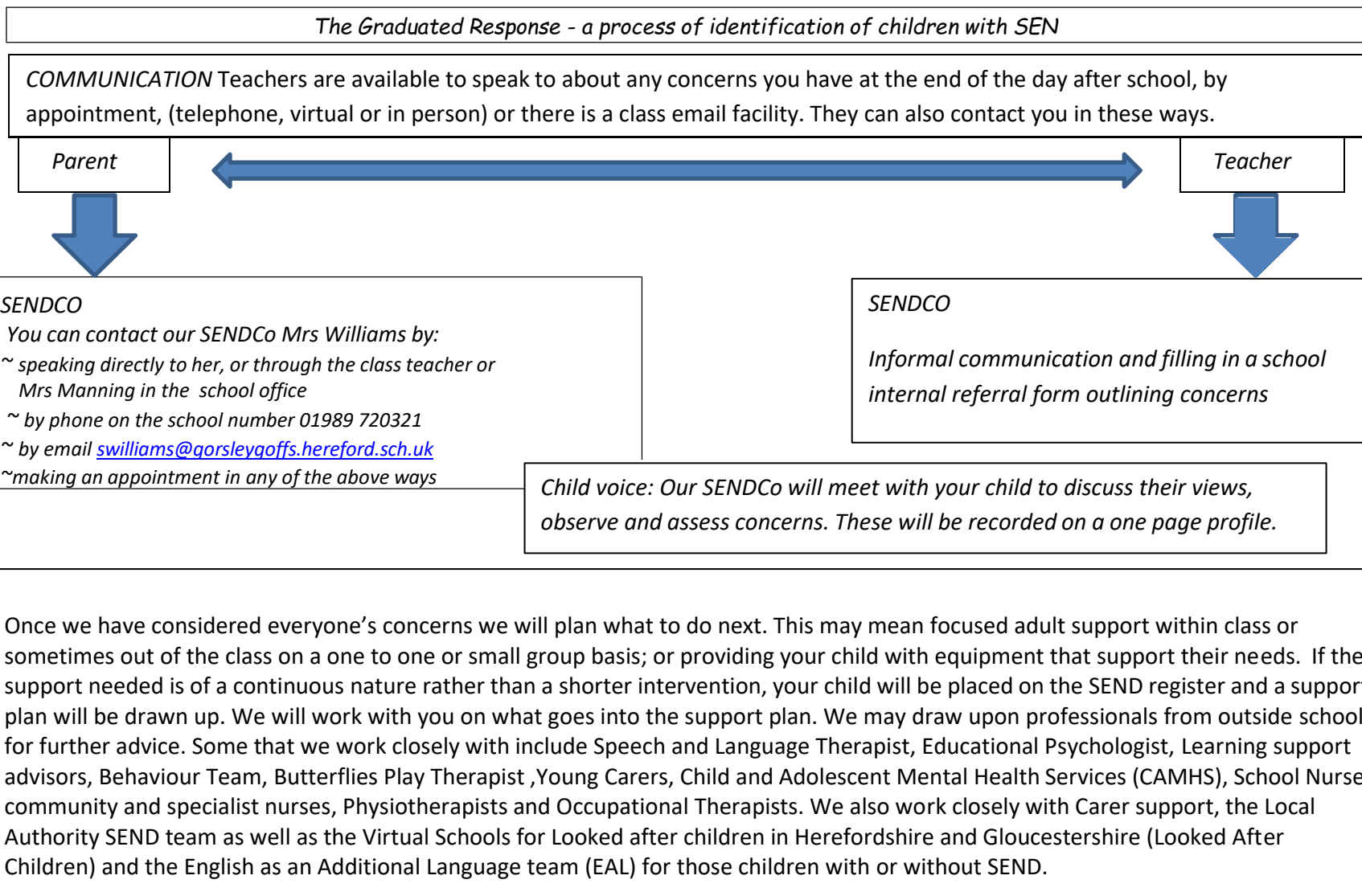
What do I do if I think my child has SEN?

First, discuss your concerns with the class teacher. You could also speak to our Special Educational Needs Coordinator (SENDCO) Mrs. Williams.

What if the school thinks my child has SEN?

Your child's teacher will speak to you and discuss their concerns with you. The Special Needs co-ordinator may also be involved in this discussion.

