



# **Garswood Primary School Annual SEND Information Report 2023-2024**

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## Be kind, be ambitious, be respectful

We aim to:-

- Provide a caring, safe environment in which pupils and staff can feel secure and happy.
- Provide a broad, balanced, challenging and relevant curriculum through a wide variety of learning experiences.
- Provide opportunities for everyone to succeed.
- Treat everyone equally and fairly and promote equal opportunities in all aspects of school life.
- Encourage good work habits and high standards
- Welcome parent/carers and other members of the community into school to play an active part in the education of the pupils.

## What is the SEND (Special educational needs/disabilities) Information Report?

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected. The needs of pupils with Special Education Needs and/or Disabilities can be met in a mainstream setting wherever possible and where families want this to happen.



## 1. How will the school know if my child needs extra help?

At Garswood Primary, classroom teachers continually assess the social, emotional and academic progress of children. If they have concerns regarding a child's progress they will discuss these with the parents and may begin to implement a programme of class based intervention.

Following further discussion with the SENCo they may also choose to place a child onto the SEND register and write an Assess-Plan-Do-Review plan). During this discussion, we will identify the area of SEND that is affecting the child's needs:

There are 4 areas of need of SEND:

- **Communication and Interaction:** Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people will be supported to develop their linguistic competence in order to support their thinking, as well as their communication skills.
- **Cognition and Learning:** Children and young people with learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, these children will be supported with appropriate differentiation and intervention.
  - **Social, emotional and mental health:** For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. These children will be supported with age appropriate intervention and support from key adults.
  - **Sensory and/or physical needs:** There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Each term, review meetings are held with pupils and their parents. Each term, SLT and subject leaders, monitor individual attainment, progress is scrutinised and decisions are made as to any further support needed by a child.

## 2. Who is the best person to talk to about my child's difficulties with learning/SEN?

Following the guidance set out in the Garswood Primary School SEND Policy, parents are in the first instance encouraged to discuss any issues with the child's class teacher.

Each term the child's class teacher will arrange to meet with the parents to complete a review, set new targets and discuss any other difficulties which have arisen in the last half term.

Parents can also arrange informal/formal discussions about their child with the SENCo (Mrs Myatt)

### **3. How will I know how the school will support my child?**

At Garswood Primary School we regularly communicate with parents via;

- Review meetings.
- Parents evenings.
- School reports.
- Annual provision review meetings.
- Informal/formal discussions with class teacher or SENCo
- Via See Saw
- Via telephone

### **4. How will the curriculum be matched to my child's needs?**

All staff at Garswood Primary School strive to know the child very well, including their needs and how they learn. We access support from a wide range of external agencies to enable us to identify barriers and put appropriate support in place.

Targeted support is available for those children identified as requiring additional help and is delivered via a range of intervention programmes. Children access intervention programmes on a need rather than age basis. Children also have access to a range of classroom modification aids, such as Move and Sit Boards, sensory putty and laptops.

### **5. How are the schools resources allocated and matched to the children's special educational needs?**

At Garswood Primary School, each classroom is supported by at least one learning assistant. This allows us to respond rapidly to children's additional needs and provide the according support or intervention work.

We have a philosophy of 'early intervention' and endeavour to provide resources and expertise to support children as and when the need arises – without the child having to wait for a diagnosis or external professional involvement.

### **6. What happens if my child has a high level of need?**

Before a child starts at Garswood Primary School we endeavour to meet with them and their families to ensure a smooth transition in our school. If a child has a high level of need we ensure to gather as much historical information as possible to further enhance this process.

Each term the school SENCo meets with multi-agency professionals at a planning meeting to discuss the needs of SEND pupils within the school, this quality assures the high-quality educational provision that is provided for them.

In partnership with parents, we work alongside the local authority to gain the most appropriate provision for our pupils. This can include applications for additional funded support, an Education Health and Care Plan or further professional advice.

We are committed to provide our staff with training to enable them to support children with a high level of need, for example: advanced autism training, emergency paediatric first aid training and manual handling training.

## **7. How is the decision made about how much support my child will receive?**

At Garswood Primary School, staff teams meet once per term to identify children within their year groups that require additional learning support. This allows us to swiftly provide children with the support they need to make progress and to assess whether the support provided has had the required impact. These children are identified on the class Intervention Map.

In partnership with parents and multi-agency professionals we discuss individual children for whom school-based support has not been successful and signpost them for additional support from outside agencies, for example; the Speech and Language Service and the Learning Support Service. ST Helens Local Authority have adopted a TESSA triage service and this initial referral will explain the needs of the pupil. The TESSA Team will decide the best next steps of advice or support from external agencies and sign post schools to this support.

If following support from outside agencies, it is decided, in partnership between school staff, parents and other multi-agency professionals, that the further support has also not been successful, a recommendation may be made that an application is submitted to the local authority for further funded support or an EHCP. A panel of external professionals will decide if the application is deemed acceptable for additional provision.

## **8. How will the school help me to support my child's learning?**

Parents help to create a child's new Assess-Plan-Do-Review targets at their termly review. Parents are encouraged to discuss with the child's class teacher ways to support learning at home.

Parents are also signposted to specialist SEND events/courses that are facilitated by the local authority or other services to further develop their knowledge to support their child's education at home. We hold a termly Coffee Morning which is a time to meet other parents from school and also to be signposted to areas of support.

## **9. How will I be involved in decisions about and planning for my child's education?**

At Garswood Primary School we encourage our parents to speak regularly to their child's class teacher on an informal basis about their progress in school. We hold more formal Parents Evenings twice per year.

