Glusburn Primary School

Special Educational Needs and Disability

Leaflet for Parents

'As a Rights Respecting School (UNICEF) we promote an inclusive, welcoming and safe environment that meets the needs of all pupils and adults.'

'We believe that all children and adults have the right to develop their personality and talents and are able to live a full and decent life; helping to promote their independence and resilience, so that they can keep themselves mentally healthy.

Our Job

Our job at Glusburn Primary School is to help your child achieve the very best they can at school. During your time at Glusburn, you may feel that your child needs some additional help or support with their learning.

This leaflet is to let you know the types of support available. It will help you understand who can help and how this support can be accessed.

All children at Glusburn School receive high quality teaching. This means that a range of teaching and learning styles are used, and that learning objectives are set to match the specific needs of your child.

Some children might need additional support; this might be through extra support from the class teacher, a teaching assistant, and/or differentiated resources.

Some children might also need support at break/lunchtime. We offer support at playtimes through games and play opportunities with teaching assistants and teachers.
We also have playground buddies that support children with developing their play and social skills.

All teachers, teaching assistants and Senior Leaders regularly review the progress and attainment of all the children at which time provision may be reasonably adjusted to meet identified needs. You will normally be informed about your child's general progress and targets three times a year through 'Parents evenings' and through your child's 'Annual Report'.

Some children may have difficulty in different areas of their learning and usually intervention can overcome these barriers; these children

will be considered to have '*additional needs'* and they will be put on the 'SEND monitoring register'. This does not necessarily mean that they have '*special educational needs and disability'*, but that they have been identified as needing additional support and thus will be monitored more closely to ensure that their needs are met and that any gaps in learning are closing.

However, for some children, they will continue to have barriers or may have a high level of difficulty; they will be considered to have '*special educational needs and disability'* (SEND) and placed on the SEND register as SEN support. Parents will always be informed if a child is placed on, or removed from, the SEND register.

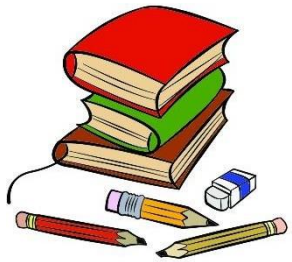
Many children will have additional needs or special educational needs of some kind at some time during their education.

Children with SEND have learning difficulties and/or physical disabilities that make it significantly harder for them to learn than most children of the same age. They will need extra support or different help e.g. differentiated programme of study; modified tasks; extra support from their class teacher, learning support assistant or an external agency; extra time or breaks in formal assessments.

Schools and other agencies can help most children overcome their difficulties quickly and easily. However, a few children will need extra help for some or all of their time in school.

This means they may have difficulty with:

- Some or all of their work in school
- Reading, writing or maths
- Understanding information
- Expressing themselves
- Understanding what others are saying
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school
- Managing their emotions
- Making friends or relating to adults
- Speech and language



What are the categories of SEND?

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

For more information on the categories of SEND, please read the SEND Information Report on the school's website under 'Our School – Parents, SEND and Local Offer'.

What about transition times?

We make every effort to ensure transition times are managed successfully. Transition for all pupils takes place in July during the Summer Term where children meet their next class teacher and new classroom in preparation for September. Additional visits can also be arranged to re-assure children and parents.

We work closely with regards children who are transitioning between Key Stages and from Year 6 to Secondary School. Depending on the needs of the child, extra provision is put in place e.g. social stories, photographs, extra transition days, collaborative meetings with the parents, school and the Special Educational Needs Coordinator (SENCO).

Working within the Guidelines of the Special Educational Needs Code of Practice (2015)

SEN Support

Children on SEN support require some kind of '*additional or different support'* that is normally provided through high quality teaching within the classroom to their peers. In consultation with parents, we may feel it would be in the best interest of the child to seek advice and support from external agencies e.g. a Speech and Language Therapist (SaLT), an Educational Psychologist (EP), an Occupational Therapist (OT), or a Support Teacher for the Hearing and Vision.

Education Health Care plan (EHCP)

If, after a period of monitoring, a child was still not progressing on the SEN support stage of special needs, we would consult the parents. In a small number of cases, if a child's needs are severe and/or complex, we will need to apply to the Local Authority (LA) for an EHC assessment which might result in an EHCP. This will depend on evidence supplied by the school and external agencies, provision maps showing the provision that has been offered

and the impact of the provision as part of the 'graduated response to SEND' i.e. that the child's needs have been carefully assessed, that the provision has been carefully planned to address the needs, that the provision has been consistently carried out to meet those needs, and that the provision has been thoroughly reviewed at the end of each term (ASSESS, PLAN, DO, REVIEW = Graduated Response to SEND).