A Graduated Response



SEN Support Plan	An Individual Provision Plan (IPP) records a child's strengths, areas for development, pastoral and medical provision and assessment results overtime. It lays out targets, strategies and resources, provision and outcomes with a chance to record your and your child's views.	 SEND SUPPORT PLAN	A one page profile records what is important to your child including how they like to be supported and a wish for the future. All children have the opportunity to express how they feel through circle times and class feelings boxes. Children with SEND will often have an identified key person that they feel comfortable to talk to if they need to.
PEP	Each child on the SEND register will have an Individual Provision Plan (IPP). This is drawn up to include your views and those of the child. We will meet with you three times a year to monitor your child's progress, review the targets set in the IPP and set new ones as appropriate. With the one page profile they form your child's SEND Support Plan.		
Education Health and Care Plan (EHCP) <i>Statutory assessment previously known as a Statement of Special Educational Needs</i>	E.H.C. PLAN If your child's needs are long term and complex or severe and they are not making their expected progress following the Assess/Plan/Do/Review cycle, your child may get an EHC plan from the Local Authority. This single plan includes all your child's assessed needs from Education, Health and Social Care and gives a complete picture of all the arrangements and support your child needs to make best progress. <i>This whole process of assess, plan, do, review is referred to as the graduated response.</i>		
How is my child's	Throughout there is an approach of Assess/ Plan/Do/Review:		

progress monitored?	<pre> graph TD ASSESS[ASSESS your child's needs through the graduated approach drawing on information from staff, carers and child and advice from outside agencies if appropriate. Create a one page profile.] --> DO[DO Put the support plan into action.] DO --> PLAN[PLAN how best to support your child reflected in an Individual Provision plan. (IPP)] PLAN --> REVIEW[REVIEW how our support plans are working, if targets are being met, and what progress is being made and what next steps should be taken.] REVIEW --> ASSESS </pre> We get to know our children well and are vigilant in observing their progress through formal and informal assessment. • Your child's progress is continually monitored by their class teacher. • Their progress is reviewed every term and formally recorded. At the beginning of each term, teachers meet with the Executive Head teacher to discuss each child in a pupil progress meeting. The Headteacher then meets with the SENDCo to particularly discuss those with SEND. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. • Children who have been identified as having a special educational need or disability will have an SEND Support Plan (IPP and one page profile) which will be reviewed with your involvement, every term and the plans for the next term made. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • A range of ways will be used to keep you informed, which may include: - Home/school contact book -IPP and parent meetings, additional meetings as required, phone calls, emails, interim and end of year Reports
How will the school work with my child and me?	The school views parent partnership as vital to a child's success. We want to: • hear your views about your child • involve you and your child in decisions about their education • keep you and your child informed about their progress and targets. We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may

	have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo or class teacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. IPPs will be reviewed with your involvement each term. A home/school contact book may be used to support communication with you if this has been proves effective for you and your child. Any family with a child with SEND can seek support through the independent parent support service, SENDIASS: Email: sendias@herefordshire.gov.uk Tel. 01432 260955 9am-4.30pm This may be particularly helpful for families with an EHCP. They will ensure that you fully understand the process. Our open door policy means we communicate, liaise and work closely with you and your children.
Staff training	All staff undergo internal training through staff meetings and INSET days; there is a continuous programme of staff development in operation. All staff attend regular Safeguarding training. Some staff have been Team Teach trained (techniques for behaviour management including physical restraint as a last resort) • All staff have access to and opportunity for training to develop expertise in supporting specific needs of children with SEND. Recent and planned training includes ADHD, autism, anxiety, social stories, therapeutic writing, speech and language, ELKLAN, Talk boost, First Class at Number 1 and 2 numeracy, numicon, Attachment Theory and complex communication difficulties, emotion coaching, growth mindset, ELSA. • We have a member of staff who is our mental health first aider and a member of staff attending mental health training
Interventions	Interventions currently being used at Gorsley include: Small group and individual as appropriate: > phonics sessions > THRASS > Dancing Bears > Read,Write, Ink – Fresh Start > Toe by Toe >Talk Boost (speech, language & communication) > Colourful semantics > Widgit > Speed Up (handwriting) > Clicker > Creative writing > Edshed >Phonicshed > Spelling Shed > Fluency Builder > Precision Teaching > > Rainbow Mathematics (maths Y6) > Numicon >1,2,3, maths/power of 2 > Times tables Rockstars > IPAD apps > Squeebles > problem solving > Play therapy >Theraplay >Therabuild > Therapeutic writing > Mentoring (TLG) > ELSA > Social Stories > Social skills groups >Physio and Gross motor skills group > Fine motor skills groups > One-to-one support > Booster classes (KS2) Emotion coaching and growth mindset approaches are embedded in our ethos.

If you are not happy with any aspect of the provision for your child please discuss this with their class teacher first. If you are not satisfied with this then you may

contact the following people:

Mrs Sarah Williams: SENDCo (Special Educational Needs and Disabilities Coordinator)

email: swilliams@gorsleygoffs.hereford.sch.uk **Tel. 01989 720321**

Mr Simon Manning: Executive Headteacher Mr Simon Pascoe: Head of School

email:admin@gorsleygoffs.hereford.sch.uk

SEND Governor- Mrs Jo Martin

REVIEW: This is a working document so will be reviewed and updated regularly and officially once a year. Most current review : November 2024.