



Galley Common School SEN Information Report

Galley Common Infant School and other local schools have a similar approach in how they provide support for pupils with Special Educational Needs and Disabilities (SEND). This report aims to provide parents and carers with the information they need to understand how their child's needs will be met at Galley Common School, the Local Authority and by specialist support services.

Galley Common Infant School Information:

- A two-form entry mainstream infant school catering for pupils aged 4-7 years old.
- Six classes in total with a maximum number of 28 pupils per class in Reception and 30 pupils per class in KS1.
- An inclusive school which meets the needs of all pupils.

Identifying pupils with SEND and assessing their needs.

Pupils may be identified as having SEND through a variety of different ways which could include the following:

- Pupils are performing significantly below age expected levels and extra support and provisions are to be made for that pupil.
- Concerns raised by a teacher and they will complete a SEND concerns form.
- Concerns raised by parents/carers.
- Liaison with previous school/setting or nursery.
- Health or SEMH diagnosis by health professionals
- Liaison with external specialist support services

What kinds of Special Educational needs and Disabilities are provided for?

We aim to support ALL children with SEN. A review of an individual child's needs and the school's capacity to support a child is made as soon as possible to ensure that we can best meet their needs.

- We have an accessible toilet providing a larger space and privacy for toileting needs, as well as wheel chair access.
- We have lower level access into the school from the pavement, situated near the main gate, giving wheelchair access.
- We have a ramp leading into the side of the school where there are steps.
- If a child has needs which are additional to or different from the usual highly differentiated provision, they will have a Person Centred Plan of their own (PCP).

- This plan will be reviewed at least termly and will involve the views of the child, parent, teacher and 1:1 teaching assistant if appropriate.

At Galley Common School, what is the approach to teaching children with SEN?

At Galley Common Infant School, we strive to support all children to achieve and to meet their individual needs. We aim to help all learners reach their full potential, and we are committed to our responsibility towards the identification, assessment and supporting special educational needs. We strive to offer an inclusive education, offering support to all learners. At Galley Common Infant School, we offer a range of extra provisions to support children, which includes intervention support as well as quality first teaching practice. All class teachers will make reasonable adjustments to support the learning where necessary.

How will pupils' individual needs be supported at Galley Common School?

- Galley Common is a mainstream school. We aim to provide adaptive and Quality First Teaching to support the needs of all children.
- Galley Common School has a Special Educational Needs Policy.
- Teachers at Galley Common are aware that they are responsible for the progress and development of ALL of the children that they teach.
- As part of our Quality First Teaching we have a communication friendly environment and children's understanding is supported through the use of words and pictures (Communication in Print).
- As the Code of Practice 2014 states: We have a 'graduated response' to Special Educational Needs, which involves 'targeted provision.'
- All teachers monitor and track the progress of every child in their class and are accountable for the progress of ALL children.
- If a teacher is concerned about the progress of a child then they will make sure that they involve parents at the earliest stage and seek guidance from the SENDCo.
- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as emotional and attachment difficulties and Autism.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Teaching Service, Educational Psychology Service, Integrated Disability Service, Oakwood Special School and Nurture Group Network (WINGS), Speech & Language etc.



Who will support my child at Galley Common School?

The SENDCo at Galley Common School is Mr. Pearson. Mr. Pearson is the Class 6 Teacher in Year 2. He has worked across Key Stage 2, Key Stage 1, Reception, Nurseries and has experience of teaching, planning for and working with children with complex and special educational needs. He works closely with the other teachers, teaching assistants and parents to ensure all children are provided with the support they need and that this is reviewed regularly. If you have any concerns about your child and would like some information or advice please contact Mr Pearson and she will be happy to discuss this with you.

As part of their roles, all of our teaching assistants work with small groups of children to provide support in narrowing the gaps in learning. The teaching assistants work closely with class teachers to plan and implement activities as well as ensuring accurate monitoring of progress and appropriate assessment of learning takes place half-termly.

