

# Gorse Hill SEND Information Report

2022 - 2023

Trafford's Local Offer is available to allow families to explore the support and provision accessible for children and young people with special educational needs or who are disabled. All schools and academies in Trafford are expected to identify and support children with special educational needs, enabling them to make the best possible progress. Schools are supported to be as inclusive as possible, striving to meet the needs of children in a preferred mainstream setting, if they are able. The 'Graduated Approach' for Special Educational Needs and Disabilities (SEND), will provide families with guidance on expectations of what should usually be available within school's resources. To see a full list of the support and intervention available, please refer to the 'Provision and Access' map on the school website.

All schools now have a duty to publish SEND information on their website and update it annually. This report has been organised in to sub-headings to allow you to easily navigate to your preferred section. If you have any further questions or queries, please feel free to contact the school SENCo, Mrs Dickinson, or for Nursery and Reception children, our EYFS SEN Lead, Mrs Shuttleworth, for an appointment.

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## Provision at Gorse Hill

Gorse Hill Primary School prides itself on its inclusive ethos and values throughout school. The staff at Gorse Hill work together to ensure that children with special educational needs are supported in all four areas as outlined in the 2014 SEND code of practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical and sensory needs.

## How children are identified as needing additional support

Throughout school, children are continually monitored to ensure they are achieving to their full potential. Gorse Hill believes that early identification of SEND is paramount to ensure children have access to additional support as required, allowing them to progress.

There are a variety of ways in which children can be identified as having SEND, which can often be collated from a variety of sources:

- Communication from previous school or Early Years setting
- Concerns raised by Parents or Carers
- Concerns raised by Teachers, Teaching Assistants or other support staff
- Liaison with external agencies
- Health diagnosis through paediatrician
- Children identified as performing below their age related expectations
- SEN screening
- Pupils raising concerns about their own learning

Children who are identified to be performing below age-related expectations will not always be children with SEND, however, Gorse Hill use ongoing teacher assessments to identify these children for 'catch-up' support and intervention. Through this support, staff may then identify children needing SEN support.

All children in Nursery, Reception and Year 1 will be screened for their Speech, Language and Communication ability (using the GL WELLCOMM assessment) in September to allow for early intervention. From age 6 and up, children who have previously scored 'red' or 'amber' will be screened using the Primary WELLCOMM. It is recommended that children who score 'red' are given a term of support and if difficulties remain, are then referred to Speech and Language Therapy for additional support.

## Teaching and Learning

Our Teaching and Learning Policy states that; *'At Gorse Hill Primary School, we are committed to making the best possible provision for our children, in order that they may achieve their full potential in all activities engaged in by our school community. Teaching and learning are the core purpose of the school. Children should be motivated and inspired by a challenging curriculum. Assessment is an integral part of the learning; pupils are expected to play a key part in this process by analysing their own performance and having a clear understanding of their next steps.*

*We have a clear and strong focus where we challenge pupils to become independent and resilient learners; fully aware of their metacognitive skills and how to develop them further. We have developed an agreed, 'Language of Learning' across the whole school in order to best equip the pupils with the language to talk about their progress, strengths, skills, areas of improvement, etc. '*

Gorse Hill believes it is vital for all children to receive high quality teaching. It is stated in the SEND Code of Practice that Quality First Teaching, or High Quality Teaching, from a qualified professional is the best provision to enable children to progress in their learning. This is monitored frequently by the senior leadership team. As part of the inclusive ethos of Gorse Hill, teaching staff ensure that work in class is differentiated to an appropriate level for children, whilst pursuing a level of challenge. Often, this provision alone is sufficient enough to assist children in achieving well. In some cases, children may require small group 'catch up' work, group intervention, or one to one intervention. This is determined by the need of each particular child.

## How Children are Supported

Once children are identified as needing additional school support, they are offered support in a variety of ways, each dependent on the need of each particular child. This could be with regards to resources in class, such as talk buttons, graphic organisers, key vocabulary etc. Gorse Hill pride themselves on the range of interventions available to children with a range of needs. Please see our 'Provision and Access Map' to see the types of provision we can offer to children in our school.

