

Great Ouse Primary Academy School Information Report

Our Inclusion/Mission statement



At Great Ouse Primary Academy (GOPA), as part of The Meridian Trust we want the highest possible standards of education and support for the all the students in our care; putting their progress at the heart of everything we do.

This is an organisation in which students strive to achieve and enjoy their learning. They are encouraged to make their own positive contributions which are valued. Their health, safety and well- being is understood, promoted and are of paramount importance.

We aim to create a school community in which every pupil matters and thrives. We provide each young person with the opportunity for personal, emotional and intellectual growth. We aim to ensure that every student fulfils their potential and has the opportunity to excel and succeed.

We encourage all our children to strive to be the best that they can be and to take responsibility for their own growth as members of the school and wider community by being:

Co-operative
Conscientious
Curious
Caring
Courageous
Courteous

What is the Local Offer? The LA Local Offer

The Children and Families Bill was enacted from September 2014. From this date, Local Authorities and Academy schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25 within their care. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area on offer to them.

The LA's Local Offer can be accessed here:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

The School SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet (See Policy).

Your child has Special Educational Needs. What can we at GOPA offer you in terms of holistic and inclusive support?

The following 13 points go into more detail on the Local Offer and outline how we can work together in partnership to follow support children in accordance with The SEND Code of Practice (2014):

1. Who are the best people to speak to in this school about my child's difficulty with learning/ Special Education; Needs or Disability (SEND)?



SEND is the responsibility of all staff at GOPA.

Class Teacher

The role of the Class Teacher(s): What do you need to know?

The responsibility of the Class Teacher is to:

Provide appropriate support for children who need help with the four areas of SEND.

Plan to provide effective and differentiated support to overcoming barriers to learning.

Plan for children's full participation in learning, and in physical and practical activities

Help children to manage their behaviour and to take part in learning effectively and safely; Help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Provide appropriate support and allow all pupils to access their learning through quality first teaching.

SENDCo

Our designated SEND Coordinator (SENDCo) is Mrs. A Jackson. She can be contacted by phone: 01234 907890 or by direct email ajackson@greatouse.beds.sch.uk Monday – Wednesdays.

Parents can request a meeting with the SENDCo and or Class Teacher anytime during the academic year if they wish to discuss the progress their son or daughter is making or any concerns they may have.

At GOPA our SENDCo has completed the National Award in SEND and has a number of years' experience in the role.

The role of the SENDCo: What do you need to know?

The SENDCo has a **critical role** to play in ensuring that children with special educational needs and disabilities within a school receive the support they need. The SENDCo achieves this by:-

- Overseeing the day-to-day operation of the school's SEND policy.
- Supporting the identification of children with special educational needs and disabilities
- Co-ordinating provision for children with SEND.
- Liaising with parents and carers of children with SEND
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that the school keeps the records of all pupils with SEND up to date

The key areas of leadership in SEND:

The IDENTIFICATION of children with special educational needs and disabilities in the school
TRACKING and MONITORING the progress of children with SEND
Ensuring there is HIGH QUALITY TEACHING AND INTERVENTION for children with SEND
Developing the SEND PROVISION in the school further

The code of practice identifies four main areas of need for children with SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

How will the SENDCo and school support my child and me?

Our SENDCo and your child's class teacher will work closely together to ensure that you are well-informed about the personalised provision for your child and that you are invited to regular review meetings where you can discuss how things are going. In school they will be an advocate for your child by understanding his or her needs and interests whilst ensuring that everyone who regularly works with your child knows how best to support them.

What qualities should I look for in a SENDCo?

An **understanding** and empathic nature for children with SEND.

Honesty about what is and is not being provided and an evolving **commitment** to improving the service that school provides.

The role of The Headteacher: What do you need to know?

