

# Gifford Primary School

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## Gifford Primary School SEND Information Report



Learning today for a better tomorrow

## **1. What kinds of needs can be supported at our school?**

Children with a range of needs are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for High School.

At Gifford School we also have a Hearing Impaired Provision that has 10 places for children with Hearing Impairment who would need additional support as well as support in the mainstream classes. The description of which children are best suited to use this provision can be found in the [Ealing Local Offer](#).

Sometimes we will commission other professionals to help us meet an individual child's needs in school or we may need to recruit staff or buy specialist equipment in order to support a child with SEN.

Sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or another resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the child or young person with SEN, with advice from the professional involved, usually within an Education, Health and Care plan meeting. This decision would be recorded in an Education, Health and Care Plan.

## **2. How are children's needs identified?**

At Gifford Primary school we assess all children, whether they have an identified special educational need or not, before they enter school and throughout their school life. This helps us ensure all children settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a child might have a Special Educational Need then a meeting with parents (and the child if appropriate) will always be arranged to investigate the needs further before the child is classed as having a SEN.

Hearing impaired children are identified before applying for a H.I.P placement through education and health services. Some H.I.P children may have additional needs identified during their time at school. Parents and appropriate agencies will be consulted.

### **How are children's needs identified before they start at our school?**

#### **Parent information meetings for Foundation Stage Pupils**

These are held for new parents in the summer term before your child starts our school. The Phase Leader *Jackie O'Callaghan* is always present.

#### **Before entry to our Nursery or Reception classes (for children aged between 3 and 5 years)**

members of the Foundation Stage team like to meet all our children and families at their home. These meetings help us to work with parents and children to identify the needs of the child in a familiar environment before they come to school. We can then plan together to help your child settle into school life happily and become successful learners. HIP staff will carry out a home visit before your child starts at Gifford HIP.

### If you have attended a different school

If you believe that your child has a Special Education Need that has not been previously identified by your child's current school then please inform us of your concerns. Please let us know any information about your child's needs or any other documentation from other professionals like health or Speech and Language. We will then arrange a time to follow this up with you and your child later. (Please see sections on working with parents and pupils) HIP staff will carry out a home visit before your child starts at Gifford HIP.

### Work with previous schools or educational settings

All school records are passed on to us and the Deputy Heads and SENCo look at them carefully. If we feel there is a child with SEN who will be moving to our school the SENCo/or Deputy Head will contact the primary school to get further information.

### Before entry to Year 1 – 6 (classes for children aged between 5 and 11)

If a child joins our school between Year 1 – 6 then the *Headteacher Mr N. E. Cook* will always arrange a meeting before the child starts school so we can work with you to identify each child's needs and ensure we can support them to settle into our school.

### How are children's needs identified whilst children are at our school?

#### If Pupils are concerned

At Gifford Primary school we want all our children to be happy, confident and feel they are learning successfully. Our children can tell members of staff of any concerns or worries and be confident that they will be listened to. Issues can also be raised through the following strategies:

- Circle time
- Worry boxes – boxes where children can place notes to the teacher with their concerns
- Feedback in books – children can write notes in their books for the teacher to see when they mark
- Place2Be
- PATHs (Promoting Alternative Thinking Strategies- NDCS emotional Literacy programme for deaf children)
- Signers are available throughout the day to support HIP pupils when issues arise

#### If a Parent has concerns

#### Talking to the teacher - Open door policy

We feel that working in partnership with all parents leads to the happiest children and the best education. If at any time you are concerned about your child please arrange an appointment with your child's class teacher/ form tutor as soon as possible in order to discuss them. If you cannot get into school an initial phone call or letter is a good start in letting us know. If, after further investigation, we believe that your child may have some special education needs then we will always arrange a meeting with you in order to identify these needs further and develop ways to support your child.

#### Parent consultation evenings

We hold 3 parent consultations per year to discuss the progress of all our pupils, please follow link [Diary dates](#). Please use these meetings to voice any concerns you may have. We often extend the time of these meetings for parents of children with SEN so that we have more time to discuss the needs of each child and the effectiveness of the support in place.

### **Teacher assessments**

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress and will achieve their targets. If a child is not making progress then further investigations will be made to ensure that the school is meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support.

### **Other information that may be used to identify pupil needs**

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other support. We could look at

- analysis of behavior logs
- reports from health professionals
- evaluation of interventions

### **During a review of progress against SEN desired outcomes**

If your child has already had some Special Educational Needs identified then a plan to support them to reach certain outcomes should have already been put in place either by our school, through an IEP or Statement (EHC) plan or your child's previous school or Nursery.

