



Gipsey Bridge Academy – School Local Offer

What are Special Educational Needs?

Special Educational Needs and Disability (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities and causes a difficulty or barrier to learn or to access the curriculum.

We provide SEN support for pupils with significant needs in the following areas:

- o Cognition and Learning
- o Communication and Interaction
- o Social, Emotional and Mental Health (Social Emotional Mental Health (SEMH))
- o Sensory and/or Physical

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have existing Education Health and Care Plans (EHCP), require high needs.

What should I do if I think my child has special educational needs?

In the first instance speak with your child's class teacher. At Gipsey Bridge we pride ourselves on our open door policy and value the relationship we have with parents which fosters regular and informal discussion about pupils' progress and any concerns parents may have. If you are still concerned, please speak with Miss Drury, who is the School's SENCo.

How will the school respond to my concern?

We will listen and agree next steps with you. This may mean putting strategies into place and then reviewing after an agreed period of time, or simply monitoring the situation to gather further information before next steps can be agreed. During this period, parents are encouraged to continue to communicate with school to ensure that a full picture of your child's needs is obtained.

How will the school decide if my child needs extra support?

This decision will be agreed in consultation with parents. The child's academic progress, achievements and personal progress will be considered, and if it is agreed that your child

requires support which is in addition to what other pupils need, or different, then support will be put into place.

What will the school do to support my child?

A meeting will be held with the child's class teacher, SENCo and parents, where an overview sheet will be completed. This will record your child's assessments, an overview of them as an individual, your child's point of view, your point of view, strengths, barriers to learning and desired outcomes. Following the overview, a Support Plan will be generated, where targets, outcomes and possible interventions are recorded. This is a working document where progress and new targets will be recorded. This reflects the strong focus on **plan, do and review**.

Targets and progress will be reviewed three times a year, however, parents are always encouraged to share any concerns or information with school at all times; it is not necessary to wait for a review meeting.

Who will support my child in school?

Being a small school, the staff at Gipsy Bridge take a team approach, with all staff supporting pupils learning. Your child may be supported by the qualified and experienced teachers, experienced and skilled teaching assistants, peer support, Volunteers or Outside professionals or agencies.

What training and experience do staff have/or the additional support my child's needs?

Class teachers/Head teacher/SENDCO:

- Experienced teachers
- Key members of staff have been trained for emotional well-being interventions (ELSA)
- All teachers have had First Quality training in areas of English (Phonics, Reading, Writing and Spelling) and Maths
- All teachers have had training on up to date Dyslexia and Autism strategies and resources (on-going)
- All teachers have had First Aid training.
- Key members of staff have had Paediatric emergency first aid training.
- All members of staff have had Safeguarding training.
- All teachers have received up to date training on epi-pen and individual children's specific needs.
- All Teachers and Teaching Assistants have had training in Language for thinking, Colourful Semantics, and sound Linkage.
- All teaching assistants are trained in delivering Precision Teach intervention.
- Key members of staff are Elklan trained.
- Key members of staff are Makaton trained.
- All staff have received Autism awareness training.

SENDCo organises training on a needs basis and also staff may request specific training

Who else might be involved in supporting my child?

Where appropriate, advice may be sought from external agencies, these include the Educational Psychologist, Speech and Language Therapy and Specialist Teaching Service, and the Eclipse team.

What support will be there for my child's emotional and social well-being?

We are very lucky to have a Teaching Assistant in every class. This allows group and 1:1 input to take place as needed. We also have two key adults who are ELSA trained. The school also works closely with the Lincolnshire Mental Health support team.

How will my child be able to contribute their Views? How will my child be involved in the process?

Your child's views, like those of parents, are very important to the support that takes place. Dependent upon the age and ability of the child, their views will be sought in a way that is appropriate. A record of their views will be recorded on the Overview sheet and will be reviewed three times a year. However, any concerns or information that a child expresses, will feed into every day practice as with all good teaching.

How will the curriculum be matched to my child's needs?

At Gipsey Bridge we learn through projects where there is a lot of practical learning, and all learning is placed in a meaningful context to support understanding. In all lessons, the teaching is adapted to meet all pupils' needs; this can be through the task given, support, outcome, use of ICT or resources. Marking and feedback is a powerful tool in guiding pupils in their next steps, and where appropriate, verbal feedback and instructions are be given.

What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

Class teachers are always available at the end of the school day when a quick informal discussion or question can be raised. If a longer meeting is required, parents are encouraged to see either the class teacher or phone school to arrange a meeting.

Reports are sent home three times a year, with details of progress made, levels of achievement and a general comment.

Support Plans will be reviewed three times a year.

There are two Parents Evenings/Drop ins for parents throughout the year, where books are made available for parents to see the progress being made and to discuss their child with the class teacher.

How will my child be included in activities outside the classroom including school trips?

All children are included in school trips and activities that are suitable for their age group. If needed, additional arrangements will be made to ensure that all pupils have full access to all activities.

How accessible is the school environment?

The school does have in place an Accessibility Plan which is available to view on the website.

The school originally consisted of a school hall and classroom which has been added to throughout the years, meaning that pupils may need to move between buildings.

There is a disabled toilet available in the cabin which is situated outside of the main school building.

How will the school prepare and support my child to join the school?

There are a number of transition days held in the Summer term for pupils who are going to be new to Reception, and we work closely with Nursery providers to ensure that transition is as smooth as possible, attending any review meetings as necessary.

If your child joins us after Reception, they are placed with a buddy from in their class who will support them during the day and observed closely to ensure that support and guidance is given when needed to aid a positive integration into the school.

How will the school prepare and support my child to transfer to a new setting/school?

We liaise with all Secondary Schools to ensure a smooth transition. Secondary SENCo's are invited to the summer term reviews and tasks and activities are put into place to support the individual, this can be learning how to follow a two week timetable and bringing the books needed for each day to learning how to pay for their school dinners. Additional visits can also be organised if it is felt that the child would benefit.

How can I be involved in supporting my child?

Parents are encouraged to support their pupils learning through daily reading, learning of multiplication facts and homework.

Support can be found on the website on Learning Tools which provides guidance on the methods now taught in school for maths and the phonics actions and sounds.

If you require further assistance, parents are encouraged to see their child's class teacher for support and guidance.

How can I access support/or myself and my family?

For further help please visit www.lincolnshire.aov.uk/SENDlocaloffer or phone Additional Needs at Lincolnshire County Council on 01522 553332 or Parent Partnership Service on 01522 553351.

Who can I contact for further information?

For more information please speak to Miss Drury, the school's SENCo.

Telephone: 01205 280240

Email: enquiries@gipseybridge.lincs.sch.uk