Headteachers of maintained schools and academy trusts must make sure their schools:

Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has special educational needs;
Ensure that parents and/or the young person are notified by the school when special educational provision is being made for their child because it is considered that they have special educational needs;

Make sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's special educational needs and/or medical conditions;

Make sure that the teachers in the school are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;

Ensure that there is a suitably experienced and qualified teacher designated as special educational needs coordinator (SENCO) for the school

Consult the local authority and the governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area;

Ensure that pupils with special educational needs/disabilities join in the everyday activities of the school together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other pupils, and the efficient use of resources;

Take account of the 0-25 SEND Code of Practice (2015)' when carrying out their duties towards all pupils with special educational needs/disabilities;

Where a local authority or the First-tier Tribunal (Special Educational Needs and Disability) names a maintained school as the school the child will attend on an Statement of special educational needs or an Education and Health Care Plan, the governing body must admit the child to the school. Before naming a maintained school on a statement, the local authority must consult the governing body of the school (see below);

Cooperate with the local authority in developing the Local Offer and in transferring children/young people from the old to the new special educational needs framework (eg 'SEN support' and Education, Health and Care (EHC) Plans);

Ensure the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014; and

Ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

2. What are the different types of support available for children with SEND?

The Code says that schools must:

Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN. (SEND Code of Practice section 6.2)

When a student is identified as having SEND, that need will be defined and recorded together with the response and support needed. Intervention and support for a student will vary according to need and severity and for the individual student may vary over time.

The school adopts the following graduated approach in accordance with the Code of Practice where a student has SEND. They will be in one of waves 1, 2 or 3 (SEN Support) or have an EHCP. Students may move between SEN support (waves) or to an EHCP where progress has not been made despite significant levels of support or due to the complexity of need.

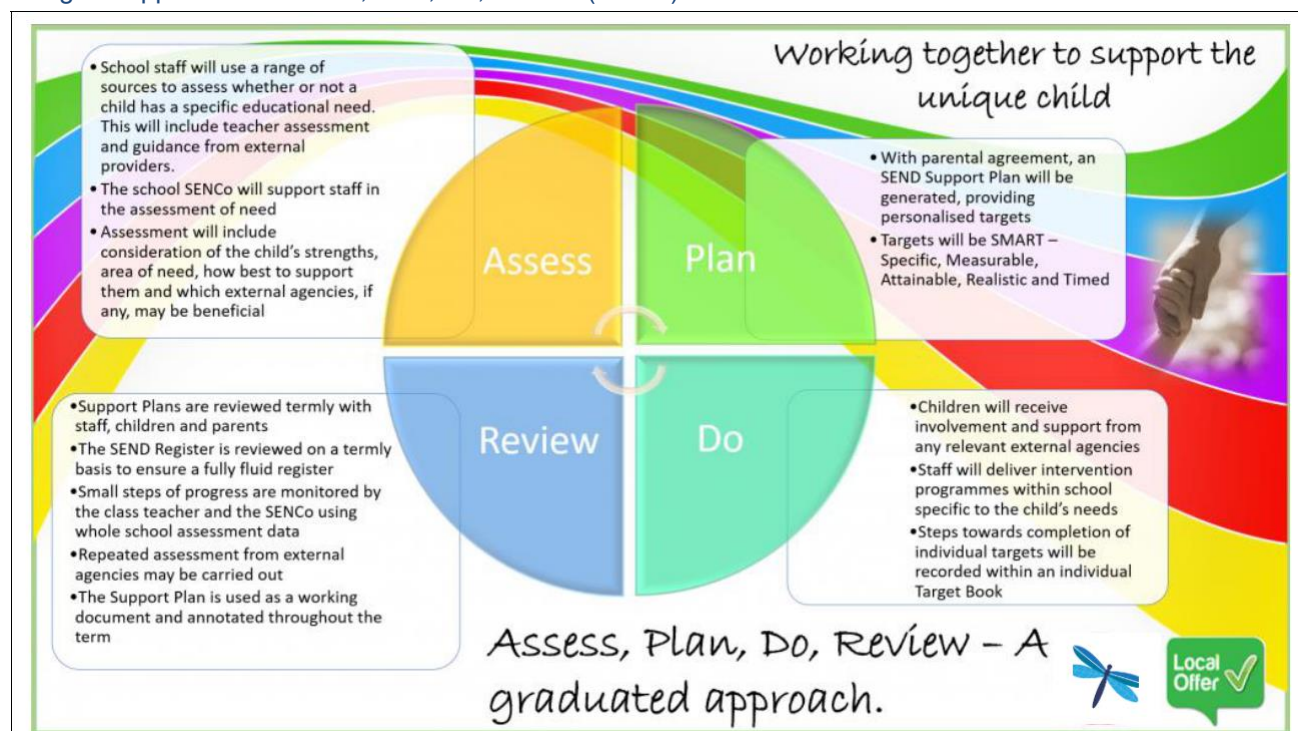


Wave 1	High quality teaching – personalised differentiation within the classroom.
Wave 2	Intervention where appropriate within the classroom under the control of the class teacher. This could be for example catch-up sessions recovering previously taught objectives.
Wave 3	Where pupils have not made enough or sufficient progress from wave 2. All wave 3 pupils are considered as SEN support and their progress will be monitored through termly provision maps.

