

SEND Information Report for William Gilbert Primary School and Nursery 2023 - 2024
Review Date: September 2024

Welcome to William Gilbert Endowed C of E Primary School and Nursery SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND). At William Gilbert Primary and Nursery School, we believe that every child is unique in their journey to flourishing as successful learners. We foster children's delight in learning, equipping them to become creative, critical thinkers and lifelong, independent learners. We do this by building on prior knowledge, from a range of starting points, and ensuring that every child fully develops their talents and fulfil their own aspirational, personal and academic potential. However, we recognise that some children require more support than others. We identify the law and arrangements refer to SEND, we recognise additional needs are represented in many different ways and we aim to support all children to flourish as an individual. Within a safe and nurturing environment, we offer children the opportunity to develop their true potential through inclusive practice and removing barriers to learning. We value the preciousness of each individual so that every child understands their inherent worth and is equipped and empowered to live life in all its fullness.

These values ensure that all members of the school community are committed to working in partnership and this includes: parents, pupils, school staff, governors, outside agencies and the wider community. William Gilbert is a Church of England Primary School and part of the Derby Diocese Academy Trust (DDAT); with 248 pupils in school, aged between 4 and 11, plus a 52 place Nursery.

In line with Derbyshire County Council's Equal opportunities guidelines, William Gilbert Primary and Nursery School promotes equality and fulfils its duties under the Equality Act 20210 towards all individuals. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. (5.10:2015) All children receive equal treatment and opportunities, regardless of their sex, disability, race, colour, religious beliefs, ethnic or national origin and tolerances to differences in others are positively encouraged.

It is through our vision ***'Through Faith Hope and Love we learn together'*** that we can achieve the greatest outcomes in life. We focus on the right of every child to receive an education that enables them to make progress so that they achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood.

What is SEND and SEND support?

SEND stands for Special Educational Needs and, or disability.

The Code of Practice 2014 states:

'A student has SEN when their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children Young People of the same age'.

Many children will have special educational needs of some kind during their education. Schools and many other organisations can help most children overcome the barriers their difficulties present, quickly and easily. A few CYP will need extra help for some or all of their time in school.

Derbyshire's Local Offer

Every local authority must publish a Local Offer, The SEND Code of Practice identifies the purpose of a Local Offer is to provide clear, comprehensive, accessible and up to date information about the available provision and how to access it. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, parents and service providers in its development and review.

The Derbyshire local offer is an information, support and advice service for children and young people aged 0 to 25 with special educational needs or disabilities (SEND). It also includes information for parents and carers as well as practitioners and professionals. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It must include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities. More information can be found on: www.derbyshiresendlocaloffer.org/

Our Approach to Teaching Learners with SEND

At William Gilbert we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We reflect what is outlined with the New Code of Practice *'All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education'*. (5.1:2015)

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2015)
- We have successful communication between teachers, children with SEND, parents of SEND children, Teaching Assistants who run intervention groups and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child
- Through the Person Centred Review meetings the children are encouraged to take an increasingly active role in their targets, progress and next steps.
- We are committed to developing the knowledge and skills of all the staff to ensure a personalised curriculum to meet the needs of all pupils through inclusive practice.
- We have an effective review cycle throughout intervention groups that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle.
- We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

The Code of Practice 2015 identifies 4 key areas of SEND:

Communication and Interaction

- Children with a speech, language and communication need. This includes social communication need. Children who may have a speech delay, stammer or stutter. Selective mutism.
- Children who have Autism Spectrum disorder with difficulties in social communication.

Cognition and Interaction

- Support for a wide range of learning difficulties including MLD (moderate learning difficulty) or SLD (severe learning difficulty)
- Specific learning difficulties including dyslexia, dyscalculia and dyspraxia.

