



GIFFORD
PRIMARY SCHOOL

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Middlesex
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Special Educational Needs and Disability Policy

Committee with oversight for this policy – Teaching & Learning	
Policy to be approved by the Full Governing Body	
Policy last reviewed by the Teaching & Learning Committee	12/11/2015
Policy last ratified and adopted by Full Governing Body	10/03/2016
Policy / Document due for review	Spring 2018

**Working in partnership to provide excellent and enjoyable education which enables
all children to achieve their highest standards**

Gifford Primary School

Special Educational Needs and Disability Policy

Introduction

At Gifford Primary school we welcome all children with special educational needs as part of our community, and we will ensure that all pupils have an equal opportunity to engage in the curriculum.

SEND (Special Educational Needs and Disability)

Every child is unique and bring their own strengths, experiences and qualities.

Gifford Primary School is a fully inclusive school where we aim to meet the needs of all pupils through a rich and varied academic and social curriculum with regard to the National Curriculum guidelines 2014. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background, in line with the Equalities Act 2010.

Whole School Aims and Ethos

We will provide a curriculum which is accessible to the individual needs of our pupils

We will ensure that the needs of all pupils are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

We will work in partnership with parents/carers valuing their views and contributions, and keeping them fully involved in their child's education.

We will make every effort to involve the child in decision making about their special educational provision.

The Hearing Impaired Provision

Gifford Primary School also offers extra facilities for children of primary age who have hearing losses ranging from severe to profound. Access to the curriculum is provided through a balance of individual and small group work in conjunction with class based teaching. Specialist support staff work together with teachers and pupils in order to deliver the full curriculum, which includes teaching the children to manage their hearing loss.

Complaints

In the first instance parents are encouraged to talk to class teachers. If a problem or difficulty is not resolved, then parents are then encouraged to follow the school complaints procedure.

Objectives

We will:

- Ensure consistency and continuity by following the stages of the Code of Practice.
- Set SMART (Small, Measurable Achievable, Realistic and Time bonded) targets by which to measure progress.
- Adopt the School Inclusion and Pupil Support programme.
- Liaise closely with parents and carers.
- Collect evidence to support requests for formal assessment.
- Liaise with outside agencies to seek further advice.
- Allocate funding appropriately to provide support.

Parental Involvement

We believe that the child achieves the greatest success when s/he is working with the support and involvement of both home and school. If any parent is concerned about their child's progress, they should discuss the matter with the class teacher. Similarly, if the teacher has / any concerns, they will contact the parent and arrange a meeting. If the problem continues there will be further meetings involving the SENCO and possibly outside agencies. The parents will be informed if it's felt necessary to move a child onto School Action Plus. Parents will be made of support services available, including independent agencies, e.g. Parent Partnership Service.

Admissions

Mainstream:

Admissions are made strictly according to the school's Admission policy that is published in the school's prospectus, and it is not dependent in any way on a child's special educational needs. We advise parents to discuss their possible child's special educational needs with us as soon as possible, after applying for admission. If a child is admitted with a particular medical problem or disability, advice, support and training will be sought from the relevant authority. All teachers will be informed of any special/medical/disability needs.

Hearing Impaired Provision:

The school has a ten place unit for hearing impaired children. The Teachers of the Deaf liaise closely with the Special Needs Department at the LEA to assess appropriateness of placement for individual children.

Provision

We endeavour to educate all children, as much as possible within the classroom with their peers. This is achieved through differentiation of work. We also recognise that there are times when it is desirable for a group of children with similar needs to work together with specialist help.

Children with Statements/ Education Health and Care Plans have differing individual provision. In addition to giving specific help with individual work, the (TA) will also assist these children to participate in group activities with their peers.

We make provision for children with all disabilities. Pupils with disabilities may be admitted by arrangement with the Head teacher, who will ensure that their particular needs can be addressed. They will have full access to the curriculum, along with other pupils. Gifford's equal opportunities policy ensures that all pupils are treated with the same level of respect and discipline, regardless of any other considerations. Access to the building and other facilities for those with physical disabilities, has been provided by means of a ramp. Mobility within the building is not a problem as we have a lift. A suitably adapted toilet is available on the 1st and ground floor for disabled pupils. As a school we provide guidance and support for staff to ensure they are able to meet the needs of all members of the school community, in a positive and non-discriminatory manner. **(Also refer to School Accessibility Plan).**

The Hearing Impaired Provision provides specialist teaching and organises an individual Inclusion programme into appropriate year groups. Speech and Language therapists work within the Unit and withdraw children for individual or group sessions.