	Children may be seen by outside professionals such as Speech and Language Therapy and given targets.
Education, Health and Care Plan (EHCP) Statutory Assessment	An EHC Plan will be considered where despite having taken relevant and purposeful action to identify, assess and meet the SEND of the student, expected progress has not been made. The procedure for this is in the Code of Practice and will be explained to parents where the school feels this is an appropriate course of action. A parent may also request an EHCP. EHCP's are evidence / outcome based rather than through specific allocated hours.

Assess- Plan- Do- Review Cycle

All children have a right to quality first teaching which provides appropriate differentiation and support to identify their needs. The first step in identifying a child with SEND is through this quality first teaching using the approach of Assess, Plan, Do, Review (ADPR).



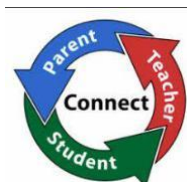
3. How can I let the school know that I am concerned about my child's progress in school?



Here at GOPA, we operate an open door policy and so if you have concerns about your child's progress, you should speak to your child's Class Teacher directly – either by email, appointment, casually at the start or end of day or during planned parent teacher consultations.

- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo Mrs Jackson.
- The Headteacher Mr Payne or Miss Francis, Safeguarding team can also be contacted for support.

4. How will the school let me know if they any concerns about my child?



If your child is identified as not making adequate progress, the school will set up a meeting with you to discuss their concerns in more detail and to:

- listen to any concerns or background information that you may have.
- plan any additional support your child may need.
- discuss with you any referrals to outside professionals to support your child if necessary and how to collect the necessary evidence for this.
- suggest some additional support strategies for home or signpost you to further support and information.

5. How is extra support allocated to children, and how do they progress in their learning?

"Fairness is not giving everyone
the same thing.
Fairness is giving each person
what they need to succeed"



The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed for children and staff.

The school identifies the needs of SEND pupils on a APDR document. This identifies all support given within school through high quality first teaching (HQFT) as well as additional professional involvement and is reviewed regularly and changes made as needed, so that the needs of children are identified using SMART targets and monitored by all staff that work with the child.

The necessary resources and provision are outlined on this document and are deployed as effectively as possible.

Where there is a great additional need, the school may collate evidence to request additional funding from the Local Authority so that the needs of the child may be best met.

6. Who are the other people providing services to children with SEND in this school?



Every member of staff here at GOPA has a responsibility to meet the needs of SEND learners

Teachers are responsible for teaching SEND groups/individuals through quality first teaching.

Teaching Assistants (TAs) mainly work inclusively within the class and lead measured interventions either in the classroom environment or in other break out spaces within school with either individual children or small groups.

IT support such as Widgit Autism Friendly symbols and education software is offered to aid children's learning depending on their need. Electronic devices are timetabled to provide additional ICT opportunities to children e.g. with early reading, maths skills, spelling, brain training and memory game activities.

The school's Safeguarding team offers emotional and pastoral support for children with emotional, social and mental health development through small group or 1:1 work through use of social skills programmes, social stories and comic strip conversations.

Local Authority Services that Liaise with the school

Autism Advisory Service
Educational Psychology Service
Sensory Service for children with visual, hearing or ASC needs
Bedford Parent Carer Forum
SALT (Speech and Language Therapy)
Occupational Therapy Team
Physiotherapy Team
SEND Advisory Teacher
Early Years Advisory Team
School Nursing Team

Charitable Organisations

CHUMS
Autism Bedfordshire
Bedford Young Carers
FACES

7. How are the teachers in school helped to work with children with SEND, and what training do teachers have?



It is the role of the SENDCo, Mrs Jackson in liaison with Mr Payne, Headteacher to support the class teacher in creatively planning for children with SEND and providing personalised targeted resources to support children where the need has been clearly identified.

