

SEN Information

Local
Offer

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| Person with overall responsibility for SEN within school / college / organisation: | Jess Fisher |
| Contact Details: | 01803 842628 jessica.fisher@acexcellence.co.uk |
| Web address of SEN Policy: | https://www.galmptonprimary.org/send |

Name of Education Provider: GALMPTON C OF E PRIMARY SCHOOL

1. What special education provision is available at our setting?



What do we do here to meet your needs?

At Galmpton Primary School, we believe in the importance of 'quality first teaching', which is provided for your child as the means of helping them to develop and progress as far as they are able. We have a highly ambitious curriculum (the ACE curriculum), which has been created after carefully considering what research tells us about learning and teaching. It has been designed to enable all learners to make the best possible progress and support teachers to help identify barriers to pupil's learning and what needs to happen to catch up. The rigorous planning process that underpins ACE, helps ensure that no child is left behind and that all pupils have the same opportunities to experience success. The teaching strategies employed by teachers are designed to maximise learning through using time and resources to best effect. Learning is personalised so that it meets the need of each and every pupil. Teachers are highly aware of the learning needs of all children to build upon their needs, starting points and their targets. Teachers employ strategies such as scaffolding, collaborative learning, reflection and metacognitive tools to ensure that pupils with a special educational need/ disability (SEND) are meeting the high expectations set within each lesson.



Our children benefit from an approach which focuses equally not only on the pursuit for academic excellence, but also the development of a strength of character for all and the entitlement for each person to know and understand how to learn based on their own uniqueness. Teachers are highly aware of the learning needs of all children and will ensure learning is delivered coherently in a sequential process, which enables pupils to build on their prior knowledge and skills, acquire new knowledge and skills and then to deepen this through a process of research, evaluation and reflection. We want to ensure that all pupils develop a depth of learning that supports long-term memory whilst at the same time, reinforces both character development and metacognition. This is absolutely crucial for our pupils with additional needs.

All of our teachers are teachers of special educational needs. When 'quality first teaching' is not enough to fulfil all of your child's needs, extra support will be given to help your child to progress further. This extra provision may be in the form of the following:

- Small group support work with teachers, Learning Support Assistants (LSAs) or Higher Level Teaching Assistants (HLTAs)
- Use of specific learning programmes created by teachers and the SENDCo
- Speech and language programmes
- Pastoral and nurture support (individually or small group)
- A range of reading, writing and maths interventions
- Specific learning difficulties interventions e.g. Toe by Toe, Power of 2, Plus 1.
- Advice and support from the School Nurse
- Use of diagnostic assessments
- The support of a Level 5 Diploma in Trauma and Mental Health Informed Schools Practitioner

We believe however, that the best teaching and learning takes place in the classroom and we do not want children routinely missing out on any part of the curriculum. Therefore, interventions planned are short, sharp and time-bound, wherever possible. The effectiveness of interventions are measured on the Provision Mapping Tool which shows pre-assessment data, expected outcomes, post-data and an evaluation grade. This is carefully analysed by the SENDCo to ensure interventions are impactful and to make any changes which may be required.

2. What criteria must be satisfied before children and young people can access this provision/service?



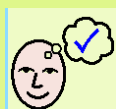
What sort of needs would you have for us to be able to help you?

Galmpton Primary School is a mainstream, inclusive school that fully complies with the requirements set out in the Special Educational Needs Code of Practice. A pupil has a SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2015). There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:

- Cognition and Learning
- Speech, Language and Communication needs
- Social, Emotional and Mental Health
- Sensory and/ or Physical Difficulties
- Children on the Autistic Spectrum

We make reasonable adjustments to our practices to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan (EHCP), are welcome to apply for a place in school in line with the school admissions policy. We are an inclusive provider and will consider placements for any child whose parent or carer wishes them to access our provision. All children will be welcomed to our school family regardless of their SEND. We will discuss with parents/ carers the needs of their child and how we will meet them using the resources that we have available to us. We will also work in close partnership with any other parties or outside agencies where appropriate. All children at our school will be offered a broad and balanced curriculum, which will be adapted/ differentiated according to your child's needs. Once a child's needs are identified, staff will undergo any additional training where appropriate.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

We have highly trained teachers and learning support assistants (LSAs) who can identify and help support children who are experiencing any difficulties, coordinated by the SENDCo and Headteacher (Executive Lead for SEND who coordinates this work across the whole Academy).