Transition

Transitional meetings are arranged for children with Special Educational Needs (Statements) moving from Key Stage 2 to Key Stage 3. Any child who transfers to another school their Special Educational Needs records will be passed on.

Roles and Responsibilities

Parents will:

Inform the school of any special educational need their child has prior to admission.

The Class Teacher will:

- Identify each child's needs and skill.
- Read all relevant information.
- Notify SENCO of any concerns.
- Advise the parents of any concerns.
- Provide reports for external agencies.
- Monitor and assess progress and maintain appropriate records.
- Ensure that delivery of the curriculum allows each child to experience success.
- Be familiar with school resources that support pupils with Special Educational Needs.
- Write and review all Individual Education Plans (IEPs).
- Liaise with TAs

The SENCO will:

- Provide support and guidance to all staff including practical strategies, the use of appropriate reference materials and resources.
- Liaise with external agencies and specialist staff in other schools.
- Liaise with the Head teacher.
- Co-ordinate provision for children with Special Educational Needs.
- Maintain the SEN register and oversee the records on all pupils with Special Educational Needs.
- Contribute to the In Service training of staff.
- Be aware of available INSET courses and attend these or advise others on attendance.
- Co-ordinate and attend Annual Reviews.
- Be available to support the setting of targets at School Action Plus and Statemented children.
- Monitor IEPs.
- Identify children to be included in the Annual Audit.
- Keep abreast of LEA\procedures, relating to SEN.
- Organise termly SENPLAN meetings.

The Head teacher will:

Allocate funding and employ appropriate staff.

The Governing Body will:

- Elect a representative from the Governing Body to monitor the implementation of the Special Educational Needs and Disability policy.
- Review the SEND policy annually, particularly in the following areas:

systems for identifying and assessing pupils with SEND; the provision made to meet pupils' educational needs; record keeping for SEND and the allocation of resources for pupils with SEND.

- Work in consultation with teaching staff and the SENCO on SEND issues.
- Report annually on their policy for Special Educational Needs.

The Teaching Assistants will:

- Read IEPs.
- Liaise with the class teacher and SENCO.
- Help to differentiate the work.
- Meet with outside agencies, where possible.
- *Keep records of work on children on School Action Plus and Statements*
- Support the child with their Special Educational Need, using any appropriate strategies.
- To attend training, as appropriate.

Equal Opportunities

All children regardless of their special needs will be given the opportunity to achieve their full potential. **(Refer to Equal Opportunities Policy)**

Assessment

Individual targets will be assessed will be reviewed regularly (minimum of twice annually). Progress is assessed annually using standardised tests and sampling techniques. General performance is monitored by class teachers; class teachers attend a half termly pupil progress meeting where ongoing assessment of progress is reviewed.

Monitoring and Evaluation

In order to ensure that the school is meeting the targets set for the children with SEN there will be regular monitoring of children's achievements and attainment by:

- Regular meetings with classroom teacher.
- Evaluation of planning/differentiation.
- 1:1 monitoring of progress.
- *Monitoring of TA record keeping.*
- Annual evaluation of support and its impact on learning by the SENCo and the Head.

Appendix I

Support Services and Agencies:

The Educational Psychology Service

Social Services

Occupational Therapy

Speech and Language Therapy

Educational Welfare Service

Special Educational Needs Service (SENS)

Primary Behaviour Service

Windmill Lodge/CAMHS: Children and Families Consultation Service; Neurodevelopment Team; Child Development Team

Parent Partnership Service- I SAID

APPENDIX II

Graduated Response to Code of Practice

Outlined below are the responses that will be available to your child if they need support with:

- 1.** Cognition and Learning
- 2.** Communication and Interaction
- 3.** Social, Emotional and Mental Health Difficulties
- 4.** Sensory and/or Physical Needs

1. My child needs support with Cognition and Learning

Your child may need support with:

- Reading and spelling
- Learning new vocabulary and concepts
- Memory
- Number and calculations
- General learning

Your child may have conditions such as:

- Downs Syndrome
- Specific Learning Difficulties (SpLD): Dyslexia, Dyspraxia, Dyscalculia

