INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Gosberton Academy, we strive to be fully inclusive.

We welcome everyone into our community and aim to support every learner to reach their full potential.

This document is intended to give you an overview of the support and resources available in our school- but it is by no means exhaustive! As the needs of our learner's change, so do the resources and support available.

The School Special Education Needs Coordinator is Alice Keeling

ACRONYMS and ABBREVIATIONS

The world is full of acronyms and abbreviations. To help you decipher this report, please see below the list of acronyms and abbreviations used in this document and beyond.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
COP	Code of Practice
EHCP	Education Health and Care Plan
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist
EWO	Education Welfare officer
LAC	Looked After Child
LP	Learning Plan
NFER	National Foundation for Educational Research
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PEP	Personal Educational Plan
PT	Physiotherapist
SALT	Speech and Language Therapy
SATs	Statutory Attainment Tests
SENCo	Special Educational Needs Coordinator
SEND	Special Education Needs and Disabilities

SEST	Sensory Education Support Team
STT	Specialist Teacher Team
TA	Teaching Assistant
WTT	Working Together Team

What should I do if I think my child has a SEND?

If you believe your child may have a SEND, then the first person to discuss this with is the class teacher who will be able to address your concerns in the first instance. Alternatively, you may wish to speak to the SENCo who will discuss your concerns with the class teacher.

How will the school respond to my concern?

Once a parent has raised a concern about a child, the normal procedure would be that the class teacher would assess/ observe the learner and then arrange a meeting to feedback their findings. This may or may not result in further intervention/ assessment taking place.

How will the school decide if my child needs extra support?

In line with The Code of Practice 2015, Gosberton Academy identifies learners as having a Special Educational Need if:

"…they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them." (COP p15)

A child has a learning difficulty if: "…they have significantly greater difficulty learning than their peers." (COP p15)

A child's disability can be referred to as a special educational need if: "… (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (COP p15)

If the class teacher feels that there is a need to investigate a learner's difficulties further, then they will begin a cycle of provision review.

This will begin with a cycle of assess, plan, do, review. This process includes setting targets for the learner and arranging some additional support aimed at helping them to achieve their target.

Following this period of provision, the teacher will assess the learner and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged and new targets set.

If, after this cycle, progress is still slow then the decision will be made to move the learner to SEND Provision, and they will be formally added to the school's Special Needs Register.

After a further 3 cycles of support, if there continues to be little or no progress then further specialist assessments will be sought. These will be carried out by external relevant specialists.

What will the academy do to support my child?

The class teacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a learner needs may be in the form of a specialist intervention programme, delivered by a teaching assistant or teacher.

However, the provision may also take the form of adjustments to the learning environment, timetable or specialist equipment.

Who will support my child?

Depending on the needs of the child, support may be provided by the class/subject teacher, a teaching assistant or a specialist advisor.

What training and experience do staff have for the additional support my child's needs?

The SENCO is completing the NPQSEN, has a degree in special educational needs and education studies and supported many children with SEND as a teacher.

She is supported by the Trust SEND Improvement and Inclusion Lead who hold the NASENCO award and has been a SENCO for over 18 years.

Currently, there are staff (teachers and teaching assistants) trained in:

- Diabetes- administration and supervision of insulin
- Epi-pen
- Positive handling
- Dyslexia
- Autism
- Makaton
- Speech and Language therapy
- Injections

We have also a wealth of experience in supporting children with a wide range of conditions such as:

- Dyspraxia
- Autistic Spectrum Disorder
- Hypermobility
- ADHD/ADD/ODD
- Epilepsy

Where specialist training is required to meet the physical needs of a learner, we will contact the relevant professional body who will support this.

Who else might be involved in supporting my child?

The academy benefits from the support of a wide range of outside agencies including:

- Educational Psychologist
- Sensory Education Support Team
- Physiotherapists
- Occupational Therapists
- Working Together Team
- ESCO
- Dyslexia Outreach.

Support from these agencies is initiated either by school or parents (depending on their referral procedures) and then liaison with school is led by the SENCo.

What support will there be for my child's social and emotional well-being?

Mr Baxter and Mrs Favell have overall responsibility for pastoral care of the learners. When a learner has been identified as having a social or emotional difficulty, they will often be supported by the class teacher in the first instance. If however, it is felt there need is greater they may be given support by the Executive Headteacher or Head of School, or an outside agency where appropriate.

Attendance is monitored constantly by the Senior Leadership Team and rewards and certificates given for excellent and improved attendance. Where a learner's attendance falls well below the expected level, parents are invited to attend Attendance Panel Meetings where support and advice to aid improvement is given. As an academy we believe that a learner's SEND should not be a barrier to good attendance and as such, learners with SEND are subject to the same attendance procedures as all other learners.

How will my child be able to contribute their views and how will he/she be involved in the process?

Is essential that, even from an early age, learners are included in decisions made on their behalf about their education. As a result, all learners are included in target setting in their classes.

If a Learning Plan is implemented, then this plan will be discussed with the learner and their ideas for targets recorded.

All learners with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting. We always value the views of all individual learners and listen to their opinions about issues which affect their lives.

