

Gayton Primary School



Positive minds, positive futures

SEND Frequently Asked Questions

How will you know if my child needs extra help?

At Gayton Primary School, we are constantly assessing your child's progress both in line with their previous attainment and development and that of their peers. If your son/daughter appears to be developing at a different rate to expected norms, the class teacher or SENDCO would approach you and discuss any concerns with you.

What should I do if I think my child may have special educational needs?

Come into school and talk to your child's class teacher as they will be the person who knows your child best. You may also want to speak to the school SENDCO.

How will staff support my child?

We aim to meet the needs of all our pupils within the classroom and by high quality teaching. For some pupils, they require further support within the classroom or school. This support would be delivered by; class teacher, another teacher, teaching assistant or additional staff who are employed by the school through the local authority via the SENDCO. The resources, staff involved, staff roles and frequency of support offered to your son or daughter would be dependent on their need and this would be shown on your son/daughter's Outcome Support Plan. The plan would be explained to you by the class teacher at each termly review.

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

All our pupils should have access to a broad and balanced curriculum. Each teacher will have high expectations for their pupils based on prior assessment and will alter their teaching to allow for individual pupils progress. Potential areas of difficulty for a child will be considered during planning to allow for each pupil to be included in the class

learning and achieve their own personal goal. This approach is called differentiation and allows individual pupils to flourish. Staff use a multi-sensory approach to their teaching to respond to pupils' different learning styles.

How will I know how my child is doing and how will you help me to support their learning?

Opportunities to discuss your child's progress are offered 3 times a year - twice at parent evenings in the Autumn and Spring term and once in the Summer term. Teachers are often available at the end of the day to have a quick word with parents to discuss pupil's progress if required. For a matter that may take longer, parents/carers are asked to make an arrangement to meet staff through the reception staff at the office. As a school we would rather see/speak to you as soon as you have a concern, rather than letting you worry about an issue.

When a pupil starts at school, we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEN, the SENCo and teachers will be informed of this. At foundation stage, staff arrange meetings for parents and a staged school induction. For children in key stage 1 and key stage 2, visits before the pupil starts at our school can be arranged and an appointment with the class teacher can be made at any time either in person or by phone to discuss your child.

For children with SEND an Outcome Support Plan is produced by the class teacher and this will give details of what additional support your child will get from school. At parents' evening, staff will discuss this support with you and offer suggestions for how you can help at home. Staff will also listen to your suggestions and how you support your child with their development at home.

At Gayton we do run parent Literacy and Maths workshops and other information sessions.

What support will there be for my child's overall well-being?

Medical support and advice for pupils is provided by our School Nurse. Please speak to the school SENDCO if you need to contact her.

Pastoral support is primarily provided by your child's class teacher. Children are encouraged to speak to their class teacher first if they have any worries or issues in school. However, all other school staff are available to listen to our pupils; who can speak to any member of staff if they need support.

Attendance and punctuality is monitored by our office staff. We aim to follow up any unexplained absences by a telephone call to the parent/carer. When necessary, the social services team may need to be involved.

What specialist services and expertise are available at or accessed by you?

As a school, we seek and follow the advice of the local authority's Educational Psychologist, social and communication teachers, school nurse, family support workers, speech and language therapists, hearing and vision support services and Orrets Meadow Outreach teacher (dyslexic specialist teacher). This advice is then used to support the identification, assessment and develop the provision for pupils with SEND, whether or not they have an Education, Health and Care Plan.

What training are the staff supporting my child with SEND having or have had?

Teachers and teaching assistants will receive through the academic year training in mandatory safeguarding and appropriate fire training. Different members of staff may receive training related to SEND, for example: Autism, Social Communication Difficulties, Speech and Language, Dyslexia, Social Emotional Behavioural Needs, First Aid and the use of a defibrillator.

If a pupil starting at school has an area of SEND that we have not received additional training on in the past, we will look to up-skill our staff so that they are able to support the new pupil.

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

Activities within the normal school curriculum are planned so that all pupils will be included in them. The outcomes to planned learning activities for pupils may be very different, depending on the individual pupil's abilities.

Parents will be informed of any forthcoming trips in advance. Staff will contact parents if they have any concerns about a pupil's involvement in a trip or activity and their suggestions for their child's inclusion will be sought. If parents/carers have any concerns about a school trip or an activity within the school day they should speak to the class teacher or SENDCO. Parents are often asked to volunteer to come on school trips or additional teaching assistants may be deployed to aid all pupils' inclusion.