IQFT @ Gifford Primary School:

- All pupils at Gifford Primary School are entitled to, and receive Inclusive Quality-First Teaching (IQFT) through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner needs. This is achieved through:
- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential
- Appropriate learning challenges, matched the National Curriculum guidelines
- Differentiated learning challenges through:
- Extending or reducing challenges
- Varying the amount of adult or peer support given to complete the challenge
- The way a learning challenge is delivered, completed and achieved. E.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
- Different resources to complete learning challenges
- Different outcome of the challenge
- Multi-sensory approach to learning challenges
- Visual aids to support attention and listening skills, classroom organisation and language and concept development
- Reward charts
- Modelled language through repetition, emphasis and expansion
- More thinking time

- Writing slope boards, pencil grips and coloured overlays for reading
- Appropriate seating plan
- Talk partners & Peer support
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND & Inclusion and Teaching & Learning Policies

Additional Support

- Your child may benefit from:
 - Small group work with adult support
 - Visual support for learning new words
 - Support for sequencing skills
 - Recordable devices to support memory for writing
 - Daily reading
 - ELS intervention Yr1
 - Letters & Sounds Phonics intervention Early Years & KS1
 - Maths intervention
 - Narrative and Speaking & Listening intervention
 - Technologies to support class work
 - TA support/advice for Dyslexia

SEN Support

You child may access:

- Small group or 1-1 interventions
- Small group Numicon intervention Early Years & KS1
- Numicon intervention
 - Or small group TA support
- Phonics intervention
 - Support using Black Sheep Press therapy packs for Narrative and Speaking & Listening
- Reading for Meaning Pack
- Picture Questions Pack
- Toe by Toe Programme
- Clicker 6 word, sentence and grammar support
- In class adult support
- Pastoral Support
- SATS Access arrangements
- Advice and training for staff from specialists

2. My child needs support with **Communication and Interaction**

Your child may need support with:

- Attention and listening skills
- Understanding language
- Using language
- Speech sounds
- Interacting with others in groups
- Speaking fluently

Your child may have a diagnosis of Autistic Spectrum Disorders (ASD)

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Additional Support

Your child may benefit from:

- Information Carrying Word tasks to support receptive language

- Speech sound support
- Support for developing understanding and use of new vocabulary
- Pre-teaching vocabulary / key facts support
- Recordable devices for sequencing and memory
- Organisation and independence support
- Access to ELR online resources
- Visual prompts for facial expressions and emotions
- Access to quiet spaces
- Technologies to support class work inc Clicker 6 for writing support
- 'Toolkits' for self-help strategies
- Use of Social Stories
- Small group support using SLT therapy packs
- In class adult support
- SLT support and advice

SEN Support

Intervention for Early Years

- Speech sounds support
- Sessions support assistant
- Small group or 1-1 support using SLT resources
- Support and advice from SaLT
- Reading for Meaning Pack
- Think it, Say it Pack
- Picture questions Pack
- Inferencing & Reasoning Packs
- Emotional Literacy Programme
- Circle of Friends
- In class adult support
- Technologies to support class work
- Social Stories
- Circle of Friends
- Support from TA to support social communication & interaction skills
- Review, advice and support from specialists

3. My child needs support with Social, Emotional and Mental Health Difficulties

Your child may need support with:

- Attendance
- Attention and listening skills
- Low self-esteem
- Managing anger
- Forming and maintaining relationships
- Depression
- Bereavement
- Life outside school

Your child may have a diagnosis of ADD/ADHD, Attachment Disorder or Autistic Spectrum Disorders (ASD) - please see our section for ASD within Communication and Interaction.

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- Reward charts
- Modelled language through repetition, emphasis and expansion
- More thinking time
- Writing slope boards, pencil grips and coloured overlays for reading
- Appropriate seating plan
- Talk partners & Peer support
- SEAL programme delivered through our PSHCE curriculum
- Class-based circle time activities
- Access to Place 2 Talk
- Early identification of needs through a graduated approach to teaching and learning

- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND & Inclusion and Teaching & Learning Policies

Additional Support

Your child may benefit from:

- Behaviour support
- Playground support
- Access to interventions to develop strategies and skills
- Support; from our Parent Support Advisor.

