



**Gnosall St Lawrence CE Primary Academy  
and  
Gnosall St Lawrence Pre-School**

## **SEN INFORMATION REPORT 2020 - 2021**

Date: Autumn 2020

Renewal Date: Autumn 2021

<p>What are special educational needs?</p>	<p>The Special Educational Needs Disability Code of Practice states that: ‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child 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 or hinders him or her from making use of facilities of a kind generally provided for other than of the same age in mainstream schools. Special educational provision is an educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream school.’ (DfE, 2015)</p>
<p>What should I do if I think my child may have special educational needs ?</p>	<p>In the first instance any concerns about your child should be raised with your child’s class teacher or your child’s keyworker within Pre-school. You can arrange to meet with them either before or after school by speaking / emailing them directly, or by contracting to the school office on 01785 822391 to arrange an appointment. The class teacher may suggest that you meet with our school Special Educational Needs Co - Ordinator (SENCo), Mr Willi Whelan, who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENCo to arrange a meeting by either telephoning the school office on 01785 822391 or by emailing the school office.</p>
<p>What kinds of Special Educational Needs does Gnosall St Lawrence CE Primary Academy and Pre-school make provision for?</p>	<p>Gnosall St Lawrence is a primary, academy school for children from aged 4 years through to age 11 years. We also have a Governor-Led pre-school where we can take children from aged 2 years to 4 years. We have provision to meet the needs of children with a range of learning, behavioural and medical difficulties. We pride ourselves on being a fully inclusive school and we cater for all special educational needs. The Special Educational Needs Disability Code of Practice (DfE, 2015) outlines four main categories of Special Educational Need which are:</p> <p><b>Communication:</b> Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interactions. They may also experiences difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <p><b>Cognition and learning :</b> Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical or sensory impairment. Specific learning difficulties (SpLD), aspect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <p><b>Social, emotional and mental health difficulties:</b> Children and young people may experience a wide range of social and emotional difficulties which manifest</p>

	<p>themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p><b>Physical and/ or sensory needs:</b> Some children and young people require special educational provision because they have a disability which requires prevents them or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with a physical disability (PD) requiring additional ongoing support and equipment to access all the opportunities available to their peers.</p>
<p>How does Gnosall St Lawrence CE Primary Academy and Pre-School know if children need extra help ?</p>	<p>Children in all classes have their learning regularly assessed. If your child's class teacher or key worker in Preschool has concerns about your child's learning they will ask you to come in to school for a meeting to share information and to see if you agree. Where applicable a Personal Education Plan (PEP) will be completed with you and your child and as part of this actions will be agreed to be carried out both in and out of school. Teachers refer children to the school's SENCo when they feel they that they have extra needs or are having difficulty accessing the curriculum. Regular review meetings are held about children in school and assessment points are used to guide need further. If your child is not meeting age -related expectations and/or progress is a concern then your child's class teacher, with support from the SENCo, will identify any potential barriers to learning and plan strategies and intervention programmes that will aim to accelerate progress and close gaps in attainment</p>
<p>How will Gnosall St Lawrence CE Primary Academy and Pre-school support my child?</p>	<p>The needs of the majority of children will be met through quality first class teaching. Children for who a PEP has been completed will receive appropriate support or interventions for an agreed timescale which will then be reviewed regularly. For some children a short term intervention may allow them to go on to access learning in line with the rest of the class. For other children further interventions will be needed and for some children support from external agencies may be required. For some children with complex special needs an Education Health Care Plan (EHCP) may be needed. Where applicable an EHCP will be completed with you, your child, school staff and other professionals from outside agencies.</p> <p>If your child is on the Special Educational Needs and Disability (SEND) register they will receive a PEP each term which will include specific targets linked to their identified area(s) of need. Their plan will be written in consultation with all stakeholders and will detail the SEN support that school are putting into place to help the child achieve their personalised targets.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers plan to incorporate the needs of all children in their class through differentiation and use of excellent classroom support. Class teachers will play a crucial role in setting targets and actions for children with educational needs which will be recorded in a child's PEP; teachers will use these targets and actions to plan appropriate learning activities. Our curriculum at Gnosall St Lawrence CE Primary Academy is designed to be relevant, broad and to promote positive learning experiences for all of our children, including those with</p>