If the EHCP is agreed by the LA, the LA will provide top up funding to ensure that the provision in the EHCP is carried out by the school. The EHCP is monitored closely and reviewed termly and evaluated thoroughly through the annual review process.

What should I do if I have concerns?

Please talk to your class teacher first. They know your child best and have many strategies that they can share with you. If you still have concerns after meeting with your class teacher, you are very welcome to make an appointment with our SENCO, **Danielle Burke**.
Appointments can be made through the school office:

- Tel: 01535 632145
- Email: admin@glusburn.n-yorks.sch.uk
- Further information and frequently asked questions can be found on the School's Website: https://www.glusburn.n-yorks.sch.uk/

Who are the staff that support children with SEND?

We have a highly experienced team of staff who may be involved in supporting your child at Glusburn School.
These include:

- Your child's class teacher, who will make sure that tasks are appropriate and accessible for your child
- Teaching assistants (GTAs) and Highter Level Teaching Assistants (HLTAs), who are trained to deliver evidence based

interventions and who are trained by external agencies

- The learning mentor who works with the children who may be experiencing a particular period of trauma or emotional difficulty, including help with friendships. This team includes Mrs Hunt, our school mentor.
- The SENCO, Danielle Burke, who has the National Award for Special Educational Needs Coordination and who plays a strategic role in leading the provision of SEND across the school
- A SEND Governor, Danielle Sherwin-Brown, who works with the SENCO in leading SEND in school
- Speech and Language Therapists who support children who have been referred to their service
- An Educational Psychologist (when available) who supports the SENCO and who supports children who have been referred to this service.
- NYC SEND hubs- communication and interaction team, Social, Emotional and mental health team, Visual team, Hearing team, Cognition and learning team and the medical needs team.

How are staff trained to support children with SEND?

To ensure our staff have the skills and knowledge to support children with SEND, there is a program of on-going training, both in-house and through external providers.

As part of our support for all children in school, we have regular opportunities to consult with support services and health agencies through a multi-agency approach to support the family as well as the pupil.

We will discuss the needs of the child in school and plan the best use of advice and support from other agencies.

Professionals who may work in partnership with us include:

- School Nursing/ Disability team who can advise and assess any medical needs.

- Speech and Language Therapist who can advise upon whether you child would benefit from this support or assessment.

- The local Secondary Schools' SENCOs will liaise to support successful transition from Year 6 to Year 7.

- The Mental Health- Trail Blazer team. They deliver workshops for parents and can work with children who have mental health needs e.g. anxiety.

- The Early Help team- who will work primarily with parents and alongside school if required.

let's work together

At Glusburn Primary School we value the support and feedback from all our stakeholders.
We have an active school council and conduct pupil voice activities through the year. We welcome constructive feedback and the opportunity to get to know our families better by supporting our children. We firmly believe that a strong partnership with all stakeholders and close collaboration results in the best outcomes for our children.

UNRC ARTICLE 29 Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

UNCRC ARTICLE 28: Every child has the right to education. Primary education should be compulsory and free. Different forms of secondary education should be available to every child. School discipline should respect children's dignity and rights. Richer countries should support poorer countries in this.

Useful Contacts

If you would like advice from professionals outside school, you may find the following helpful:

- SEND North Yorkshire Local Offer: https://www.northyorks.gov.uk/children-and-families/send-local-offer
- How your child's SEN needs will be supported in education: https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers
- Education Health & Care Plans: https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp/requesting-assessment-education-health-and-care-plan
- SENDIASS (SEND Information Advice and Support Service) for parents/ carers: https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/send-information-advice-and-support-service-sendiass
- Health and Wellbeing: https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/health-and-care-send/send-health-and-wellbeing-children-and-young-people
- Family Support in North Yorkshire: www.inourplace.co.uk

  This is a free resource to support your child at home. It has general parenting courses and more specialised courses e.g. parenting children with additional needs, understanding your child's feelings. These are accessible any time and you can use the access code NYFAMILIES.

- Airedale Speech and Language Team https://www.airedale-trust.nhs.uk/service/therapies/childrens-therapies/

- North Yorkshire SEND department: sen@northyorks.gov.uk 01609 535002