SEN Support

Your child may access:

- Small groups or 1-1 SEAL (Social Emotional Aspects of Learning) intervention programme
- Behaviour & Emotional support using targeted interventions
- Health Care Plan
- Playground support
- Social Stories
- Technologies to support listening & attention and anger
- Small group intervention
- Small group Emotional Literacy programme
- Counselling sessions with Place 2 Be
- Support, advice & training from specialists like Primary Behaviour Service

4. My child needs support with Sensory and/or Physical Needs (including medical needs)

Your child may need support with:

- Vision
- Hearing
- Gross-motor co-ordination
- Fine-motor co-ordination
- Medical needs

Your child may have conditions such as diabetes, epilepsy, cerebral palsy, dyspraxia or Autistic Spectrum Disorders (ASD) (please see our section for Communication and Interaction)

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- Writing slope boards, pencil grips and coloured overlays for reading
- Appropriate seating plan
- Talk partners & Peer support
- SEAL programme delivered through our PSHCE curriculum
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND & Inclusion and Teaching & Learning Policies

Additional Support

Your child may benefit from:-

- Individualised resources to support vision and hearing within class
- Amplification of sound for pupils with hearing aids
- Access to specific technologies to enhance individual learner needs
- Health Care Plan
- Handwriting support
- Fine and gross motor skills intervention
- Keyboard skills support
- In class adult support
- Small group support
- Advice from specialists such as doctors, paediatrician, school nurse

SEN Support

- Health Care plans
- Support in class
- Amplification of sound for pupils with hearing aids
- Fine and gross motor skills intervention

- Specialist equipment for visual and hearing impairments
- Individualised Keyboard skill training & resources
- SATs Access arrangements
- Small group intervention
- Regular support from and reviews with other specialists
- Advice, support and training for staff from specialists

Appendix III School Offer

Gifford Primary School Learning today for a better tomorrow



The SEN Information Report

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

(LINK <http://www.ealing.gov.uk/info/200994/special%20educational%20needs%20and%20disability>)

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 an 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 parents consultations per year to discuss the progress of all our pupils. (LINK to

timetable of dates for parent's consultations) 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 behaviour 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 and 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 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.
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- 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

(LINK see our Teaching and Learning policy for further details)

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 for list of interventions (lit, num social communication, social + emotional)*
- 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 (two days a week).

9. What skills and training do Gifford staff have?

Staff members	Training completed	
All teaching staff	Are trained in the requirements of: <ul style="list-style-type: none"> • 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. Different staff have had training in the following areas: <ul style="list-style-type: none"> • Reading support • Writing support • Maths support • ASD (Autistic Spectrum Disorder) • SLT (Speech and Language Therapy) programmes • OT(Occupational Therapy) programmes • ECAR (Every Child a Reader) • BSL (British Sign Language) 	
HIP Teaching staff	2 Qualified (Teacher of the Deaf)TODs, All HIP staff have BSL qualifications	Miss Hughes Mrs Sanderson

SEN leadership	NASENCo accreditation	Ms Romain SENCo
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11. 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

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 – LINK

APPENDIX 1(to school offer)

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)
Max's Marvellous Maths	Target group/Wave 2	Y1 (Y2 if Wave 3/SEN Support intervention)
ECC	SEN SUPPORT/Wave 3	Y2
Wave 3 Maths	SEN SUPPORT/Wave 3	Y2-6
Catch Up Numeracy	SEN SUPPORT/Wave 3	Y2-6
Springboard	SA pupils-target group/Wave 2	Y3-6
Booster Maths- NLS essential L4 objs.	Target group pupils, targeted to get L4 in KS2 SATs	Y6 only
Numeracy Box- 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
Stile Numeracy – no, calculation, measures, shape & space	SEN SUPPORT/Target group	YR-6 (1:1 or small group)
Talking Maths- Abacus/ Liverpool/ Camden		YR-6
Interactive Teaching Programmes	SEN SUPPORT/Target group	Y1-6
Steps to success (CD Rom) includes ITP/ models and images	SEN SUPPORT/Target group	TBC by JD
Talk it/Solve it Develops mathematical language	SEN SUPPORT/Target group	Y3-6
ICT Booster	SEN SUPPORT/Target group	Y1-6
Every Child Counts-1st class at Number 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.	Children working at L1c (Y2 at start of Aut term) 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)
ECC (Every Child Counts)-1st class at Number 2 As above	Target group children working at L2c (Y3 at start of Autumn term) 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-Phases1-6, 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, <u>daily 1:1</u> 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 Uni	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)