At Galmpton Primary School, we will gather as much information as possible about your child's needs before they start at our school. We will have discussions with parents/ carers and relevant outside agencies in order to build up a comprehensive picture of your child's needs in order to be best placed to meet their needs from the outset. Once your child arrives at our school we will assess them and record the progress made along with any difficulties they are experiencing. Class teachers continually track the progress of all children in their class. Parents/ carers will be kept informed of any developments and any concerns raised, will be monitored. Interventions will be put into place to address your child's needs and if necessary, outside agencies will be approached for specific advice needed to further help your child. These strategies will be put in place as part of the targeted support a child requires. The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEND in mainstream schools and any in-class support by learning support assistants, adheres to their recommendations on effective deployment to raise achievement of pupils with a SEND.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

From the very beginning of any child's journey with us, we work hard to engage parents/ carers and build positive home-school relationships. We know that parents know their children best and we will listen and understand when a parent expresses concerns about their child's development. Daily opportunities for contact are provided at the end of the school day. If a longer conversation is required then a time can be made with the class teacher and if necessary, the Key Stage Lead or SENDCo. Parents can make an appointment to see the Headteacher, SENDCo or their child's class teacher to discuss their child's provision.

Our universal offer also includes the progress of all children being reported to parents verbally twice a year and in writing, through annual reports at the end of every academic year where an additional meeting can be requested. For pupils with a SEND, each term we hold review meetings with each class teacher to discuss the progress made by the pupil against their individual targets.

The data produced on pupils with a SEND is analysed by the Headteacher and the SENDCo as well as class teachers and subject leads. If pupils are not making expected progress against their targets, the targets will be reviewed, updated if necessary and different strategies will be implemented.

Parents attend annual reviews for children with EHC Plans and they are always asked to fully contribute to the meetings.

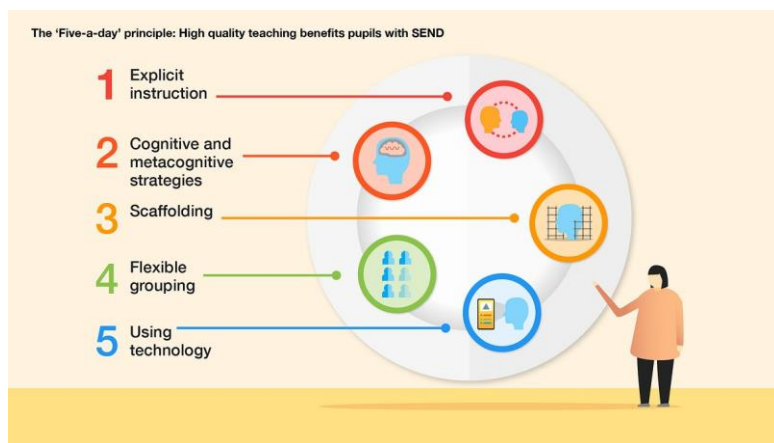
5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

Galmpton Primary School is an inclusive school. Every effort will be made by our staff to provide your child with the help they need to reach their full potential. We know that excellent teaching is supported by our ambitious curriculum, ethos and culture, our pedagogy, consistent approach and routines, high expectations and our commitment to make a difference for the most vulnerable pupils. Our curriculum provides for a depth of learning which results in continual personal growth and improvement for every child.