How will the curriculum be matched to my child's needs?

Adapting children's learning is key to meeting the needs of all learners and this is an essential part of what we call 'Quality First Teaching.' Teachers adapt the learning in a variety of ways including changing the outcome, providing supportive resources and using adult support. By making the learning accessible for all learners, teachers can ensure they are meeting the needs of the learner appropriately therefore increasing the chance of success.

What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?

Parents' Meetings are held termly when attainment and progress are discussed. Where children have a LP or EHCP in place then then the targets for their LPs are discussed at these meetings.

When a learner has an EHCP, a review meeting is held, at a minimum, annually. All personnel involved with the learner are invited to this meeting and where they cannot attend, a report is usually provided.

Where necessary, home/school books or direct email contact are implemented to allow for a two-way dialogue between parents and staff, to discuss daily progress.

An appointment with the teacher or SENCo can be made at any other time during the academic year to address any parental concerns.

How does the school know how well my child is doing?

Assessment is an on-going tool used by teachers to plan appropriate work for the learners in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or quiz and tests the learners' knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what children say, what they write or activities they may complete.

Over a term, teachers gather the formative assessments they have made on a learner and consider where the learner's attainment is in line with the expectations for their year group.

Statutory assessments are undertaken in Foundation Stage where learner progress is measured against the national Early Learning Goals. Phonic Screening is carried out in Y1 during the Summer Term. Statutory SATs assessments are administered to learners in Y6.

For learners on the SEN register, the teacher and SENCo may feel it is appropriate to assess them against the expectations of a lower year group. For example, a learner Year 4 may be assessed against the expectations of a Year 2 learner. For some learners, whose attainment is below the expectations of Year 1 then the Pre-Key Stage standards are utilised.

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How will my child be included in activities outside the classroom including school trips?

Gosberton Academy run a range of extra-curricular activities. To be fully inclusive, support (where available) is provided for those learners for whom it is deemed necessary to help them access the club/activity.

When considering visits out of school, including residential ones, all individual learner needs are considered e.g., 1:1 support, wheelchair access in theatres and on coaches. If it is felt appropriate, parents/carers are invited to accompany their child.

How accessible is the school environment?

As an academy we aim to be as accessible and inclusive as we can be. Where necessary, for learners with complex additional needs, Risk Assessments are agreed in consultation with the teacher, TA, and SENCo to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building.

The school has roadside parking which facilitates ease of access for parents/carers to drop off and pick up their children.

Further details of accessibility can be found in the accessibility plan.

My child is disabled, can they still attend your academy?

We are proud of the inclusive nature of our school, and we will endeavour to ensure that all children can be admitted into our settings, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our learners. As such, there would be very few occasions where we would not be able to admit a child because of their disability which could be due to our small school where space is limited.

How would the school support a child who was in currently a Child in Care?

The SENCO and the Teacher responsible for Children in Care (LAC Designate) work very closely together to ensure that children who are in care get the right support at the right time.

We would also liaise closely with the child's social worker and provide the child/children with the same equal opportunities as other learners at our school. Due to them being in care they would have a Personalised Education Plan (PEP) to ensure any learning needs were targeted and supported. These targets will be included as part of the child's learning plan.

How will the school prepare and support my child to join the school?

Prior to a learner entering school in Foundation Stage, the class teacher and if appropriate the SENCo/headteacher, visit the pre-school settings where they meet with the key workers of any learners with SEND. The SENCo will also meet with the Early Years Specialist Teachers and discuss learners with whom they have been working. The learners and parents/carers are invited into school to familiarise themselves with their new surroundings, routines and personnel.

When learners join mid-year, they are provided with a buddy to help them settle into the new environment. There is close liaison with the learner's previous school setting and all data and relevant information is exchanged.

How will the school prepare and support my child to transfer to a new class or school?

When learners move from one year group to the next, the learners will have a transition time set by the academy where they will go to their new classroom and meet their new teacher. Teachers have access to

the learners' SEND files, so that they can familiarise themselves with the needs of the learner and the provisions which need to be in place from September.

How can I be involved in supporting my child?

Parents are fully encouraged to work in partnership with school to support their child's learning. Open communication is encouraged, and parents are welcome to assist on school visits and other occasions when help is needed.

Parents are encouraged to support their children with their homework e.g., reading, numeracy games.

How does the Academy monitor the effectiveness of the SEND support available?

SLT are responsible for monitoring the effectiveness of SEND provision. This is done through a variety of methods including: monitoring learner progress, learning walks and lesson observations.

What should I do if I have a complaint about the SEND provision in my child's academy?

In the first instance this complaint should be addressed with the Headteacher. Following this, if you feel the situation has not been resolved, then each academy has the Complaints procedure detailed on their website or alternatively, a copy can be obtained from the school office.

How can I access further information about SEND in Lincolnshire?

Support for parents/carers and families can be found at:

https://www.lincolnshire.gov.uk/send-local-offer

Who can I contact for further information?

Executive Headteacher/Head of School/ SENCo
Mr T Baxter/ Mrs S Favell/ Miss A Keeling 01775 840414 enquiries@gosbertonacademy.net

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