	special educational needs.
How has Gnosall St Lawrence CE Primary Academy implemented changes for the New Code of Practice 2014?	The New Code of Practice is a document produced from the Government in September 2014 detailing how nurseries, schools and colleges nationally support children with SEN. In line with this document Gnosall St Lawrence CE Primary Academy produces an SEN register, detailing children who are causing concern, children receiving SEN support and children who have an EHCP (an Education Health, Care Plan). This register is discussed with teaching staff and is regularly updated.
How will both the school and I know how my child is doing and how will the school help me to support my child's learning?	Parents' /Carers' evenings take place three times a year at Gnosall St Lawrence CE Primary Academy and Pre-school during which all parents and carers are invited to discuss their child's learning and behaviour at school. Where initial concerns have been raised about a child's learning or behaviour, you will be invited into the school to discuss targets for your child to feed into his/ her PEP. You will then be invited in each term to discuss progress against the PEP targets that have been set. If your child requires continued additional support, then the PEP targets will be reviewed with you and your child. In addition, you will receive a detailed school report towards the end of the Summer term and a shorter report at the end of the Autumn and Spring terms. You will be kept informed at every stage of this process and will be asked to play a proactive role in supporting your child's learning at home. Additionally, the parents/carers of children who are placed on an Educational Health Care plans will be invited in twice a year to complete a midyear and an annual review. Your child's class teacher and school SENCo will be your regular points of contact. When your child starts Pre-school you will be invited to an initial discussion with your child's key worker and/or Mrs Malone, the Pre-School Manager. Each term you will have the opportunity to look at your child's Learning Journey - a book which details your child's experiences and learning opportunities whilst at Pre-School. On a regular basis you will be asked to comment on your child's development in their Learning Journey. Each week you will be sent home my learning journey diary sheet where you can record any learning/ observations that have taken place at home.
How is the decision made about what type and how much support my child will receive?	Through our graduated response your child will initially have a concern raised and appropriate actions or interventions will be agreed with you for both in and out of school. We constantly review this through our PEP system and we will use our expertise and experience to identify when and where additional or external support may be needed. You will be involved at all stages of your child's learning journey.
How will you help me to support my child's learning ?	The class teacher and SENCo will be able to advise on ways to support your child and may also signpost you to further support from external services. Our webpage also contains links to Staffordshire Connects where you can find additional advice and services.
What support will there be for my child's overall well-being at school?	At Gnosall St Lawrence CE Primary Academy we provide our children with a physical, social, emotional and spiritual environment so that they believe that they are ready to tackle anything in life. We consider that their physical, social, emotional and spiritual well-being is just as important as their academic well-being. In that regard we have a robust safeguarding policy and protocols in place. We have weekly staff meetings and staff briefings that discuss any concerns including pastoral, behavioural and academic issues that have arisen. There is an open door policy to the Senior Leadership Team and the SENCo that all staff access where they have concerns about a child's well-being. <b>Pupils' health and well-being is of paramount importance to us.</b> We work closely with many external agencies including the Local Support Team, social services, the children with disabilities team, the Educational Psychologist team, local authority behaviour support, occupational therapy and the speech and language therapy team. We also work closely with CAMHS if your