The success of this plan in meeting their needs and ensuring they make progress should be reviewed at least termly. This process really helps to ensure that everyone involved in supporting the child really understands their needs; if needed interpreters could be provided.

### **3. How do we work in partnership with parents of children with SEN?**

We try and work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN is even more important so we do the following things:

- Communicate regularly and informally through home school books and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed.
- Parents can arrange to see the class teachers and SENCo when they are concerned and would like a longer discussion.
- The termly parents meetings to discuss the identification of a child's needs and the desired outcomes that we are all working towards can be decided upon.
- Issue detailed annual reports.
- Handover meetings that outline pupils that outline a pupils needs and how they are best supported.
- For any child with a Statement/EHC plan and for some children with more complex SEN the school will work with parents and children to draw up a "one page profile" that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them (IEP).
- Hold an Annual Review for any child with an EHC plan/Statement.

#### **4. How do we enable children with SEN to make decisions about their education?**

All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- asking questions in lessons
- asking questions in books
- target setting

HIP provides visual resources to enable this i.e. communicate in print programme and photographs.

##### Children with SEN support

In addition, children with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and with parents during our target setting days. The outcomes and the additional support needed to help the children achieve them are recorded termly as a plan on our school provision map. A date for reviewing the success of these plans will be set and should happen at least termly (usually in extended target setting day meetings). Please make sure that you come to the meeting as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can try to arrange that too if you give us some notice.

##### Children with an EHC plan or statement

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff work with pupils and parents to develop an up to date one page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

#### **5. How do we help children when they move to another school?**

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans and "one page profiles" drawn up.
- Liaise with the SENCo/ year group leader of the new school to clarify any information necessary.
- If needed we can include ways to support a child to have a settled move to a new school through their SEN support plan or EHC plan. For example we may organise some extra visits to the school or do some work to help prepare them for the transition.
- If possible we invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.

## **6. How do we help children when they move into a new year /or phases of education?**

When moving to a new year group:

- 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.
- HIP staff provide deaf awareness training.

## **7. How are adaptations made to the school to help children with SEN?**

- 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.
- Specific resources and strategies will be used to support your child individually and in groups (*see Appendix 1 for list of interventions*).
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Support for Hearing impairment - Please refer to HIP offer and HIP brochure on school website.

Gifford School is well resourced to meet the specific needs of each child. Specialist facilities include Soundfield system, FM system, Auditory Training Unit for Speech articulation and production as well acoustic treated rooms. Gifford mainstream staff are deaf aware and specialist staff have signing qualification in BSL.

Gifford has designated Hearing Impaired Bases for small groups, reverse groups and one-to-one teaching.

Gifford has an on-site Speech and Language Therapist to work with the HI pupils (one day a week).

## **8. What skills and training do Gifford staff have?**

<b>Staff members</b>	<b>Training completed</b>	
All teaching staff	Are trained in the requirements of: The SEN code of practice All have QTS All general school policies/ training on teaching and learning and behaviour management include information on how to include children with SEN	
Teaching Assistants	We have a variety of skill in our teaching assistants depending on their job. All have a minimum of level 2 NVQ. All TA's have had training in the following areas: <ul style="list-style-type: none"> <li>➤ Reading support</li> <li>➤ Writing support</li> <li>➤ Maths support</li> </ul> Some have training in: <ul style="list-style-type: none"> <li>➤ SLT (Speech and Language Therapy) programmes</li> <li>➤ OT(Occupational Therapy) programmes</li> <li>➤ ECAR (Every Child a Reader)</li> <li>➤ BSL (British Sign Language)</li> <li>➤ Behaviour/Social skills</li> </ul>	
Hearing Impaired Provision teaching staff	Qualified (Teacher of the Deaf)TOD, All HIP staff have BSL qualifications	Miss Hughes
SEN leadership	NASENCo accreditation	Ms Romain SENCo

## **9. What do I do if I am concerned about the quality or effectiveness of support my child is getting?**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's class teacher.

If you still feel concerned then please contact the SENCo/ year group leader to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the Head teacher. An appointment can be made via the school office, or a message can be left asking her to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Head teacher at [admin@gifford.ealing.sch.uk](mailto:admin@gifford.ealing.sch.uk)

If you are still unhappy despite all these discussions then you can complain to the *Chair of Governors Phillip Young* at the school address.

