

SEND Information Report: Gawthorpe Academy - Written in line with all relevant legislation and guidance including; the SEND Code of Practice (2014), the Equality Act (2010) and the Children and Families Act (2014).

Mrs P Clark - Inclusion Manager and Special Educational Needs and Disability Co-ordinator (SENDCo)

Mrs J Mitchell - SEND Governor

Mrs S Vickerman - Safeguarding officer

Gawthorpe Community Academy is contributing to the Wakefield Local Authority's Local Offer in the following way.

On our website we have specific school policies that give detailed information on the following:

- Special Educational Needs Policy
- Administering Medicines Policy
- Access Plan
- Admissions Policy
- Auxiliary Aids and Equipment
- Inclusion policy

Please follow the link provided to access Wakefield's Local Offer.

<http://wakefield.mylocaloffer.org/Home>

The following information provides a brief insight into how we at Gawthorpe Community Academy can support you as a parent of a child with special educational needs.

Ethos:

At Gawthorpe Community Academy we strive and aim to provide an environment and curriculum that can meet a child's individual needs. We appreciate that all children have individual needs and through our early identification and communication with parents we always aim to provide the best we can. We believe in including all children in all parts of school life wherever possible, and we encourage peers and adults in school to be respectful of all individual needs - Gawthorpe Community Academy's values and principles consistently underpin all teaching and learning throughout the school.

Assessment/ Early Identification of SEN:

We believe that early identification of any special needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and SENDCo assess and monitor the children's progress in line with existing school practices. This is an on-going process.

The SENDCo works closely with parents, teachers and practitioners to plan an appropriate programme of support.

Before making a formal statement, the L.A seeks a range of advice where the needs of the child are considered to be paramount in this.

Provision:

At Gawthorpe Community Academy we work to ensure that all pupils, whatever their specific needs, make the best possible progress in school and we aim to create an environment that meets the educational needs of each child.

Administration of resources, interventions and provision may vary and will be put in place depending on the child's specific needs to be able to move their learning forward in relation to age related expectations. We have a range of interventions in school which we use to meet specific needs. For example: Toe by Toe, Fischer Family Trust and social groups which are managed by teaching staff and our learning mentors. We aim to use the most effective intervention to meet the needs of the child however if a specific intervention is having no impact we would then seek alternative provision and advice from a range of specific agencies.

The SENDCo at Gawthorpe Community Academy maintains very strong links with outside agencies including Speech and Language, Learning Support Services, Educational Psychology Services and the Communication Interaction Access Team. The Academy will always seek advice from the advisors and put in place small, achievable steps in order for a child to make progress. Progress and achievement is monitored and reviewed half-termly by the SENDCo.

Parents' and Pupils' Views:

The academy works closely with parents and children to support those with special educational needs and we encourage an active partnership through an on-going dialogue with them. We care for and nurture all children in school and have in place two learning mentors who are easily contactable for both parents and children; the learning mentors develop very close links with parents and are supportive of both children and their families.

At any time, parents have the opportunity to contact the class teacher, SENDCo or the learning mentors at their discretion. We endeavour to work closely with parents and carers and we are always contactable to discuss parents/ carers concerns regarding further information about extra support or special educational needs.

Four areas of Special Educational Needs:

The new 'Code Of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs or Disability. These areas are explained as follows:

Area Of Special Educational Need or Disability	Relating to difficulties with:
Communication And Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p><u>Attention/Interaction skills:</u> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><u>Understanding/Receptive Language:</u> May need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><u>Speech/Expressive Language:</u> May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonic awareness still fairly poor and therefore their Literacy can be affected.</p>
Cognition And Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language, memory and reasoning skills <input type="checkbox"/> Sequencing and organisational skills <input type="checkbox"/> An understanding of number <input type="checkbox"/> Problem-solving and concept development skills <input type="checkbox"/> Fine and gross motor skills <input type="checkbox"/> Independent learning skills <input type="checkbox"/> Exercising choice <input type="checkbox"/> Decision making <input type="checkbox"/> Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>

<p>Social, Mental, Behavioural And Emotional Health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social isolation <input type="checkbox"/> Behaviour difficulties <input type="checkbox"/> Attention difficulties <input type="checkbox"/> Anxiety and depression <input type="checkbox"/> Attachment disorders <input type="checkbox"/> Low self esteem <input type="checkbox"/> Issues with self esteem
<p>Sensory and/ or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific medical conditions <input type="checkbox"/> Gross/fine motor skills <input type="checkbox"/> Visual/hearing impairment <input type="checkbox"/> Accessing the curriculum without adaption <input type="checkbox"/> Physically accessing the building(s) or equipment <input type="checkbox"/> Over sensitivity to noise/smells/light/touch/taste <input type="checkbox"/> Toileting/self-care

Regularly Asked Questions and Answers.

What should I do if I think my child may have Special Educational Needs?

Please contact us to arrange either a meeting with the learning mentors, class teacher or SENDCo.

We pride ourselves on building positive relationships with parents and will work with parents to support both in and out of school worries/ concerns.

How will my child be supported?

Our SENDCo will closely monitor all provision and progress of any child requiring additional support across school. The class teacher will plan, teach and assess each child in their class to ensure that progress in every area is made. Carefully planned provision or support may be put in place to meet your child's educational needs.

What support do we have for you as a parent of a child with SEND?

Talk to your child's class teacher regularly so we know what you are doing at home and you know what we are doing in school. We hope that this will make sure that we are doing similar things to support your child both at home and in school. This is an opportunity to share what is working in both settings. The SENDCo or Learning Mentor (depending on your child's need) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. One page profiles can be discussed either during parent/ teacher evenings or at any other time you may wish to discuss these. Homework will be adjusted to your child's needs where appropriate.

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

All work in the classroom is planned so that all children are able to access age related expectations according to their specific needs. Teachers plan lessons according to the specific needs of all children in their class and will ensure that your child's needs are met.

- Support staff may support your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

Parents have the opportunity to meet with the class teacher twice a year (this could be as part of parent's evening) to discuss your child's needs, support and progress. For further information the SENDCo is available to discuss support in more detail.

We offer an open door policy where you are welcome anytime to make an appointment to meet with either class teacher, learning mentor or the SENDCo to discuss how your child is getting on. We can offer advice and practical ways that can help you help your child at home. We aim to communicate regularly, especially if your child has complex needs.

If your child has complex SEND a 'My Support Plan' may be initiated and you will be invited into the Academy for a meeting with the SENDCo to discuss your child's needs. After several reviews (with the presence of other professionals) the 'My Support Plan' may progress to an Education Health Care Plan (EHCP) where a formal Annual Review will take place to discuss your child's progress.

How will my child be able to contribute their views?

Children who have One Page Profiles discuss and set their targets with their class teacher. If your child has an EHC Plan or an Annual Review of their EHC Plan then their views will be obtained before any meetings and your child will be invited to the meeting to give their view/opinion if appropriate to do so.

Children's views of intervention programmes are monitored by the SENDCo and shared with staff.

What specialist services and expertise can be accessed?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain your permission to pursue any kind of professional intervention.

The agencies used by school include:

Educational Psychologist

CAMHS

Social Services

School Nurse

Learning Support Service

Behaviour Support Service

Speech and Language/Occupational Therapy

Communication and Interaction Access Team

How will Gawthorpe Academy prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For child with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. Many of our 'feeder' secondary schools will aid transition for the more vulnerable pupils. We liaise with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

First point of contact would be your child's class teacher to share your concerns with. You could also arrange to meet our SENDCo or our Principal. You may also wish to look at our SEND Policy.