**Green Gates Primary School – Core Offer**



All

Schools in the Redcar and Marske Teaching Schools Alliance are committed to and adopt a similar approach to meeting the needs of all children including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Schools within the Teaching Schools Alliance also benefit from support and expertise offered by our local special schools at Kirkleatham and Kiltonthorpe at Brotton.

Alliance Schools are inclusive and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation**.**

**How does Green Gates identify children with special educational needs?**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Class teachers make regular assessments of progress for all pupils. Through these assessments pupils making less than expected progress can be identified.

Children with SEN can be characterised by:

* Making significantly slower progress than their peers when starting from the same baseline
* Failing to either match or better their own previous rate of progress
* Failing to close the attainment gap between themselves and their peers
* Having an increasingly wide attainment gap between themselves and their peers

(SEN Code of Practice: 0-25 years July 2014)

**SCHOOL OFFER**

**Green Gates Primary School**

**Keilder Close, Redcar, TS10 4HS**

**Telephone: 01642 485463.**

**Email: greengatesprimary\_school@redcar-cleveland.gov.uk**

**Website: www.redcar-cleveland.gov.uk/greengates**

**Headteacher: Mrs Katie Lowe**

**SENDCO: Mrs Katie Stone**

**Date finalised: September 2015**

**Reviewed: September 2017**

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|  | **Question** | **Response** |
| **1** | How does the school know if children need extra help, and what should I do if I think my child may have special educational needs? | When children are transferring to Green Gates Primary School from another local school setting, contact will be made and information regarding the child will be shared.  In the case of children transferring from other areas, we endeavour to get in touch with a child’s previous school to ascertain any special needs they may require support within school.  Pupil progress is monitored regularly by class teachers and the Headteacher. Class teachers are confident in flagging up concerns to our SENDCO at the early stages so that additional support may be offered when required. There may then be a need to discuss next steps in provision with parents/carers with a view to further assessment to pinpoint a child’s area of need or offer extra support within school. At this stage, parents/carers would be invited into school for a meeting to discuss the way ahead.  If parents/carers have any concerns regarding the learning of their children, we operate a very open-door policy. Teachers are available to discuss concerns, as is our SENDCO. Appointments can be arranged at mutually convenient times across the week. |
| **2** | How will the school staff support my child? | This is dependent upon the level of support required by individual children. The first person to contact would be:  **Your child’s class teacher who is 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 SENDCO know where necessary. * Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. * Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.   **The school SENDCO (Special Educational Needs co-ordinator) who is responsible for:**   * Coordinating all the support for children with special educational needs or disabilities (SEN) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. * Ensuring that you are involved in supporting your child’s learning, kept informed about the support your child is getting and involved in reviewing how they are doing. * Liaising with all the other people who may be coming into 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 all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs. * Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.   **The Headteacher is responsible for:**   * The day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child’s needs are met. * Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.   **SEN Governor is responsible for:**   * Making sure that the necessary support is made for any child who attends the school who has SEND.   Early assessment of Literacy and Numeracy, enables children to be placed in our targeted Literacy or Numeracy support groups.  The Ruth Miskin ‘Read Write Inc’ programme is used with groups of varying ability across the school. Numeracy focuses upon acquiring key skills and basic mathematical concepts.    There is also a well-established programme for Gifted and Talented pupils. |
| **3** | How will the curriculum be matched to my child’s needs? | Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met.  Specially trained support staff can adapt the teachers 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. |
| **4** | How will I know how my child is doing and how will you help me to support my child’s learning? | 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 similar strategies can be used.  The SENDCO and Headteacher are available to meet with you to discuss your child’s progress or any concerns/worries 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 report.  Homework will be adjusted as needed to your child’s individual needs.  A home/school contact book may be used to support communication with you if it is felt that it would be useful for you and your child.  Again, our open-door policy is crucial in enabling parents to provide support at home.  Termly parents evenings are held where your child’s Pupil Profile is discussed in detail and, for those children on the SEND register, termly targets set out in an individual SEND Support Plan are reviewed.  Full written reports are sent home annually in the Summer Term. |
| **5** | What support will there be for my child’s overall well-being? | Personal, Social, Health Education is addressed by class teachers and also through weekly whole school assemblies, where opportunities are taken to talk, share and discuss emotions using a range of materials including games/scenarios and prompts.  The majority of support staff are trained in Paediatric first aid and in giving medications. Health Care Plans are written and reviewed annually, for children who need immediate or on-going medication. Staff are trained in the use of Epi-pens when necessary.  We also benefit from a weekly visit from a qualified counsellor, who is able to give more comprehensive emotional support. This, of course, follows discussion with parents/carers and written consent.  We work closely with the school nurse who provides support and advice across the school. |
| **6** | What specialist services and expertise are available at or accessed by the school? | Directly funded by the school:   * Teaching assistant support   Provided by the Local Authority or other schools, but available at cost to the school:   * Early Intervention Support Base (behaviour) * Education Psychology Service * Sensory Service for children with visual or hearing needs * Specialist Teaching Service (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) * Early Bird courses (Autism support) * Time4You Counselling   Provided by the Health Service but often delivered in school:   * School nurse * Occupational Therapy * Physiotherapy * Speech and Language Therapy * For our youngest children the Community Nurse visits school every 6 weeks and is available to answer questions and arrange home visits.   Provided by the Health Service and delivered away from school:   * CAMHS (Child and adolescent mental health service) |