**The schools complaints policy can be found here – [Complaints Policy](#)**

## APPENDIX 1

### Interventions available (Literacy/Numeracy) in Gifford Primary School

The NLS and NNS assume three 'waves' of support for children, as described below.

Wave 1-Quality First Teaching (inc. differentiation)

Wave 2-Small groups intervention

Wave 3-1:1 Specific targeted intervention for individual children

Key: All interventions can be delivered by TAs, except \* which also needs teacher input

#### LA recommended interventions

NUMERACY Intervention	Selection criteria	Age group & groupings (Small group of 4-6, unless specified 1:1)
<b>Max's Marvellous Maths</b>	Target group/Wave 2	Y1 (Y2 if Wave 3/SEN Support intervention)
<b>ECC</b>	SEN SUPPORT/Wave 3	Y2
<b>Wave 3 Maths</b>	SEN SUPPORT/Wave 3	Y2-6
<b>Catch Up Numeracy</b>	SEN SUPPORT/Wave 3	Y2-6
<b>Springboard</b>	SA pupils-target group/Wave 2	Y3-6
<b>Booster Maths</b> - NLS essential L4 objs.	Target group pupils, targeted to get L4 in KS2 SATs	Y6 only
<b>Numeracy Box</b> - covers number, time, money, shape, measures based on NNS	Wave 3/SEN SUPPORT/STAT dyscalculic pupils also NA/EAL pupils, for pupils working at P Levels-2b	YR & Y1= 1:1 only Y2-6= 1:1 or small group
<b>Stile Numeracy</b> – no, calculation, measures, shape & space	SEN SUPPORT/Target group	YR-6 (1:1 or small group)
<b>Talking Maths</b> - Abacus/ Liverpool/ Camden		YR-6
<b>Interactive Teaching Programmes</b>	SEN SUPPORT/Target group	Y1-6
<b>Steps to success (CD Rom) includes ITP/ models and images</b>	SEN SUPPORT/Target group	TBC by JD
<b>Talk it/Solve it</b> Develops mathematical language	SEN SUPPORT/Target group	Y3-6
<b>ICT Booster</b>	SEN SUPPORT/Target group	Y1-6
<b>Every Child Counts-1<sup>st</sup> class at Number</b> Small group intervention (4 pupils) delivered by a TA 30 half-hour lessons to a group at least 3x a week. Focus on number & calculation, developing numeracy and communication skills & mathematical thinking. A Post Office theme engages children's interest & helps them to learn & build up their confidence.	<b>Children working at L1c (Y2 at start of Aut term)</b> for children who need a helping hand with maths. It helps them to get back on track and catch up with their peers.	Y2 (Y1)
<b>ECC( Every Child Counts)-1<sup>st</sup> class at Number 2</b> As above	Target group <b>children working at L2c (Y3 at start of Aut term)</b> As above	Y3 (4)

