



## **SEND Information report**

### **The approach for teaching pupils with SEND**

“Every teacher is a teacher of SEN” (SEN Code of Practice 2014)

Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

Responsibilities of the class teacher (in relation to SEN)

- Deliver quality first teaching to all pupils
- Ensure that pupil groupings within the classroom are conducive to high quality learning for all children
- Ensure planning is differentiated to take into account the needs of all learners
- Deploy available support staff effectively within the classroom in order to maximise their impact on pupil attainment and progress
- Raise concerns (teacher or parental) with the SENCo
- Participate in pupil progress meetings to ensure that all groups of pupils are making progress appropriate to their needs

## **Areas of Need**

Many children will have inter-related needs, though for the school records, a primary SEN will be identified. In line with the revised Code of Practice, this may be either:

- General learning difficulties – moderate (MLD), severe (SLD) and profound (PLD)
- Specific learning difficulties (SLD) such as dyslexia, dyscalculia, dyspraxia or dysgraphia
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH, formerly BESD)
- Physical, visual and hearing difficulties (PD, VD and HD)
- Autistic Spectrum Disorder (ASD)

## **How does the school know if my child needs extra help?**

Where there is concern about a child's development that is affecting their progress in school, a teacher or parent can raise a cause for concern with the SENDCo or Inclusion Manager who will hold a parent meeting to explore the child's needs in more detail. The child's difficulties may be evidenced in their emotional, social or academic progress or in their ability to access mainstream educational provision and further assessment may need to be carried out to establish whether the child's difficulties are significant.

## **Early identification and monitoring**

We emphasise the importance of early identification of SEN and ongoing tracking of progress to ensure the most appropriate and effective provision for all children. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made. Where children make progress against their targets, and it is felt no additional support is needed, we will notify you and remove them from the SEN record. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional support that may be needed from outside agencies.

### **Outside agency support**

Occasionally a pupil may need more expert support from outside of school. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers. Agencies we have liaised with over the last year include:

- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychology
- First Steps (CAMHS)
- Hackney Ark Paediatric service
- Occupational Therapy
- PRU (Pupil Referral Unit)
- Re-Engagement Unit
- School Nurse
- Social Services
- Speech and Language Therapy
- Young Hackney

### **Gathering views of pupils with SEND**

All children are routinely asked to reflect on their learning across the school. During SEND learning walks, pupils on the SEND register are asked to contribute their views.

If your child is on the SEND register at SEND support, the class teacher will discuss their progress and review their targets appropriately according to their age. For children with EHCPs / Statements we collect their views prior to annual reviews.

### **How will I be informed of my child's progress?**

At the termly parent review meetings with your child's class teacher, you will find out about your child's progress against their targets and in core curriculum areas. You may also be contacted directly by the SENDCo and Inclusion Manager about additional SEN assessments, such as dyslexia screenings or reading age tests. If your child accesses support from outside agencies, you will be informed directly of any additional assessment information they have carried out.

### **How will the school prepare my child when joining the school or when transferring to a new school?**

- The Inclusion Manager and SENDCo organise liaison meetings with staff at nurseries where children have been identified with SEN prior to admission where possible.
- If children join the school mid-year, we hold admission meetings with the Inclusion Manager or SENDCo present to find out about the nature of the child's difficulties and to set up links with any outside agencies. We also endeavour to get in touch with children's previous settings directly.
- We support transition for pupils to secondary school by organising meetings with the secondary SENDCOs to talk through provision that has been in place and out recommendations for future support.

### **Who do I contact if I have questions or concerns about my child?**

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns please contact one of the following members of staff:

The Inclusion Manager: Rachael Alexander-Gordon

[RAlexander-Gordon@gainsborough.hackney.sch.uk](mailto:RAlexander-Gordon@gainsborough.hackney.sch.uk)

The EYFS and KS1 SENDCo: Jacqueline Hoilett

[JHoilett@gainsborough.hackney.sch.uk](mailto:JHoilett@gainsborough.hackney.sch.uk)

The Family Liaison Officer: Carol Lewis

[CLewis@gainsborough.hackney.sch.uk](mailto:CLewis@gainsborough.hackney.sch.uk)