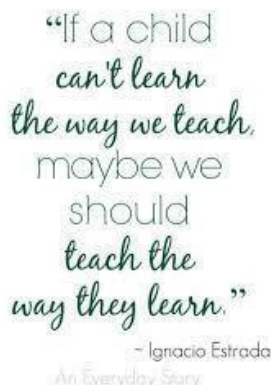
As part of being a MAT school, GOPA provides regular training and support from a network of schools across Cambridgeshire and Peterborough to enable all staff to improve the teaching and learning of children and to extend their repertoire of skills by offering good practice and new resource approaches, including those with SEND. This includes whole school training on SEND issues, half-termly professional focus and networking groups based on common themes, such as transition for pupils with SEND between schools.

Other training opportunities that arise from external specialists are offered to key staff according to their skill set and the children that they support for instance promoting communication friendly environments was offered to key workers and parents to allow for consistency at both home and school.

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., 1,2,3 Magic behaviour management scheme lead by an Early Years Advisory Teacher or Blanks Level Training held by The Speech and Language Therapy Team.

The SENDCo, Mrs Jackson provides regular staff training on SEND changes and improvements during staff meetings and regular CPD training sessions are scheduled to discuss SEND matters and make all staff feel valued and championed.

8. How will the teaching be adapted for children with SEND?



We acknowledge that children learn in different ways and when planning lessons, wherever possible, we try to ensure that there is a visual, auditory and kinaesthetic element to each stimulating lesson.

The content of lessons and activities set are highly scaffolded to accommodate for every pupil's own level of access.

Class teachers plan interactive lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met accordingly.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary for instance by supplying additional visual resources or by providing pre-exposure to topics and vocabulary before the lesson takes place.

Specific resources and strategies will be used to support your child individually in small group and whole class or whole school situations.

Careful planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs and an emphasis is placed on the use of ICT and visual prompt resources to support pupils with SEND for instance allowing them to record their ideas in different ways, away from a fear of failure or a lack of motivation with writing to record or by adopting a dyslexia friendly classroom approach that benefits all pupils.

We will endeavour to give children the tools needed to be successful independent learners, regardless of their level of curriculum access.

9. How will we measure the progress of your child in school?



Your child's progress will be continually monitored by his/her class teacher in a number of formative and summative ways to gain a clear, whole picture of your child's age-related attainments.

His/her progress will be reviewed formally with the Headteacher on a half termly basis during Pupil Progress Meetings with Class Teachers where attainment in reading, writing and maths is explored.

For children receiving SEN support (additional provisions made to the curriculum), children will have an APDR document based on targets set by class teachers and/ or outside agencies specific to their needs. SMART targets will be set accordingly and designed to accelerate learning and close the gap in attainment. Progress against these targets will be reviewed regularly, evidence for judgements assessed and future plans made.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all professionals involved with the child's education such as parents, educational and health specialists. The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in and evaluate this over time in the process of review.

Regular book checks, unaided work samples, lesson observations and learning walks will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The progress of a child may not always be shown through academic data and we as a school pride ourselves on knowing the children and providing children with a platform to comment on elements of their school life for instance through pupil voice reviews and use of The Leuven scales to monitor the level of a child's engagement within lessons.

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



The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used and to cement the link between home and school.

The SENDCo Mrs Jackson is also readily available to meet with you to discuss your child's progress or any concerns/worries that 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 written report or telephone conversation.

Personal progress targets and APDRs will be reviewed with your involvement and input every term.

A home-school contact or communication book could be used to support communication with you when this has been agreed to be useful and relevant for you and your child.

School staff will signpost parents to free advisory parent workshops or initiatives such as CHUMS: Is my child misbehaving, which is hosted at the school; FACES ADHD Parent support groups and the regular Coffee Mornings held at the Child Development Centre (CDC) by the valued Parent Partnership Team.

Where we can we will also chaperone parents to professional meetings to help support and empower them such as by attending School Nurse or Educational Psychologist virtual drop ins consultations.

We also support parents who have learning needs themselves for instance by helping guide them through form filling processes and support when compiling an Early Help Assessment (EHA) to access further support.

11. How is GOPA accessible to children with SEND?



The school site is fully wheelchair accessible and has audio enhancements to cater for children that are hearing impaired for instance by having radio aids installed into classrooms where needed.