	child requires that level of support. We work closely with medical practitioners if your child has a health need and will discuss with you a Care plan and where necessary the administration of prescribed medication.
What support is there at Gnosall St Lawrence for core subjects Reading, Writing, Phonics and Maths?	At Gnosall St Lawrence CE Primary Academy the needs of the majority of children will be met through quality first class teaching. Teachers plan the children's learning to incorporate the needs of all children in their class through differentiation and use of excellent classroom support. Where your child has been identified as having a particular need in reading, writing or maths, specific interventions may also be implemented by the class teacher and the SENCO to ensure progress in these areas. At Gnosall St Lawrence CE Primary School we follow a Literacy/ Phonics programme called Read Write Inc (RWI). This is taught daily in all infant classes in small groups by a teacher or Teaching Assistant. On entry to school your child will be assessed and placed in a small group suited to their phonic, reading and writing needs. This will be reassessed every half term. We have been awarded model school status for delivering RWI. Our junior classes follow a Literacy programme called The Write Stuff. In Maths we follow a programme of learning which is differentiated to suit the abilities of individual children within a class.
What specialist services and expertise are available at or accessed by Gnosall St Lawrence CE Primary Academy?	The Staffordshire Local offer sets out the range of services and expertise available for schools within the county. At Gnosall St Lawrence CE Primary Academy this includes Speech and Language Therapy, Autism Outreach, SENSS (Staffordshire Special Educational Needs Service), Behaviour Support, School nurse, Midlands Psychology, PDSS (Physical disability outreach service), Educational psychologists, Occupational therapists and Physiotherapists. If your child requires support from an external agency a referral will be completed by the SENCO with your consent or an Early Help Assessment identifying the area of need.
What training is provided for staff supporting children with SEN?	All of our teachers are fully qualified and undertake specialist further professional ongoing development. This is key to ensuring staff of all categories remain updated and skilled. Professionals from external agencies support our teachers to deliver specific programmes to our children. Our School SENCo is currently completing the SENCO Award.
How will my child be included in activities outside the classroom, including school trips?	At Gnosall St Lawrence CE Primary Academy every child has the opportunity to access trips including residential in Years 4, 5 and 6. Provision is differentiated and if for example an activity is not deemed appropriate, an alternative activity will be organised. Teachers consider the needs of all children in their class before booking any trip. We do not want any child to be excluded from activities being offered. Before and after school clubs are available to children of all ages and abilities.
How accessible is Gnosall St Lawrence CE Primary Academy and Pre-school?	Gnosall St Lawrence school is a new purpose built school building and opened in February 2016. The demolition of the old school, adjacent to the new school completed in June 2016. Our school is on two levels with lift access to all of the second floor and meets all of the requirements of disability access legislation.
How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?	On entry to Pre-school : When your child starts Pre-school you will be invited to an initial discussion with your child's key worker and/or Mrs Malone, the Pre-School Manager. You will regularly have the opportunity to look at your child's Learning Journey - a book which details your child's experiences and learning opportunities whilst at Pre-School. On a regular basis you will be asked to comment on your child's development in their Learning Journey. Each week you will be sent home my learning journey diary sheet where you can record any learning/ observations that have taken place at home. If your child is 2 years old when starting Pre- School you will be invited in to discuss a 2 year check and your child's progress. <b>On entry to Reception:</b>