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| **7** | What training have the staff supporting children with SEN had? | Our support staff are currently trained in:   * Read Write Inc * Reading Recovery * Behaviour management * Autism * Epi-pen use * Dyslexia screening * BLAST-Speech and language intervention * Team Teach positive handling * Wellcomm- a speech and language programme. |
| **8** | How will my child be included in activities outside the classroom including school trips? | All school trips are risk assessed and this includes looking at the activities against the needs of the children.  All children are included in school trips, modifications will be made as necessary.  When risk assessments raise a concern, parents will be consulted and an agreed way forward will be planned to ensure that the child is included. |
| **9** | How accessible is the school environment? | The school buildings are all accessible to children with a physical disability.  We ensure that equipment used is accessible to all children regardless of their needs.  Disabled toilet facilities are available in the building. |
| **10** | How will the school prepare and support my child to join the school; transfer to a new setting, school or the next stage of education and life? | We at Green Gates are aware that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.  If your child is moving to another school:   * We will contact the SENDCO and ensure that he/she knows about any special arrangements 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.   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. * Termly Pupil Progress meetings ensure that all information is passed on to relevant adults.   In Year 6:   * The Y6 teaching team and SENDCO (if necessary) will discuss the specific needs of your child with the SENDCO of their secondary school. * Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at Green Gates. |
| **11** | How are the school’s resources allocated and matched to children’s special educational needs? | The school budget, received from Redcar and Cleveland LA, includes money for supporting children with SEN.  The Head Teacher and the SENDCO discuss all the information that they have about SEND in the school including:   * The children getting extra help already. * The children needing extra support. * The children who have been identified as not making as much progress as would be expected.   Then they decide what resources/training and support is needed. This is reviewed regularly and amended as necessary. |
| **12** | How is the decision made about what type and how much support my child will receive? | **Our school offers many different types of support**   1. ***Class teacher input via high quality classroom teaching targeted at areas of weakness of individual children.***   For your child this would mean:   * That the teacher has the highest possible expectations for your child and all pupils in their class. * That all teaching is based on building upon what your child already knows, can do and can understand. * Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. * Making certain that specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn. * Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.  1. ***Specific group work within a smaller group of children.***   These groups, often called Intervention groups by schools, may be within the classroom or outside. Led by a teacher or more often a teaching assistant who has had training to run these groups.   1. ***Being recorded as part of the school SEN register***   For your child this would mean:   * They have been identified by the class teacher as needing some extra support in school. * He/ She will engage in group sessions with specific targets to help him/her to make more progress. * A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions. * A SEND Support Plan would be drawn up by the class teacher detailing targets set to address the specific needs of your child. This is reviewed termly and parents are invited to help to plan targets.   This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.   1. ***Specialist groups run by outside agencies e.g:***  * Outside agencies such as the Speech and Language Therapy (SALT) Service. * Attendance at the Intensive Reading Class offered by the Specialist Teaching Service and delivered at the Cooper Centre. * Drama and/or art therapy offered by The Link based in Redcar. * For children medical/life limiting or life shortening needs the school would use the following website for guidance: [www.togetherforshortlives.org.uk](http://www.togetherforshortlives.org.uk)   For your child this would mean:   * Your child will have been identified by the class teacher/SENDCO (or you will have raised your worries) as needing more specialist input instead of or in addition to high quality teaching and intervention groups. * You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. * You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school. * You will be invited to come to a meeting to plan the targets for your child’s SEND Support Plan   All specialist professionals will work with your child to understand their needs and make recommendations, which may include:   * Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better * Support to set better targets which will include their specific expertise * A group run by school staff under the guidance of the outside professional e.g a social skills group * A group or individual work with outside professionals.   The school may suggest that your child needs some individual support in school. We will tell you how the support will be used and what strategies will be put in place.  This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups.   1. ***Specified Individual support of more than 10 hours in school.***   This is usually provided via an Education, Health and Care Plan (EHCP).This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching (more than 10 hours a week), which cannot be provided from the budget available to the school.  Usually your child will also need specialist support in school from a professional outside the school. This may be from:   * Local Authority central services such as the Speech and Language Therapy (SALT)service * Educational Psychologists * Specialist Teaching services   For your child this would mean:   * The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child. * After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need an Education Health and Care Plan. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child requires this, they will ask the school to continue with the support provided. * After the reports have been read the Local Authority will decide if your child’s needs are severe, complex and lifelong and whether they need more than 10 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support provided. * The EHC plan will outline the allocated funding your child will receive from the LA. It will also have long and short term goals for your child. * An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.   This type of support is available for children whose learning needs are, severe, complex and lifelong. |
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