How we adapt our curriculum and our learning environment for our children with SEND

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will try to ensure that your child's needs are met through Quality First Teaching.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- 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.
- The building is accessible: it is a single storey building with level entrances & double doors to the reception area, Foundation Stage and Key Stage 1 departments. There are also ramps situated at main entrances to the 'temporary classrooms' to the rear of the main building. There is a disabled toilet, shower area and changing facility within the Foundation Stage and a disabled toilet in Year 1. There is also an adult disabled toilet in the entrance area. The foundation stage and adult disabled toilets are fitted with emergency cords.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Wrap around care provision ('Bridge Club') is available on site with an independent provider. It is accessible to all children including those with SEND.
- Extra-curricular activities are made accessible for children with SEND.

How we work with our families of pupils with SEND and involve them in their child's education.

- Your child's class teacher is regularly available to discuss your child's progress or any concerns you may have. This is an opportunity for you to share information about what you feel is working well or perhaps not so well at both home and school.
- The school SENCO is available to meet with parents and carers to discuss any concerns and/or any worries you may have.
- All information from outside external agencies will be shared and discussed with you directly and you will receive a copy of a report if this is applicable.
- Termly PCP (Personal Centred Plans) meetings will be arranged to be able to review your child's plan with your input and involvement.
- Home learning is to be adapted to suit your child's individual needs.
- A home/school communication book may be used to support communication and information sharing.
- Discuss your child's progress at termly PCP meetings or at another arranged meeting/phone call. This is the opportunity to share any concerns or worries with regards to pupil progress and the support your child may require. You can also discuss pupil's progress with your child's class teacher at parents evenings or other arranged meetings.

Assessing, reviewing and evaluating the effectiveness of provision, a child's progress and next steps.

- Your child's progress is continually monitored by his/her class teacher, they will adapt the support according to your child's individual needs.
- The SENDCo is responsible for monitoring the impact of any interventions and support that is being implemented.
- The SENDCo closely monitors the provision, planning, and progress of children on the SEN register and the children on our school provision map.
- Parent's evenings are held termly to discuss your child's progress and their next steps.
- At the end of each school year teachers write a report outlining your child's progress and next steps.
- Pupils are continually recognised and praised for their learning and achievements. They may be rewarded with reward time, stickers, certificates and team points. Alternative and individual charts may be used with some pupils.

How is a child with SEN enabled to engage in activities with children in Galley Common School who do not have SEN?

- We encourage all children to take part in after school clubs and can provide support to enable children to access them.
- We have regular school trips throughout the school year for all of the children and extra support can be provided for this too.
- Children are taught as a class and involved in as many activities as possible which will be adapted if necessary to meet individual needs.

Will there be staff trained at Galley Common who will be able to care for and support my child's individual Special Needs and Disabilities?

- As part of our early assessments of a child's specific individual needs, we will assess whether we have staff who are able to support these needs.
- If we feel that training support is needed, the SENDCo will contact services who can provide relevant up to date training for teachers and teaching assistants, enabling them to meet individual needs.

What is the expertise and training of the staff at Galley Common School, who support children with SEN, including how specialist expertise will be secured?

- Galley Common School has a linked school nurse.
- The SENDCo has regular meetings with the Specialist Teaching Service (STS), the Educational Psychology Service, the Speech and Language Therapy Service as well as the Integrated Disability Service (IDS) where appropriate.
- The SENDCo attends conferences and network meetings to ensure that Galley Common has the most up-to-date information regarding SEND
- The SENDCo provides training opportunities and support for teaching staff.
- Galley Common School has a Special Educational Needs policy which is reviewed annually. It is the role of the SENDCo to ensure that all teachers are following the policy and are aware of their responsibilities.
- It is the role of the SENDCo to support staff with the identification of children with additional needs.

What kind of support does Galley Common have for improving emotional and social development?