	<p>When your child joins us in Reception then they be part of a comprehensive induction programme. This includes: An induction evening for parents to gain information to facilitate a smooth transition; staff visits into your child’s setting; a parental meeting with the SENCo and class teacher; and taster sessions. We also invite you to our half-termly open sessions into the reception class to share with parents and carers our learning journeys.</p> <p><b>Transfer from another setting:</b> If your child joins us from another setting in Years 1 to 6 then we will offer taster sessions and liaise with your child’s original school to ensure information sharing is smooth. Our school SENCo, Mr Whelan, will also contact the new school to discuss the support we currently have in place.</p> <p><b>Moving to the Next Class:</b> Teachers hold transition meeting to discuss children’s individual needs and transfer information onto the next class teacher.</p> <p><b>Transfer to another setting:</b> Transfer to another setting: If your child transfers to another school then we will liaise closely with them to ensure all documentation is passed on. Our SENCo will also contact the new school to discuss the support we currently have in place.</p> <p><b>Transitions to Secondary Education:</b> During Year 5 and 6 the SENCo will actively support parents in their Secondary School decisions. Children will attend transactions / taster sessions to the local Secondary schools. Our SENCo will invite the SENCo from the Secondary School to pass on information that will support a smooth transactions.</p>
<p>How will you support my child’s medical needs?</p>	<p>All children who have a medical need will have a care plan, which will have been written by parents, any relevant healthcare professionals where applicable and Kirsten Sweet (Headteacher). Staff who are required to administer medicines are trained by the necessary professionals and administration is witnessed and counter signed. Risk assessments will also be in place for some more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines ‘Supporting pupils with medical conditions in school’ (DfE, 2014)</p>
<p>How are Gnosall St Lawrence CE Primary Academy’s resources allocated and matched to children’s special educational needs?</p>	<p>Allocation of resources is dependent upon the need within school. We use our budget to help raise attainment and achievement of all our pupils, including those with SEND through:</p> <ul style="list-style-type: none"> <li>Ensuring quality first teaching.</li> <li>Providing support for pupils with EHC plans and AEn funding allocations as specified by the LEA.</li> <li>Teaching assistants support learning and interventions on a need basis.</li> <li>Running personalised interventions programmes.</li> <li>Ensuring TA’s are trained in the intervention programmes they are delivering.</li> <li>Ensuring that pupils have equal access to the curriculum.</li> </ul>
<p>How are parents/carers involved at Gnosall St Lawrence CE Primary Academy and Pre-school involved?</p>	<p>We encourage parental involvement and throughout the year and offer many opportunities for parents/ carers to come into school. We will invite you in to discuss concerns about your child’s learning as soon as they are raised so that you can play an active part from the very beginning. If your child has been identified with a learning need at a different setting then we can meet with you prior to your child starting</p>

	at St Lawrence. We keep you informed of your child's progress and ask for your views at regular intervals as part of your child's PEP document.
How are children involved at Gnosall St Lawrence CE Primary Academy involved in their learning?	As part of the PEP process your child will identify their own strengths, things they find difficult and how they would like to be supported. In addition to this they review their own PEP targets with staff and input into setting new targets and aims.
What training have the staff supporting SEND had or what training are they having?	We value training our staff in all areas of school including SEND. All staff are involved in delivering high quality phonics and spelling through the Read, Write, Inc programme. All teachers have also received training in delivering The Write Stuff, the English programme used once children Key members of staff are first aid trained and all staff are epi pen and allergy trained. All staff have received Level 1 safeguarding training. Many of our staff have recently completed a Level 2 qualification in mental health in children and young people. Key staff are trained in Makaton. Our SENCO is currently completing the SEN qualification. Additionally any TA or teacher delivering a specific intervention such as Fresh Start or Speech and Language Therapy interventions will also be trained in this area.
How does Gnosall St Lawrence CE Primary Academy evaluate the effectiveness of provision for pupils with Special Educational Needs?	At Gnosall St Lawrence CE Primary Academy we have a robust system of reviewing the learning of all of our learners and reporting this to parents/carers during each parents' evening. For children with a PEP their learning is reviewed at agreed intervals to see if interventions and actions are having an impact. Agreed next steps can then be made.
Who can I contact for further information?	Your key points of contact at school are: Your child's class teacher The Pre-School Manager, Mrs Malone Our SENCo, Mr Whelan Our Headteacher, Kirsten Sweet Our SEN governor, Mary Witts
What do I do if I have a concern about the school provision?	If you have a concern about the school provision in the first instance we encourage you to contact your child's class teacher. If you still have concerns then you can contact our SENCo, Mr Whelan, or our Headteacher, Kirsten Sweet. In the unlikely event that your concern is not resolved then please contact our Chair of Governors, Mary Witts.
Where can I get further information about services for my child?	The information in this report forms a part of Staffordshire County Council's Local Offer. Information can be accessed at <a href="https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx">https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx</a>
When will this report be reviewed?	Autumn 2021