We are a mainstream primary school that actively encourages each child to work alongside their peers and remain within their own classroom setting in flexible groupings. Teachers adapt their high quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions or to provide one-to-one support. We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We also use the Torbay SEND Support and Provision Graduated Response tools to complement our teaching.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

We have a highly ambitious curriculum, which provides learning experiences at depth, and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All children including those with special educational needs, are taught the school's curriculum which can be found [here](#) . We believe that knowledge and academic progress is built on character values and the ability to take on new learning and make connections. Where pupils have barriers to learning, the school look holistically at the three circles of the curriculum to ensure learning is personalised for each individual to maximise impact.

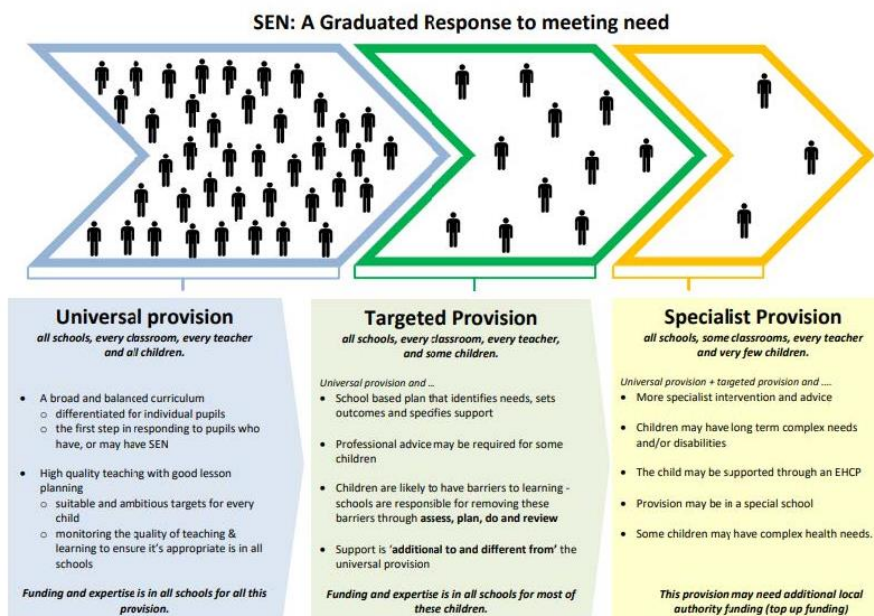
Our curriculum has been designed to help each young person find their own place in the world. To do this, we aim to provide a wide variety of experiences so that known gifts, talents and interests can be developed, and unknown ones discovered. To deepen learning, every opportunity will be taken to enrich the curriculum by providing memorable experiences through access to experts and visits. Our children will be immersed in the experience of being a historian, scientist or writer, perhaps developing a passion that will inform their future lives.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Torbay Graduated Response Toolkit is used to support teachers and school leaders to identify, assess, record and review the needs of children and young people requiring additional or special educational provision. There are three broad stages of support, all of which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this toolkit, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.



On occasions, it will be necessary to seek advice and support from outside agencies such as Educational Psychology (EP), Speech and Language Therapy (SALT), social services, outreach services and any other health care professionals, in order to meet your child's needs further. Both the parents and the child, when appropriate, will be kept informed about the provision being offered and how to access further resources if needed.

For a very small percentage of pupils whose needs are significant and complex (and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources), a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being provided.

The SENDCo attends meetings and events held by the Local Authority to promote information sharing and the sharing of good practice around the Torbay area.

8. How is this provision funded?



Who pays for this?

Meeting the needs of children with special needs is funded by the school's notional SEND budget. Some pupil's also have access to Pupil Premium funding. Pupils who have more complex special educational needs and or a disability who also have an Education Health and Care Plan (EHC Plan), previously known as a Statement of Special Needs, have a personal budget that is monitored by the Local Authority. This is used to provide additional support for the child to help them to achieve specified objectives.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at parents/carers' meetings. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We offer specific interventions at Galampton Primary School. Other forms of support are also offered such as the use of visual timetables, individualised toolkits, dual coding and other specialist equipment e.g. writing slopes, pen/pencil grips or adapted scissors etc.