How accessible is your school?

Gayton Primary is wheelchair accessible via the main entrance. We are a single-level building with level access from several exit points. We have carpets within all our classrooms and low ceilings to help acoustics. Each classroom has large windows and interactive boards where background colour and brightness, text size and style may be altered to suit pupils' needs. Foundation Stage have their own toilets within their classroom settings. We have a designated medical/disabled room.

For parents/carers whose first language is not English we call on the support of the MEAS team. For arranged meetings, we will employ the services of a translator when possible and parents can bring with them a friend or support who is more fluent in English.

How will you prepare and support my child to join your setting or school and transfer to a new setting or school for the next stage of education and life?

When a pupil starts at school, we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEND the SENDCO and teachers should be informed of this by their parents/carers or from their previous setting. Before a pupil starts at our school parents/carers are encouraged to talk to staff about any concerns they may have about their child's or children's development.

At Foundation Stage, staff arrange meetings for parents and a staged school induction. For children in Key Stage 1 and Key Stage 2 visits before the pupil starts at our school can be arranged. An appointment with the class teacher can be made at any time either in person or by phone to discuss your child.

Between each phase in school children are given transition time before they start in their new phase. Staff spend time discussing their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. At the beginning of the new academic year children are familiarized with their new setting and routine to ensure a good start to the new academic year.

For secondary school transfers, year heads and SENDCOs talk to our staff at school and additional meetings are held when felt necessary which parents and pupils are both invited to. For some pupils the secondary schools may provide additional transition support.

How are your resources allocated and matched to my child's needs?

Gayton has a special needs budget which is used to help resource equipment for a pupil's needs. Money is also used from the main school budget and pupil premium when needed.

Resources are allocated according to need, following the advice of other support agencies.

How is the decision made about what type and how much support my child will receive?

A decision will be made about your child's SEND support depending on their learning difficulty or disability and how that affects their development alongside that of their peers or their own previous progress/attainment and then under the Equality Act 2010 make what reasonable adjustments may need to be made for them.

At Gayton Primary, we divide our SEND children into four main categories:

1. Cognition and learning
2. Sensory and physical
3. Social, mental and emotional health
4. Communication and interaction.

Class teachers, SENDCO, senior leadership team members make regular assessments of progress for all pupils. They will identify pupils making less than expected progress given their age and individual circumstances. Your child's progress will be judged by the class teacher or school senior leadership team against this SEND criteria:

- Significantly slower than that of their peers starting from the same baseline
- Fail to match or better their previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening of the attainment gap between your son/daughter and their peers

Progress might be looked for in other areas other than attainment e.g. Social needs.

The first response to such progress will be high quality teaching targeted at the areas of weakness. Parents/carers will be informed by the class teacher at this point. When progress continues to be less than expected the class teacher working with the SENDCO should assess whether your child has SEN. Parents/carers will be informed at this point by the class teacher or SENDCO and an Outcome Support Plan detailing support will be drawn up for parents/carers. If we feel that your child would benefit from some further advice from other support agencies to develop their progress they will be contacted. Again parents/carers will be informed.

Parents/carers views and knowledge on how to support their child is always valued and is an important part in creating personalised provision that will work for your child. When additional support is given success criteria with outcomes should be recorded so that the provision can be measured against this. A provision is seen as being successful when:

- Progress increases and becomes more in line with that of their peers starting from the same baseline
- child's previous rate of progress improves

- the attainment gap between the child and their peers narrows
- The attainment gap between your son/daughter and their peers stays stable.

Who can I contact for further information?

Your first point of contact if you want to discuss something about your child at Gayton Primary School would usually be the class teacher followed by the school SENDCO. If you are worried about your child please come to speak to us at school. An appointment can always be made at the office and often a member of staff may be able to address your worry straight away.

Can staff get extra help from experts outside if they need to? (e.g. advice and training on medical conditions)

We use many outside agencies to give us advice on how to support our children depending on their type of SEND. Additional training will be sort depending on a pupil's needs.

How will information about the child be circulated to all members of staff and who will be responsible for that?

Information about your child will be circulated to members of staff who need to know and they are trusted to be discreet with it and respect any confidential matter.