LITERACY intervention	Focus	Selection criteria	Age group & groupings (Small group of 4-6, unless specified 1:1)
ELS-identify pupils at end of Autumn term, 60 sessions, literacy objs	Writing	Target group/Wave 2	Y1 only (from Spring Term)
CLLD Phase 2 programme	Reading	Target group/Wave 2	Y1
Letters & Sounds Phase 1	Reading	SEN SUPPORT/Wave 3	Y1 (Y2-3-Phases 1-6, as a Wave 3/SEN SUPPORT intervention Y4-Phases 4-6, as a Wave 3/SEN SUPPORT intervention Y5-6-Phases 5-6, as a Wave 3/SEN SUPPORT intervention)
ECAR/BRP	Reading	SEN SUPPORT/Wave 3	Y1-2
Talking Partners	Speaking & Listening	Target group/Wave 2	Y1-6
ALS Module 1 (8 week modules focus on key objs. for phonics, reading & writing, 20 minute sessions, 6 pupils in independent/ group part of literacy or other times)	Writing (Reading)	Target group/Wave 2	Y2 (Y4-Module 1, as a Wave 3/SEN SUPPORT intervention Y5-Module 2/3, as a Wave 3/SEN SUPPORT intervention Y6-Module 3/4, as a Wave 3/SEN SUPPORT intervention)
Catch up Reading/Literacy- word recognition, phonic knwdg, spelling, comp, 2 1:1 15 min approx sessions per week	Reading	Target group & SEN SUPPORT, pupils behind 1yr+ or Pupils at level 1-2c or predicted to get 2c or below in KS1 SATS	Y2-6
*3LS (Literacy Support)	Writing	Target group/Wave 2 (e.g. pupils who got Level 1-2C in Y2)	Y3 (Y4-6 as a SEN SUPPORT/Wave 3 intervention)
ECAW	Writing	Target group/Wave 2	Y3-4
1:1 tuition	Reading or Writing (not both together)	Target group/Wave 2	Y6
FLS - 3 modules focused on key obj from Y4&5, emphasis on writing, independent & home-learning tasks, 20 minute sessions	Writing	Target group, pupils who got Level 2 at end of Y4 and at Level 3 in Y5	Y5
Literacy Booster unit, key writing objs to help pupils achieve L4	Writing	Target group	Y6
5 Minute Literacy Box 1- phonics, keywords, personal & sequential knwdg, letter formation, daily 1:1 5 Minute Literacy Box 2- as above but has the GPCs from Phase 3 and 5.	Reading/Phonics	STAT/SPLD/MLD pupils	FS2-Y6 (1:1 only)
Reading for Meaning- reading comprehension & speaking & listening skills Books 1/1a-4/4a	Reading	SEN SUPPORT or Target group, for pupils at Levels 1-2	Y1-6
Stile- Reading Phonics & Spelling	Reading	SEN SUPPORT or Target group	Y1-6
EAL Grammar Unit	Writing (Reading)	ABL/SA-target group/ABL	Y3-6
Clicker	Writing	SEN SUPPORT/Target group	FS2-6
Volunteer Reading Help (VRH)	Reading	Target group	Y5-6
1:1 reading/phonics/HFW	Reading	G& T (FS2) SEN SUPPORT (Y1)	FS2-Y1 (1:1 only)
ICT Booster e.g. Digismart, Reading eggs, Sound Learning	Reading	SEN SUPPORT/Target group	Y1-6

## Interventions available (SPLD)

<b>SPLD</b> <b>Word tracking:</b> HFW words,	SPLD-SEN SUPPORT pupils, minimum reading age of 7yrs	Y3-6
<b>Sound Linkage</b> -phonological awareness	SPLD-SEN SUPPORT pupils	Y3-6
<b>Paired Reading/Cued Spelling</b> (35 mins 1:1only )	Pre-Catch up, SPLD pupils, poor sight vocab, poor phonological awareness, poor spellers, can't blend sounds/do phonics	Y1-5 (35 mins 1:1only )
<b>Inference training</b> (1:4 40-60 mins)	KS2 pupils who can decode (good readers) but can't comprehend (poor comprehension skills) OR pupils with Social & communication, speech and language difficulties OR KS1 pupils with limited life skills, poor vocab & EAL pupils	Y1-6 (1:4 40-60 mins)
<b>Cued Spelling</b>	level- Y1/2 NLS HFW, SPLD, higher level of functioning/literacy, poor spellers	Y3-6 (35 mins 1:1only )

## Interventions available (Non educational- Speech & Language and Motor Skills)

<b>MOTOR SKILLS</b> <b>Write from the Start</b> - fine motor and perceptual skills programme	Additional criteria: MLD (Jnrs) pupils, pupils with dyspraxia	YR-6
<b>Roll and Write</b>		YR-6
<b>Individual OT programme</b>		YR-6
<b>Gross motor skills</b> activities		YR-6
<b>Nursery Motor Programme by Mew Ling and Alison Forster</b> Levelled (1-3) gross & fine motor skills activities. Teacher/NNEB/TA to complete level descriptor sheets	Aimed at Early Years to develop motor skills but suitable for older pupils who have motor skills difficulties	FS1-Y6
<b>LANGUAGE SKILLS</b> <b>Talking Partners</b>		YR-6
<b>Socially Speaking</b> /Speaking & Listening Skills		Y1/2-6
<b>Teddy bear game /Time to talk</b> Programme-develops oral & social interaction skills, 40 sessions, 2-3 times a week		YR-2 (possibly Y3)
<b>Developing Baseline Communication Skills</b> - games & activities focussing on turn taking, body language, awareness of others, confidence & independence, feelings & emotions, understanding, listening & attention, speaking, auditory memory, phonological awareness		YR (possibly Y1)
<b>Individual SALT programme</b> Set by visiting SLT , 2x half termly visits		YR-6

