

Agenda item: 3.5	Report author: Phoebe Elkins	27.06.24
------------------	------------------------------	----------

## SEN school information report

### 1. School context

	June 2023	June 2024
Number of children with an EHCP	32	38
Percentage of children with an EHCP	10.53	15.7
Number of children receiving SEN support	33	38
Percentage of children receiving SEN support	10.86	15.7
<b>Total number of children on the SEN register</b>	<b>65</b>	<b>76</b>
<b>Percentage of children on the SEN register</b>	<b>21.39</b>	<b>31.4</b>

These figures include 3YO nursery.

- Speech, Language and Communication Needs, SEMH and ASD are the most common SEN needs in June 2024.

#### Why has there been an increase in the number of children with an EHCP?

- A significant number of children in our 3 YO setting have required an EHCP this year. There are currently 5 children in 3YOs with an EHCP, and 3 more awaiting an EHCP.
- Improved tracking and monitoring of needs in 2YOs means many children are coming to 3YOs with enough evidence of need to meet the threshold for an EHCP. This is positive as it means they are getting early support quickly, however it does mean many parents are choosing to name Gainsborough as their preferred choice of school as they feel changing schools may be unsettling for their children.
- Competition for Special school places means that children who do not have an EHCP by November of the year before admission do not have an opportunity to apply to special schools.
- The lack of places at special schools in Hackney and other LAs means we have retained many children with complex needs where they may previously have been enrolled at a specialist setting.
- Many of the current Nursery EHCP and SEN Support children are Travellers of Irish Heritage, and culturally these families are not open to discussing specialist provision or alternative mainstream schools.
- Closures of local schools has meant greater movement across the borough and Gainsborough has been a choice for many families with children with additional needs.
- Reputation within the local community is also bringing more new families to our door.
- The Aviary capacity has increased to 14 children. There are currently 11 on roll through the Aviary, with consultations for the other 3 spaces being considered at the moment.

#### Why has there been a Increase in the number of children receiving SEN Support?

- Early identification of need with SLCN screener tool VERBO has supported staff to identify and screen for need.
- Separation of SALT caseload to Private and NHS increased capacity. Next year additional SALT capacity is being bought in (2.25days total per week).
- Difficulty with children being discharged from SALT as progress is not being made as effectively due to attendance.
- Many of the children on SEN Support have poor attendance. This means that the package of support in place for them is not as effective as it could be, and they are making less progress than those with greater attendance.

### Recommendation

The LAB is recommended to approve the SEN school information report.

*Report published for parents and available online*

*Reviewed and approved by the LAB: July 2024*

*Next full review due: January 2025*

---

# Special Educational Needs and Disability (SEND) School Information Report

## School Vision & Ethos

Every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

## Policies for identifying pupils with SEN and assessing their needs

We know your child needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning, behaviour, communication or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and complete a 'Cause for Concern' form for the school SENDCO. Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in fundamental check meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

## What kinds of special needs are provided for in this school?

We provide for all kinds of needs at the school, usually grouped into four categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

### **Arrangements for consulting parents and children with SEND**

Parents are invited to school when SEND has been identified. They are provided with a termly provision map and invited to provide their feedback and contribute to plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

We always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire or other appropriate methods of gathering their voice.

### **Arrangements for assessing and reviewing pupil's progress towards outcomes**

- The class teacher and support staff will work with the SENDCO to discuss individual needs.
- The SENDCO will talk to the child and parents/carers to find out their views and needs.
- The SENDCO will come to lessons and observe or work with the child.
- The SENDCO will coordinate the feedback from any outside agencies and review the individual's progress.
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).

For all children on the SEND register (EHCP and SEN support), support plans are reviewed three times a year in October, February and May. This allows for plans to remain in place over transitional periods of the year. Additional information around the progress of these children is gathered from children in Fundamental check meetings. When a child has an EHC plan, reviews are held annually (or every six months if under five) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child, or the child does not want to take part.