SPLD Word tracking: HFW words,	SPLD-SEN SUPPORT pupils, minimum reading age of 7yrs	Y3-6
Sound Linkage -phonological awareness	SPLD-SEN SUPPORT pupils	Y3-6
Paired Reading/Cued Spelling (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)
Inference training (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)
Cued Spelling	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)

MOTOR SKILLS Write from the Start- fine motor and perceptual skills programme	Additional criteria: MLD (Jnrs) pupils, pupils with dyspraxia	YR-6
Roll and Write		YR-6
Individual OT programme		YR-6
Gross motor skills activities		YR-6
Nursery Motor Programme by Mew Ling and Alison Forster 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
LANGUAGE SKILLS Talking Partners		YR-6
Socially Speaking/Speaking & Listening Skills		Y1/2-6
Teddy bear game /Time to talk Programme-develops oral & social interaction skills, 40 sessions, 2-3 times a week		YR-2 (possibly Y3)
Developing Baseline Communication Skills- 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)
Individual SALT programme Set by visiting SLT , 2x half termly visits		YR-6

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

Intervention	Selection criteria Have had outside agency involvement/advice or are on the School Monitoring Pupils List	Age group & groupings (Small group of 4-6, unless specified 1:1)
SEAL Silver sets KS1 materials	Target group/Wave 2	Y1-2
SEAL Silver sets KS2 materials	Target group/Wave 2	Y3-6
NFER Emotional Literacy- e.g. self-awareness, self-regulation, motivation, empathy & social skills.		Y3-6
Emotional Awareness Training- 20 lessons based on 20 different emotions		Y3-6?
LDA Emotions discussion cards		YR-6 (ideally Y2-6)
Teaching Peer Support for Caring & Co-operation- once a week e.g. lunchtimes, 1 term, social skills& co-operation		Y4-6 (8-12 pupils)
Socially Speaking/Social skills		Y1/2-6
Games for Social Skills (LDA-Jenny Moseley) 10 modules/units: Children/TA complete questionnaire (p114 & 142) at start & end of intervention		?
Creating Success- 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?
Stop Think Do- 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
Intervention	Selection criteria Have had outside agency involvement/advice or are on the School Monitoring Pupils List	Age group & groupings (Small group of 4-6, unless specified 1:1)
Let's co-operate- 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
Esteem Builders 7 modules/units: Security, Selfhood, Affiliation, Mission, Competence, Concept Circles, Journal Writing. Child/TA complete SDQ at start & end of intervention		YR-6
Ways and Means Today Conflict resolution activities with National Curriculum reference chart identifying links with English, Maths and PSHE		FS1-Y6 Ideal ratio of 1:5
Helping children deal with anger (LDA Jenny Moseley & Helen Sonnet) 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?

<p>Pyramid Club 12 children- 10 weeks after school club/support re: self – esteem/confidence Begin Autumn 2nd half, Led by Maddie Ohl- Pyramid Trust Co-ordinator, Pyramid Trust volunteers, co-ordinated by T Ahmad</p>	<p>Additional criteria: Vulnerable pupils- identified by Y2/3 teachers, using SDQ checklist at end of Summer/start of Autumn</p>	<p>Y3 only (Autumn-Spring)</p>
<p>Playground/social skills activities/circle time/discussions based on child's needs/events or decided weekly depending on child's behaviour</p>		<p>YR-6</p>
<p><u>MISSING</u> Dealing with Feelings-stepped approach to solving problems and controlling impulses</p>		
<p>Social & Moral Responsibility Project (Tina Rae) – 11 sessions/worksheets</p>		<p>Y6</p>
<p>Transition –Moving on Up game (Speechmark) & Y6 Secondary Transfer Project- 5 lessons (Tina Rae)</p>		<p>Y6</p>
<p>PBT Transition Project term 2-3, involving Primary & High School EPs/SENCOs/Learning Mentors /Class teachers/ Transition Managers/LSAs/PBT (Lucy Madden)</p>	<p>Additional criteria: Children identified through screening/criteria e.g. fixed term exclusions in Y5/6, stated</p>	<p>Y6</p>
<p>Acton PPIMS Transition work 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</p>		<p>Y6</p>