The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum. Extra support will be given to pupils following this advice e.g. visual impairment advisory teacher, occupational therapist etc.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?




How can we help you learn about your feelings and relationships?

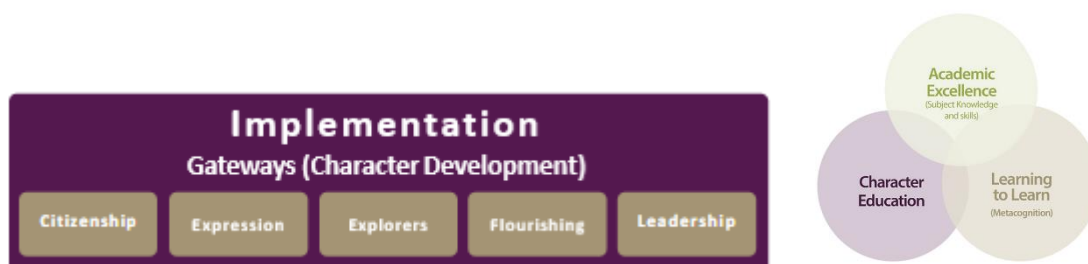
All our staff know and care about all the children and their needs. Our vision is that the curriculum will instil, in our young people, a belief and courage that they can be the advocates of change. They will recognise and not tolerate injustice and inequality. They will have a strength of character that will enable them, without compromise, to act with integrity in all that they do. Our success is measured against six key outcomes, each one reflecting our core values. We believe it is essential also to ensure that all pupils understand the 'how' of learning so we ensure all children have frequent opportunities to reflect on themselves as learners. We also use a range of graphic organisers (thinking tools) to help children organise, process and remember their learning.

Our Vision for our Six Outcomes

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| <p>Successful Learners</p> <ul style="list-style-type: none"> • Make exceptional progress • Achieve high standards • Know how to learn and show a capacity for learning • Demonstrate a thirst for learning | <p>Curious Explorers</p> <ul style="list-style-type: none"> • Develop a natural curiosity • Ask questions and challenge thinking • Work to understand and solve complex problems and concepts • Embrace new opportunities |
| <p>Healthy Thinkers</p> <ul style="list-style-type: none"> • Can express and justify personal thinking • Can think laterally and rationally • Are optimistic and adopt a growth mindset • Adopt a healthy lifestyle | <p>Knowledgeable Participants</p> <ul style="list-style-type: none"> • Engage with and are engaging to others • Are well – read and culturally aware • Articulate in expressing a viewpoint and opinion with justification • Are emotionally intelligent |
| <p>Confident Individuals</p> <ul style="list-style-type: none"> • Have strong sense of self-worth and self belief • Have pride and present themselves and their work with care and consideration • Understand failure as an integral part of learning • Challenge themselves to do better than previous best | <p>Caring Citizens</p> <ul style="list-style-type: none"> • Demonstrate care and compassion • Are courageous advocates for change • Show kindness and consideration through their actions • Recognise their responsibilities to help make a real positive difference |



Developing character is also an essential element of our curriculum model. Our curriculum gives children opportunities to make a positive impact on society. We want them to grasp the possibilities and opportunities of life beyond the classroom, to enable them to thrive at each and every challenge they face in life and make a difference to themselves and those around them.



Our carefully planned induction process ensures that through meetings with feeder pre-school settings and conversations with parents, we can anticipate the emotional and social needs of all children.

The school offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. We believe that the classroom is the nurturing base that all children need. Pastoral support outside of the classroom takes place in our purpose-created, 'Beach Room'. All staff at Galampton are trauma-informed trained and understand the role of an emotionally available adult. We also sometimes have external pastoral support including a therapy dog who visits every other week.