## Interventions available (Non educational-Behaviour/Anger Management/Emotional Literacy/Social Skills)

<b>Intervention</b>	<b>Selection criteria</b> Have had outside agency involvement/advice or are on the School Monitoring Pupils List	<b>Age group &amp; groupings (Small group of 4-6, unless specified 1:1)</b>
<b>SEAL Silver sets KS1 materials</b>	<b>Target group/Wave 2</b>	<b>Y1-2</b>
<b>SEAL Silver sets KS2 materials</b>	<b>Target group/Wave 2</b>	<b>Y3-6</b>
<b>NFER Emotional Literacy-</b> e.g. self-awareness, self-regulation, motivation, empathy & social skills.		Y3-6
<b>Emotional Awareness Training-</b> 20 lessons based on 20 different emotions		Y3-6?
<b>LDA Emotions</b> discussion cards		YR-6 (ideally Y2-6)
<b>Teaching Peer Support for Caring &amp; Co-operation-</b> once a week e.g. lunchtimes, 1 term, social skills& co-operation		Y4-6 (8-12 pupils)
<b>Socially Speaking/Social skills</b>		Y1/2-6
<b>Games for Social Skills (LDA-</b> Jenny Mosely) 10 modules/units: Children/TA complete questionnaire (p114 & 142) at start & end of intervention		?
<b>Creating Success-</b> 8 modules: Expressing feelings, Developing Self awareness, Dealing with stress, Learning responsibility, Problem solving & decision making, Developing Respect for self & others, Appreciating differences. Child/TA complete SDQ at start & end of intervention.	Additional criteria: for behaviourally & academically at risk children	YR-6?
<b>Stop Think Do-</b> 7 units/modules: Getting to know people, Look & listen for feelings, Communicating feelings, Solving Social problems, The Cool & Friendly way, Doing it, Dealing with unfriendly behaviour. Child/TA complete PRE form (page 208-211) at start & end of intervention		Y3-5
<b>Intervention</b>	<b>Selection criteria</b> Have had outside agency involvement/advice or are on the School Monitoring Pupils List	<b>Age group &amp; groupings (Small group of 4-6, unless specified 1:1)</b>
<b>Let's co-operate-</b> activities to develop co-operative skills, focussing on 6 areas: Positive Self-Concept, Creativity, Communication, Co-operation, Getting on with Others, Conflict-Solving		YR-6
<b>Esteem Builders</b>		YR-6

7 modules/units: Security, Selfhood, Affiliation, Mission, Competence, Concept Circles, Journal Writing. Child/TA complete SDQ at start & end of intervention		
<b>Ways and Means Today</b> Conflict resolution activities with National Curriculum reference chart identifying links with English, Maths and PSHE		FS1-Y6 Ideal ratio of 1:5
<b>Helping children deal with anger (LDA Jenny Moseley &amp; Helen Sonnet)</b> Activities that can be incorporated into Circle time sessions and have links to SEAL. Child to complete 'Coping with anger' checklist at start & end of intervention		Y1-6?
<b>Pyramid Club</b> 12 children- 10 weeks after school club/support re: self-esteem/confidence Begin Autumn 2 <sup>nd</sup> half, Led by Maddie Ohi- Pyramid Trust Co-ordinator, Pyramid Trust volunteers, co-ordinated by T Ahmad	Additional criteria: Vulnerable pupils- identified by Y2/3 teachers, using SDQ checklist at end of Summer/start of Autumn	Y3 only (Autumn-Spring)
<b>Playground/social skills</b> activities/circle time/discussions based on child's needs/events or decided weekly depending on child's behaviour		YR-6
<u>MISSING</u> <b>Dealing with Feelings</b> -stepped approach to solving problems and controlling impulses		
<b>Social &amp; Moral Responsibility Project</b> (Tina Rae) – 11 sessions/worksheets		Y6
<b>Transition –Moving on Up game</b> (Speechmark) & Y6 Secondary Transfer Project- 5 lessons (Tina Rae)		Y6
<b>PBT Transition Project</b> term 2-3, involving Primary & High School EPs/SENCOs/Learning Mentors /Class teachers/ Transition Managers/LSAs/PBT (Lucy Madden)	Additional criteria: Children identified through screening/criteria e.g. fixed term exclusions in Y5/6, statemented	Y6
<b>Acton PPIMS Transition work</b> Y6-7 term 3 A play to all Y6 pupils and follow workshops/visits, led by PPIMS & overseen by Transition Manager – C Thomas Additional Workshops for pupils going to selected High school e.g. WLA		Y6