Any child who is identified as below age related expectations may receive a group intervention, this does not mean they are identified as a child with SEN. There are also children who achieve within or above their age related expectations, who do have SEN. These children may require other intervention and support such as behavioural, social, emotional and communication, all of which can be a barrier to learning.

Gorse Hill follow the 'assess - plan - do - review' model for intervention, ensuring that progress is measured and next steps are identified.

## Staff training and expertise

Staff at Gorse Hill are continually enhancing their professional development by participating in various training courses. Gorse Hill can offer three members of staff who are fully ELKLAN trained, two members of staff trained to deliver Foundations for Change and experienced Teaching Assistants who are able to deliver various interventions to a high standard. There is also one Teacher and one Teaching Assistant who have achieved the Dyslexia Qualification and the Autism Awareness qualification. Staff in the Early Years Foundation Stage (EYFS) are fully trained in 'I Can Early Talk', which allows them to identify and support children with Speech, Language and Communication Needs (SLCN) from an early age. School have many resources used by children which are particularly effective when supporting children with SEND, such as Numicon, Hi 5 and British Reading Partnerships. We also have one member of staff who is ELSA trained, for Social, Emotional and Mental Health Support.

In addition to staff within school, Gorse Hill also purchase services from other specialists and professionals. We also have an in-house Play Therapist.

As part of school improvement and ongoing training, the staff at Gorse Hill have recently participated in training for Speech, Language and Communication Needs, Dyslexia training and ADHD training. Gorse Hill have also been awarded the 'Dyslexia Friendly School' status from the Local Authority, which we are currently working on our re-accreditation for.

The school SENCo, Mrs Dickinson, has successfully completed the National Award for Special Educational Needs Coordination, as awarded by Manchester Metropolitan University.

## Accessibility

Gorse Hill is an older school building with some different levels of access. Many entrances require steps and therefore measures have been taken to ensure that ramps are available on entrances where possible. Inside the school is one level, except for the new Year 6 classrooms which are now upstairs and can be accessed via lift and stairs. There is currently access to one disabled toilet and one hygiene room in school.

## Safeguarding

Gorse Hill believe that ensuring the safety of children is vital. The school has many policies in relation to keeping children safe and how to voice any concerns, these can be found on the school website. Confidential 'Team Around the Child' (TAC) meetings are held termly, where the Headteacher, Learning Mentor, SENCo and Class Teacher can discuss any concerns about the children in their class to ensure awareness of any issues, in a confidential way. Gorse Hill believe in promoting and ensuring a positive well-being for the whole child. Within school, there are two designated Safeguarding Officers; Mrs Bates (head teacher) and Miss Coxe (learning mentor). All staff are trained in Safeguarding at Level 1, and specific staff are trained up to Level 4. CPOMS has been used successfully by Safeguarding and SLT leads for a number of years, and is now being disseminated for all staff to access at an appropriate level.

Any adventurous activities or outings which leave the school grounds are subject to a risk assessment using Trafford's EVOLVE system. School ensures the proper ratio of adults to children is adhered to for school outings and within school, including 1:1 ratios for some children where needed.

## Health and Wellbeing

Gorse Hill strive to ensure children's health is good where possible. Children requiring medication on a long term basis, such as inhalers and epi-pens are able to keep medication in school upon completion of a form and confirmation from Miss Coxe or Mrs Bates. Parents are asked to administer short-term medications at home where possible. All staff at Gorse Hill are trained in administering an epi-pen if needed, and are aware of the safe location of them. All staff have received asthma training. There are many members of staff at Gorse Hill who are fully trained in paediatric first aid, including Midday Assistants.

In the event that a child is injured in school, they will receive an accident slip which will be sent home. On some occasions, Parents or Carers may be contacted, particularly if a child falls ill in school. If a child's injury results in them attending hospital, Parents or carers will be contacted immediately and a more detailed accident form will be completed.

The school has a designated School Nurse and Health Visitor who is linked to the school to support the staff in making referrals to other outside agencies. Teaching staff can make direct referrals to the Speech and Language Therapist, however permission for any referral is required.

Gorse Hill are active in promoting their 'anti-bullying' campaign and participate in a full 'anti-bullying week' each year. Videos and work from these can often be viewed on the website.