The school has engaged with One Goal's Mental Health Champion programme and year 6 pupils are assigned as 'wellbeing warriors'. These children are a friendly face and a buddy to anyone feeling lonely at lunchtimes. They also support children to find a quiet space if they need one and they provide a listening ear for children around the school. All our children are helped to understand and accept that we all have different feelings and it is good to talk to others when we need to. Together with the Mental Health Lead, they aim to raise awareness about the 6 aspects to wellbeing and share strategies to support these.

We use a Trauma Informed approach to support children's emotional needs. We have two TIS-UK trained practitioners working in our school. Our Relationships and Positive Behaviour Policy, which includes guidance on expectations, rewards and responses is followed consistently by all staff. For children who may have complex social and emotional needs, a co/regulation support plan may be put in place in agreement with parents and professionals.

The school is a very calm environment because of the clear routines and structures in place across the school. We believe that each child must feel that they belong to our school family and can contribute to it in their own unique way. All children are encouraged to strive to help us to improve our school in whichever way they can. Our gateways and the values are promoted and modelled throughout our school and each lesson. We do our best to teach every child that they are valued for who they are and what qualities they have. Children are encouraged to share their achievements in our weekly celebration assembly.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits for pupils starting Reception. Additional visits are arranged if needed. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Home visits are offered where requested/ required.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If the child has complex needs, a multi-agency meeting will be called so that all information is gathered before the child begins school. The class teacher and SENDCo will also visit the child in their current setting.
- Each child is given a buddy to help them to become familiar with our school and help them to become familiar with our routines.

Transition to the next class/Key stage

- The current teacher completes a transition meeting with the new class teacher in the summer term.
- A transition morning or afternoon is arranged to give pupils a chance to experience their new class before the new academic year starts. Transition between all classes and all phases of our school are closely monitored and support is given to any child that needs it.
- New class teachers will be invited to relevant meetings such as Annual Reviews in the summer term with the permission of pupils and parents.
- Bespoke transition plans will be put into place if required. This may be additional visits to the classroom when no one is in there, spending time playing games with the new class teacher or a transition booklet.

Transition to a new school in Year 6

- Additional transition days are generally arranged for pupils with SEND depending on need.
- The Annual Review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered.
- Accompanied visits to other providers may be arranged as appropriate.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

Our school website has a plethora of useful advice and support for parents/ carers:

<https://www.galmptonprimary.org/parentandcarersendinformation>

The Torbay Family Hub contains a directory of services available <https://torbayfamilyhub.org.uk/advice-and-support/primary-age/> .

SENDIASS Torbay (Special Educational Needs and/or Disabilities, Information, Advice and Support Service) can also offer independent information, advice and support around SEND matters:

<https://torbayfamilyhub.org.uk/topic/independent-information-advice-and-support-sendiass-torbay/#sendiass>

The link below will take you to the website and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found here: <https://torbayfamilyhub.org.uk/local-offer/>

A glossary of SEND terms is included in the appendices of the SEND Code of Practice; -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The school has a proactive and inclusive SEND Parent/Carer group who meet termly. Members of the inclusion team are on hand to offer advice, give recommendations and answer any questions that parents/carers may have regarding the Special Educational Needs or wellbeing of their child. Guest speakers are invited in to some sessions.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

At Galmpton, all children are welcome and actively encouraged to attend the after-school clubs. Parents/ carers can contact our school office for a list of after school clubs which include sports sessions, craft, cooking and foreign languages, for example. The school also offers peripatetic music lessons for learning a variety of instruments. All classes go out on school trips throughout the school year and Y4, Y5 and Y6 go on residential visits. All pupils with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life. See more details on our website under information for parents.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

All children that require support that is 'additional to and different from' every other member of their year group is given an Individual Learning Plan or ILP. This will outline your child's targets and the strategies needed to help your child to achieve them. A unique online login to view and comment on the ILP will be given. ILPs are reviewed by teachers every half term and parents/ carers are then invited to access, review and comment on their child's progress at that stage. Face-to-face reviews with parents/ carers take place every term. In the autumn and spring terms, these meetings happen the week before parents' evenings. In the summer term, these take place during the final weeks of term to aid transition conversations with the new class teacher.