The school ensures that all stakeholders are kept informed regarding pupil progress and support. Children are encouraged to take an active role in planning and reviewing their provision with the support of the SENDCO.

### **Arrangements for supporting pupils moving between phases of education and preparing for adulthood**

Children are well supported in their transitions from Nursery to our three-year old provision. The SENDCO works closely with the Children's Centre Area SENDCO and staff to support smooth transitions. Meetings between parents, key staff and the SENDCOs are held before upcoming transitions, and a plan for transition is agreed between all parties.

In preparation for transition to secondary school, pupils are provided with opportunities to visit their secondary school placements. The SENDCO schedules handover meetings with secondary school colleagues to help prepare pupils and ensure that the new school is aware of each pupil's strengths, needs and the provisions that work best for them.

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

Gainsborough adopts a three-tiered approach to supporting children with identified SEND.

### 1. Universal

This is the quality first teaching each child receives from their teacher. This approach may include minor adaptations within the classroom to match each learner's needs.

### 2. Targeted

Targeted support may be identified for those who need additional support beyond the usual classroom differentiation. This approach is discussed and implemented alongside parent/carers, taking their and the child's views into account.

Through this approach the following SEND cycle is implemented: assess, plan, do and review.

Specific targets will be set around the identified area(s) of need and held in a SEND Support Plan.

### 3. Specialist

It may be necessary to seek specialist advice and regular long-term support from specialist professionals outside the school in order to plan effectively for the needs of the child. This may include input from Speech and Language Therapists, Education Psychologists or Physiotherapists.

## **How adaptations are made to the curriculum and the learning environment of pupils with SEND**

When a pupil has been identified with special needs their work will be adapted by the class teacher to enable them to access the curriculum and make progress. Members of support staff may be allocated to work with the pupil in a 1:1 capacity for parts of the day, or in small focus groups to target more specific needs.

If a child has been identified as having a special educational need they will have a SEND Support Plan. Targets will be set accordingly to their area of need. These will be monitored by the class teacher weekly and by the SENDCO at least three times a year. Provision maps will be discussed with parents/carers at teacher consultations (three per year) and sent home each term.

Where appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

## **Additional support for learning that is available for pupils with SEN**

The school works with NHS speech and language therapists. The school also works closely with an Educational Psychologist. All therapists attend school weekly. The school also works with the re-engagement unit (REU) from Hackney learning trust who attend on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.
- TA adult support in class that promotes independence.
- Personalised learning sessions based on children's needs, delivered by a team of SEN specialist teachers and support staff in school.
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills.
- Invitation to a particular club.
- Social skills groups.
- Social and emotional support from a trained TA

## **The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured**

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service that works with the school. If it is felt that there is a need which cannot be met by this group, then an external company would be secured.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties.
- How to support children with behavioural, social and emotional needs.
- How to support and differentiate for children in literacy and numeracy.
- How to support children with social communication difficulties.
- Using visuals to support teaching, learning and transitions.
- How to support children through intensive interaction, attention bucket and objects of reference.

Occasionally a pupil may need more expert support from outside of school e.g. educational psychology service. Where this is the case, a referral will be made with parental 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.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse

## **How equipment and facilities to support children and young people with SEND will be secured**

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet the outcomes. Their EHCP clearly lays out the type of support needed as a recommendation.

Other children will also receive support linked to their needs as indicated on their SEND Support Plans. This support may take various forms:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Tracking of progress and analysing individual pupil data highlights children who are not making expected progress.

- Children are given additional and differentiated support and interventions are put in place to support their learning and the impact of that provision is measured.
- If interventions are not having the expected impact, then the SENDCO may refer to external professionals in discussion with parents to enable further support to be provided.

### **How the effectiveness of the provision made for pupils with SEN is evaluated**

Provision for all pupils is observed during regular learning walks and through book looks. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of interventions.