Mrs Salmon, Learning Mentor, Thrive Practitioner

We have recently become a Thrive school. Mrs Salmon is our licensed Thrive practitioner. We feel it is very important to support Personal, Social and Emotional Development as we understand how this can be a significant barrier to learning. We have a dedicated Thrive room where all of our group and 1:1 interventions take place.

Thrive sets age-appropriate developmental tasks to shape provision to make the best use of life's learning opportunities. Thrive enhances emotional and social skills, improves emotional wellbeing and develops emotional literacy. The Thrive approach can make learning more accessible, more effective and more fun. It directly contributes to the development of the learning powers of resilience, resourcefulness, reflective capacity and reciprocity.

We recognise that pupils with SEND may well have Emotional and Social Development needs that require support in school. The Emotional Health and Well-being of all our pupils is very important to us.

- We have an Anti-bullying policy that is regularly reviewed.
- Children are asked their views relating to their health & well-being in surveys.
- School Council discussions provide opportunities to discuss issues and share concerns.
- An excellent PSHE curriculum including Protective Behaviours, PATHS and Jigsaw programmes.
- We provide a range of assemblies that promote inclusivity.

How will Galley Common School involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families?

- In addition to Speech and Language Therapy, the Early Intervention Service, the Specialist Teacher Service and the Educational Psychology Service, we can also make contact with other appropriate services needed to support our children, if and when this is necessary.
- In the past we have worked with occupational therapy, physiotherapy, CAMHS, (Child and Adolescent Mental Health Services) Social Services, Integrated Disability Service (IDS) and the Deaf Society; we greatly welcome any outside support that can be provided to support the needs of the children in our school.

How does Galley Common School prepare children for the next phase of their education?

- At Galley Common School we have a transition policy.
- All children have an induction day in July when they visit their new class and teacher.
- Nursery to Reception: we hold a new parents meeting in the June before the children start school; the foundation stage leader works closely with feeder nurseries; reception teachers carry out home visits in the September just before the children start school.

- Prior to the transition from Reception to Year 1 and Year 1 to Year 2, the class teacher meets with the new teacher to pass on information about each child; there is a meeting for parents at the end of the Year to find out what the new year will mean for their child.
- We have 'move up story times' for the new teacher to begin to get to know the children.
- Staff from your child's new year group will visit them in their current year group as well as arranging several visits to the new environment - building up relationships before the move.

Children with more specific or higher needs.

- We hold a transition meeting with current staff and the staff of the child's new school.
- We prepare children as much as possible through extra visits to the new school, meeting their new teachers and support staff and familiarising themselves with the school building.
- Children take photos of important places in their new school (such as their cloakroom, classroom, toilets and playground) which are then made into their own individual transition book. Two copies are made, one to have at school and one to keep at home.
- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We follow Warwickshire LA Admissions Policy. All applications must be submitted to the local authority www.warwickshire.gov.uk/admissions. Please note when applying for a school place children with an Education and Health Care (EHC) Plan that names a school will be admitted first. When a place has been confirmed a robust programme of induction takes place in order to ensure that any alternative provisions are in place prior to a child starting at Galley Common Infant School. This may include adaptations to the physical premises, resourcing is in place and staff are adequately trained. We are an extremely inclusive school and seek to break down barriers to learning and provide effective accessibility to all education

Roles within the school with responsibilities for SEND children

Class Teacher

The Class teacher Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) know as necessary.
- Writing Pupil Progress targets/ Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once every term and planning for the next term.

Personalised teaching and learning for your child as identified on school's provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENDCo

The SENDCo - Mr. Pearson is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of you child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher

M Dodds is Responsible for:

- The day-to-day management of all aspects of the school, which includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo/Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure, that the Governing Body is kept up to date about issues relating to SEND.

SEND Governor

The SEND Governor - Mr John Price is responsible for making sure that the necessary support is given for any child with SEND who attends the school.