There are disabled changing and toilet facilities located by the main entrance of the building, and this includes a shower cubicle that can be easily accessed.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs for instance providing enlarged font on posters for children with visual impairment.

After-school and extra curricular provision is accessible to all children, including those with SEND.

Extra-curricular activities are accessible for all children and we encourage all children to participate. Specialist leaders are highly experienced and trained in accommodating children with physical, emotional, medical and learning needs.

12. How will we support your child when they are joining our school? Leaving or moving on to another class?



Transitions can be difficult for any child and particularly those with SEND. Here at GOPA we take early steps to ensure that any transition is as smooth as possible.

For children that are moving classes or schools and benefit from the reassurance of social stories and visuals, a personalised book is created where possible with images and activities relating to changes (what will be the same, what will be different and that this is OK) adopting the social story approach.

If your child is identified as having SEND, additional opportunities will be made for your child to visit their new school setting for familiarity if this is suitable.

If your child is joining us from another school:

Where necessary, Class Teachers will visit pre-school settings or attend Home Visits with the Foundation Stage staff where appropriate.

Mrs Jackson will liaise with the previous setting where possible to gain an insight of your child's strengths, needs and interests as well as learn about any useful strategies for support that work for them. Finding out key background information will help the Class Teacher and SENDCo plan how best to support the child as they settle in.

In the event of a child joining us that has previously had no experience of a school or nursery setting, a phased timetable may be decided in agreement with parents to ease the child into the routine of school life.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.

APDR documents will be shared with the new teacher in advance of transition.

We have lots of transition resources in school and these will be implemented into lessons to help support your child in moving class for instance a letter to your child's new class teacher activity or pupil passport where the child can communicate facts all about themselves to share with their new class in a positive and engaging way.

Where appropriate we will use children as role models and buddy children up with a member of their class to help them learn the routines and feel more reassured.

13. How will we support your child's emotional and social development?

"Building resilience in children is not about making them tough. Resilience is the ability to recover from difficulties and manage how you feel."

We recognise that some children experience social, emotional and mental health difficulties that need to be supported and nurtured. These needs can manifest themselves in a number of ways, including anti-social or challenging behavioural difficulties, anxieties, and being uncommunicative or withdrawn.

All classes follow a structured weekly PSHE (Personal, Social, Health Citizenship and Economic education) curriculum to support this.

However, for those children who find aspects of this difficult we offer extra support in the form of: - Pastoral provision e.g. small group work, 1:1 sessions based on emotional behaviour, building relationships, social skills, Zones of Regulation, changes in family dynamics, coping with change and anxieties and academic resilience or wellbeing.

Extra-Curricular clubs such as The Lunchtime Hub aid the promotion and development of social interaction skills and relaxation for our pupils in offering them a calm and safe space.

Where necessary we use targeted resources for instance personalised social stories, fiction books, video clips, comic strip conversations and prompts e.g. affirmations or journals to promote the language around feelings and emotions.

School house measured interventions such as Talk for All/ Socially Speaking social skills programme, Forest of Feelings and Fighting the Anxiety Gremlin to assist in regulation and self- esteem boosting work.

We offer Sensory room visits to allow children to experience an appropriate sensory outlet/ time of calm and regularly use mindfulness activities – in the form of therapeutic colouring or breathing meditation and yoga to appeal to pupils.

School holds regular themed assemblies e.g. PANTS, NSPCC, Anti-bullying, Cyber bullying and internet safety to help children to keep safe.

There are posters and signage situated around the school site e.g. fostering a child's mental health, Speak up Speak out and Young Carers information.

At GOPA we have Pupil voice ambassadors to share the ideas of others and make children feel valued. We like to promote random acts of kindness towards other peers and staff alike.

GOPA prides itself on its networking with professionals e.g. CHUMS, School Nursing Team and Young Carers Wellbeing Practitioners.

The views and wishes of our students are regularly listened to and taken into account. For example, at annual reviews for students with an EHCP are asked to contribute and respond to reports from teaching and support staff. APDR documents outlining support are reviewed with parent's and the personal review of children is considered where they are able to communicate it e.g. with use of visuals.

Where appropriate, students create a one page profile and each pupil with SEN will express their interests and how they can be helped or feel best supported. The one page profile allows pupils to record and express what they feel their strengths are, what they find difficult, what they will do to help themselves and how staff can support them.