### **How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?**

All children are encouraged to participate in a wide range of activities. Where it is felt that a child with SEND finds it a challenge to participate in a particular activity then adjustments are considered. This may be in the form of assistive technology or additional adult support. This would be facilitated on a case by case basis.

### **What is the support for improving emotional and social development?**

Emotional and social development are promoted across the curriculum and particularly in the PSHCE curriculum. Where there is a concern around a child's emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Creating a circle of friends for the child.
- Social skills groups.
- Checking in regularly with a member of staff.
- Invitation to attend a particular club after school.
- A referral to Young Hackney.
- A pastoral support plan.
- A referral to the REU and a bespoke plan.

In some cases, the emotional and social development may meet the threshold for the SEND register. Circle of friends has been very successful in improving the relationships between a few children with SEN and their peers. The views of children with SEND are always sought, through conversations with the SENDCO and/or their class support where appropriate.

### **How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families**

The school ensures that all relevant bodies are involved in planning meetings as and when required to support the needs of pupils. Information gathering and sharing is conducted through multi-agency planning meetings (MAP) and the local authority is notified of significant changes to pupils' needs through EHCP needs assessment requests, annual reviews and consultations for school placements.

Where required, the school will seek advice/ refer families of pupils with SEND, to specific support services and voluntary organisations such parent advisory services, and housing support. Referrals are initiated with parent consent and are conducted on a case by case basis.

## **Arrangements for handling complaints from parents of children with SEND about the provision made at the school**

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO.

Formal complaints should be made to [governors@primaryadvantage.hackney.sch.uk](mailto:governors@primaryadvantage.hackney.sch.uk) The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

## **Contact details of support services for parents of pupils with SEND**

Initial enquiries regarding pupils with SEND are directed to the school SENDCO.

E-mail: [pelkins@gainsborough.hackney.sch.uk](mailto:pelkins@gainsborough.hackney.sch.uk)

Telephone: 020 8985 4622

Parents are encouraged to seek parent advice and support from The Hackney SEND Information, Advice and Guidance Service (SENDIAGS)

E-mail: [sendiags@hackney.gov.uk](mailto:sendiags@hackney.gov.uk)

Telephone: 020 7275 6036 (Advice Line)

07500 066 513 (Service Coordinator)

Website:

[www.hackneysendiags.co.uk](http://www.hackneysendiags.co.uk)

## **Named contacts within the school for when young people or parents have concerns**

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCO: Phoebe Elkins

Other key people are:

LAB link member for SEN: Sam Hobbs

Federation link governor for SEN: Alice Wilson

If you have any other questions, please contact the school on: 0208 9854622

## **The school's contribution to the local offer and where the LA's local offer is published**

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education will allow the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools, and

trials them with a small number of settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

### **The arrangements for the admission of disabled pupils**

The arrangements for admission of disabled pupils is in line with the admission criteria for all children as published in the school's Admission Policy and with The Learning Trust's guidelines. The school acknowledges its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEND.

The arrangements for the admission of pupils with SEND to gain admission as pupils to the School fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority. If successful, the school then receives notification that a child has been allocated a place at Gainsborough Primary School.

### **The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils**

Gainsborough Primary School will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend Gainsborough Primary because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

### **The facilities we provide to help disabled pupils access our school**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email [transport@learningtrust.co.uk](mailto:transport@learningtrust.co.uk)

### **[How to find our school's accessibility plan](#) [Gainsborough Accessibility Plan](#)**

## Appendix 1

### Useful Websites



<http://www.netmums.com/parenting-support/special-needs>

**contact** a family  
for families with disabled children

<http://www.cafamily.org.uk/>



Hackney Independent Forum for  
Parents/Carers of Children with Disabilities

<http://www.hiphackney.org.uk/>



Bringing Families Together  
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org>

**Scope**  
About disability

<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



Independent Parental Special Education Advice

<http://www.ipsea.org.uk/>



<https://www.homerton.nhs.uk/hackney-ark/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people



<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>