## Communication with Parents and Pupils

At the start of each academic year, every child is issued with a home-school diary. The diary contains a learning agreement to be signed by school, Parents or Carers, and the child. This also works as a fantastic communication tool to allow parents to write short messages to staff and vice versa. For more in-depth issues, parents are asked to contact school or their child's class teacher to make an appointment to discuss any queries or concerns.

Messages to communicate with Parents and Carers from school, can be sent via letter, text message, Class Dojo, phone call or on the school website. Gorse Hill now have an electronic screen on the playground which is constantly updated by staff to share children's learning and any important notices or key dates. If you require your letter in a larger font, please make the office aware. Additional communication measures such as Microsoft TEAMS, class e-mail addresses and child e-mail addresses have been put in place to support home learning throughout the Coronavirus lockdown.

If you have any concerns about your child in relation to SEND, please make an appointment to speak to Mrs Dickinson or Mrs Shuttleworth, by phoning the school office, or direct contact via e-mail on [send@gorsehillprimary.co.uk](mailto:send@gorsehillprimary.co.uk) and Mrs Dickinson or Mrs Shuttleworth will endeavour to discuss your concerns or assist you at the earliest convenience.

Children who are on the SEND register will have a Pupil Passport regularly updated, a copy of which will be sent home. These are completed after discussion with each child about their opinions on their own learning, what they find difficult and what can help them. Pupil Passports have replaced Individual Education Plans (IEPs) and focus on the positive aspects of each child and their learning, outlining the best resources to help them. This allows any adult working with the child to gain a good picture of the child and how to best support them. They also allow children to take ownership over their own learning and tools to support them.

There are many opportunities for Parents and Carers to discuss and to share children's learning experiences. Gorse Hill hold two official Parents' Evenings per academic year and send out an end of year report. In addition to this, Parents with children on the SEND register are invited to arrange a meeting with the Class Teacher and SENCo on a termly basis, to discuss their child's support and progress.

Mr Musson is the SEND governor for Gorse Hill Primary School, and may be contacted via the school office.

## Transitions Through Education

When a child starts at Gorse Hill in Nursery or Reception, home visits are offered where the Class Teacher and Teaching Assistants visit the child in their own home, to introduce themselves and speak to Parents and Carers to answer any questions or queries.

As children move throughout school, they spend time at the end of the Summer Term, with their new teachers in their new classrooms. Children with SEN may struggle with transitions and will therefore be given additional support relevant to their needs.

As children leave Gorse Hill to attend High School, their school will hold transition days for them to attend. There may be additional days for children with SEND, and the SENCo will hold appropriate meetings and discussions with the High School SENCo to ensure appropriate provision is maintained. The Year 6 teachers will also meet with teachers from the High School to discuss all children and their needs.

## Support for Parents

Trafford Parent and Young People Partnership Service (TYPPS) has a telephone help line for Parents and Carers requiring help and advice on various aspects of SEND.

They can be contacted on:

Phone: 0161 912 3150

Email: [pypps@trafford.gov.uk](mailto:pypps@trafford.gov.uk)

There is also a variety of information on the Trafford Service Directory website [www.trafford.gov.uk/servicedirectory](http://www.trafford.gov.uk/servicedirectory). Alternatively, Parents can contact the Family Information Service on 0161 912 1053 or [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk).

Once Gorse Hill has established a support group of Parents of children with SEND, regular meetings will be held at Gorse Hill. If your child is on the SEND register at Gorse Hill and you would like to be involved assisting this group, please contact Mrs Dickinson on [send@gorsehillprimary.co.uk](mailto:send@gorsehillprimary.co.uk) to discuss.

## Specialist Services

There are many outside agencies who may be required to work with children with SEND from time to time. These services are other professionals who work within Trafford, such as Special Educational Needs Advice Service (SENAS), Educational Psychologist (EP), Occupational Therapist (OT), Speech and Language Therapist (SALT) and many more. The assessments and recommendations made by these professionals are vital to ensuring the best provision is made for children, ensuring their needs are met as effectively as possible. Consent is required before any Young Person can work with an outside agency. This will be obtained by school and Mrs Dickinson, the SENCO will be more than happy to discuss any queries with you.