Assess-Plan-Do-Review Plan's for children with SEND are reviewed alongside their parents every term. Parents are asked to contribute to the review and have an input upon what the next targets should be.

For children that have been awarded additional funding or have an Education Care and Health Plan, parents will also be invited to annual review to discuss progress and next steps for development.

## **10. What specialist services and expertise are available at this school?**

Staff at Garswood Primary School hold qualifications and /or have had training in the following:

- National Award for SEN Coordination
- Speech and Language
- Team Teach

We also employ the services of multi-agency professionals:

- Educational Psychologist
- Speech and Language Therapist
- Language and Social Communication Service
- School Nurse
- Paediatric Health Service
- Continence Service
- Barnardo's
- Child and Adolescent Mental Health Service
- Children's Disability Service
- Behaviour Improvement Team
- English as an Additional Language Service
- PACE (behavioural short stay centre)
- Mental Health Support Team

### **11. What support will be available for my child's overall well-being?**

All staff at Garswood Primary School have a determination to look after and support the needs of our children and families. Each class teacher is supported by a Key Stage Manager who has responsibility for ensuring the happiness, safety and well-being of pupils within their area of school. We are also very lucky to have an additional adult in every class to further support pastoral work.

At Garswood Primary School, we have a pastoral team who liaise with families to ensure our children are safe and happy. Our Pastoral staff also closely monitor levels of attendance and meet regularly with children to discuss their views. Our pastoral staff are experienced in supporting the emotional well-being of our pupils. For example they deliver 1:1 and small group support for children who are in needs of additional emotional support e.g. those who have experiences loss or bereavement, those that have faced challenging circumstances etc.

We also, when appropriate, utilise the services of external providers such as Barnardo's, CAMHS, and an Educational Psychologist.

From September 2022, we also have a designated Mental Health Support Teacher, who attends one day per week. The MHS Teacher assesses pupils and plans and delivers a block of appropriate therapy.

### **12. How will my child be included in activities outside of the classroom, including school trips?**

Before taking any children on a school trip we complete a detailed risk assessment which assesses the suitability of the trip for all children. This can include a prior visit to the venue. School trips are staffed appropriately to the required ratios.

### **13. How accessible is the school environment?**

Garswood Primary School is fully wheelchair accessible, we have a disabled toilet and wheel chair access to the playground.

We have a strong relationship with the Children's Disability Service who provide school with the necessary equipment and risk assessments for pupils with disabilities.

To support our pupils with English as an additional language we work closely with the EAL service. We also utilise services to support all families communication needs, including BSL interpreters.

#### **14. What if my child needs transport to and from school?**

Garswood Primary School works in partnership with the local authority to support our families to make the necessary requests for transport support.

#### **15. How will the school prepare and support my child when they are starting, leaving the school or moving to another year?**

Using the experiences of returning to school following lockdowns to our advantage, we feel that supporting our SEND children through transition back to school is a real strength of the provision offered at Garswood.

This year our SEND children were provided with an individual package that may have included: welcome packs from their classroom staff, photos of their new provision, social stories and other individualised resources where appropriate. Gradual transitions were used to further support children on a case-by-case basis where levels of anxiety made returning to school a greater challenge.

As a result of the measures used, a positive transition was experienced by all our SEND pupils, who were able to settle quickly into the new term, their classrooms and new routines with little disruption. Furthermore, many of the strategies were also appreciated by our whole pupil cohort who also benefited from the resources to ready them for the new school term.

When joining Garswood Primary School, our Early Year Staff carry out home visits in order to get to know new children and their families. The parents of new children are invited to attend an intake meeting and new pupils are invited to spend time within the setting prior to joining.

When children with SEND join Garswood Primary School, staff will arrange a transition meeting with their previous setting to ensure a smooth transition takes place.

When moving between year groups all pupils have the chance to meet their new teacher and visit their new classroom. Additional visits and further opportunities are provided where necessary for SEND children

When leaving Garswood Primary School, we hold transition meetings with the local high schools and their SENCo's to ensure that we pass all relevant academic and personal information on about a child. We facilitate opportunities for our SEND pupils to complete additional visit days to their new setting. We also utilise the transition support available through other agencies, for example; the Behaviour Improvement Team and Language and Social Communication service (LASC).

#### **16. Who can I contact for further information?**

Parents are strongly encouraged in the first instance to speak with their child's class teacher.


Further information can also be found by contacting:

- Headteacher – Mrs Pamela Potter - 01744 678290
- SENCo – Mrs Lucy Myatt - 01744 678290



## Supporting Documents

### The Waved Approach to Additional Provision and Support at Garswood Primary School



<b>Wave 1</b>	<p>This is the universal offer for all children.</p> <p>Quality first teaching methods will be utilised to ensure that children make good levels of progress from their own starting points.</p> <p>Children at Wave 1 will be on track to achieve or exceed age related expectations for their year group.</p>
<b>Wave 2</b>	<p>Children at Wave 2 will be finding learning challenging in one or more subjects but be continuing to operate within their age related programme of study.</p> <p>Children will have been identified on the cause for concern register.</p> <p>The graduated approach will have been initiated.</p> <p>Children will be being provided additional support at a school level via small group learning.</p> <p>The referral to additional agencies will be considered to support learning.</p>
<b>Wave 3</b>	<p>Children operating within Wave 3 will be in need of significant additional support to enable them to access learning.</p> <p>Children will be struggling to operate within their age related programme of study and individual progress will have slowed.</p> <p>The graduated response will have been implemented.</p> <p>Support from additional agencies will be in place.</p> <p>Additional funding to support learning will have been applied for or being considered.</p> <p>Children operating within Wave 3 will be noted upon the school SEND register.</p>