Parents are welcome to discuss the ILP at these termly parent's meetings or whenever they feel a concern has not been fully addressed through the ILP. The child has a copy of their ILP at the front of their journal and they discuss this with their class teacher each time new targets are agreed. A set amount of time is agreed for achieving the targets and then they are reviewed once this time has elapsed. If progress has not been made, further assessments are carried out and parents are informed of any changes. If targets are met, it will be decided between the class teacher and the SENDCo to set more targets or take your child off the SEND register. This will be discussed with parents when appropriate. The progress of pupils with SEND is monitored closely by the class teacher, the SENDCo and the Headteacher.

Any child that has an EHC Plan has their long term aims and specific objectives reviewed annually at an arranged meeting that involves parents, the child, school staff and any relevant outside agencies. Parents/ carers are always asked to fully contribute to the meetings.

The SEN policy and information report are reviewed annually to make sure they reflect the current practice in our school. Our accessibility policy is also reviewed when appropriate.

Parents and pupils are asked to fill out questionnaires annually on how they feel their child or the child themselves are doing at school.

The Headteacher/ SENDCo reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body following audits and other areas of responsibility.

15. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual Professional Development) programme offers training around key aspects of SEND.

We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'all teachers are teachers of children with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs.

We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. Our SENDCo holds the National SENDCo Award Qualification and also a diploma in Trauma Informed Schools UK. All school staff receive training when required.

The SENDCo attends termly updates to keep abreast of current legislation and practices.

There may be times when children require additional support from outside agencies to receive more specialised expertise, for example: Educational Psychology, Speech and Language Therapy, Mayfield Outreach, Social Services, Children with Disabilities Team, Hearing Impairment Service, Visual Impairment Service, School Nursing Team, Occupational Therapy etc.

16. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Parents of children with special educational needs are at the heart of the decision making process in relation to the provision for their child. Provisions are reviewed regularly with the parents. All pupils with an ILP have their plans updated every term by the class teacher which is monitored by the SENDCo. The effectiveness of the provision is assessed and new targets set. Through the termly SEND review meetings, staff can track the progress made by pupils and review the effectiveness of the plan. Parents/ carers are given access online to their child's ILP, which they can discuss with the class teacher or the SENDCo at any time.

17. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the class teacher. The class teacher can then involve the key stage leader or SENDCo, where necessary. A parent is also free to contact the SENDCo directly whose details can be found on the school website. Parents are welcome to arrange an appointment with the SENDCo or by telephoning the school on 01803 842628. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.

If you would like to make a complaint, then please follow the school's complaint policy, which can be found [here](#).

18. How can parents, children and young people get more information about the setting?



How can you find out more about us?

Our SEND Team



Jess Fisher

Special Educational
Needs and Disability
Coordinator – SENDCo

Jessica.Fisher@acexcellence.co.uk



Katy Burns

Strategic Lead for SEND

katy.burns@acexcellence.co.uk

The school office can be reached on 01803 842628. You can also visit the school's website <https://www.galmptonprimary.org/> or email the office: admin.galmpton@acexcellence.co.uk

19. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

We have established relationships with outside agencies including Educational Psychology, health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example, Precision Teaching, or strategies for supporting children with identified difficulties.

Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases, parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.

The school's designated safeguarding lead (DSL) Mrs Burns is the point of contact for social care supported by the rest of the safeguarding team:



20. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

We have a designated teacher for children who are looked after who attends all review meetings; works with carers and social workers on personal education plans (PEPs), liaises with Torbay Virtual School for additional support for pupils and attends training provided for designated teachers.