Social, Mental, and Emotional Health

- Support for children who is withdrawn, isolated, displaying challenging, disruptive behaviour

- Anxiety, depression, physical symptoms

Sensory and /or Physical

- Supporting children with a personal sensory diet
- Children with a range of medical conditions
- Children with visual impairment / hearing impairment
- Fine / Gross motor including hypermobility and other physical disability

Identifying the Special Educational Needs of Pupils

William Gilbert Primary School and Nursery knows that a pupil has an SEND in a variety of ways

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns including progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme
- Class teachers make regular assessments of the progress of all children. From this the school is able to identify children who are making less than expected progress given their age and personal circumstances.
- When deciding whether to make special educational provision, a meeting will be arranged between the SENCO and class teacher.
- It maybe that the school seeks additional information from a specialist teacher eg a dyslexia assessment, or assessments completed by outside agencies eg; Educational Psychology, Behaviour Support Service, CAMHS, Paediatricians, Speech and Language Therapists, school health.
- At different times in their school life, a child or young person may have a special educational need. The Code of Practice defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The **class teacher** has responsibility for all of the children in the class. **'Every teacher is a teacher of SEND'** and it is through their expertise and training which will enable them to identify children in their class who have particular needs. Where a pupil is identified, action is taken to put effective special education provision in place.

The Class Teacher is responsible for:

- Promoting high standards for all children with SEND and for them to achieve their full potential through an aspirational curriculum
- Personalised teaching and learning
- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary
- Collaborating with the SENCo to plan a provision map to support individual needs.
- Individual Education Plans may be planned for specific needs.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants. To follow the Equality Act in the classroom.

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

If you have concerns about your child's progress you should speak to your child's class teacher initially. They are usually available before and after school. If you continue to be concerned that your child is not making progress, you may speak to the SENCo – Mrs Davies

How will the school let me know if they have any concerns about my child's learning in school?

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

- listen and record any concerns that you may have
- plan any additional support your child may need including social and emotional support
- discuss with you any referrals to outside professionals to support your child's learning

Staff with specific responsibility for SEND

SENCo: Mrs E Davies

SENCo details are: 01332 840395

Email: sendco@williamgilbertend.derbyshire.sch.uk

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEND Information Report annually
- Coordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plan.
- Liaising with all the other people who may be coming into school to support your child's learning ie Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the SENCO, SSEN service and other external agencies as appropriate
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class ie: Autism Outreach,

They are also responsible for ensuring that parents are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting and impact
- Involved in reviewing how your child is doing and the next steps
- Liaising with other agencies which may be involved with the child e.g. Educational Psychologist, Behaviour Support Service, Social Care and Health Service

Head Teacher: Mrs H Britten
Telephone: 01332 840395
Email: headteacher@williamgilbertend.derbyshire.sch.uk

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring your child's needs are met
- The Head Teacher must ensure that the Governing Body is kept up to date about issues relating to SEND

SEND Governor - Mrs L Shepherd
Telephone: 01332 840395
Email: enquiries@williamgilbertend.derbyshire.sch.uk

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life.

Pastoral Lead – Ann Aston
Telephone: 01332 840395
Email: aaston@williamgilbertend.derbyshire.sch.uk

Responsible for:

- Working in partnership with staff to provide the best learning experience for all pupils, removing any barriers that may prevent them reaching their full potential.
- Responsible for promoting the mental, emotional and social the welfare of children within the school and supporting their families.

What are the different types of support available for children with SEND in our school?

- Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

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 built on what your child already knows, can do and can understand. (Provision Mapping)
- 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 including visual aids to support class work.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress (Pupil progress meetings) and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

• Specific group work / Intervention which may be:

- Led in the classroom or outside.
- Led by a teacher or a Teaching Assistant (TA).
- Intervention Programmes at William Gilbert include: Numicon, Rapid Reading, Fine Motor skills work, Nurture Group, Pirate club, Phonics Intervention, Physical Literacy, Toe by Toe, Word Wasp.

SEN Code of Practice 2015: SEND support

- This means they have been identified by the SENCO / class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- 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.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

The SEND support will take form of a four part cycle:

Assess

The graduated approach involves using the information teachers gather from on-going, day-to-day assessment to make judgements about the progress a child is making and to alert SENCO to any barriers that may be getting in the way of them making comparable progress to their peers. There will be a discussion on previous progress and achievement including any concerns expressed by parents. The assessment phase includes high quality teaching, support, interventions and a differentiated curriculum for the individual alongside observations, assessments and pupil progress meetings.

Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning involves the child, parents and staff from the school who know the pupil well. Where other professionals are working with the child, they should also contribute to planning. The initial step of the planning process includes agreeing targets for the child in order to focus attention on key areas and give them a clear idea of what they need to do to improve their work.

The targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used. This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified.

- One-page profiles.
- Individual Education Plans (IEPs).
- Provision maps.

Do

The Code of Practice makes it clear that it is the responsibility of class and subject teachers to implement the plan on a day-to-day basis. In practice, implementing the support plan will mean:

- Delivering high-quality teaching to the student in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the ISP.
- Managing any teaching assistants who are supporting students with SEN in your lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student their parents, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

Review

The SEN review will provide an opportunity to focus on the specifics of the support plan and to formally evaluate how successfully the support is meeting the needs of the student. The reviews are incorporated as part of parents' meetings but dedicated meetings can also be planned. When the review meeting between the child, parents and any relevant professionals takes place, we consider:

- What progress has the student made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the student's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

A record of the outcomes of the review discussions should be kept and used to update the provision map or IEP.

A continual process

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a student has made really good progress, this may mean they no longer require the additional provision made through SEN support. If this is the case, the student is likely to be taken off the SEN record and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.

What are the different types of support available in school?

At William Gilbert, we always plan to support learners through quality first teaching to ensure access to learning for all children in individual classes. Supportive strategies which may be used include - visual timetables, writing frames, differentiated resources, alternative recording (eg: Read, Write Gold) behaviour reward systems, Sensory breaks, practical apparatus and recordable devices (e.g. I pads).

Children who are identified as having SEND are entitled to support that is additional to or different from a differentiated curriculum. The type of support that they receive depends on their individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. We support children in collaboration with parents and young people who have choice and control over their provision. We also collaborate between education, health and social care services to implement the most specialist support.

Interventions

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a differentiated curriculum. We offer a wide range of interventions across the school to children who are identified with SEND delivered by teachers and TA's. These are closely monitored by the SENCo, subject leaders, class teachers and TAs and if necessary are adapted to meet the needs of the individual children who are taking part. Interventions currently on offer include:

- Precision teaching
- Daily readers
- Rapid Readers
- Read Write Inc Intervention
- Pirate Club (before school club focused on core English and Maths skills)
- Phonics groups
- Speech and Language support
- Maths groups
- Physical Literacy
- Nurture Group (supporting Social, Emotional and Mental Health)
- Lego Therapy
- The Behaviour Box
- Attention Autism
- Funky Fingers Programme (Fine motor skills)
- Beat It Dyslexia
- Read Write Gold
- Toe by Toe
- Word Hornet

- Plus 1
 - Power of 2
 - Achieving Hands
 - Super Detective
 - Superflex
 - Pastoral and wellbeing support
 - The Retreat
 - Lunch time club
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- It is paramount that interventions are planned to remove barriers but equally are not intended to remove children from other areas of the curriculum. Therefore, we plan English and Maths interventions before school, after school and during lunch time in some cases.
 - Monitoring progress is an integral part of teaching and learning at William Gilbert. Children with SEND are set targets either with an Individual Education Plan or through the provision map, alongside the rest of the children in school which are shared regularly with parents/carers. If we find that a child is not meeting their set targets through the quality first teaching, additional interventions and the involvement of external agencies we may take the decision to apply for additional funding called GRIP (Graduated Response to Individual Pupils). This may end up in an Educational Healthcare Plan (EHCP) being written for a child. Parents/carers are kept regularly informed through this process.

Adaptions to the curriculum or learning environment may be made to remove barriers to learning and to enable children to participate in the curriculum. Here are some examples:

- Sitting at the front of the classroom
- Writing slope
- Use of symbols, signs and visual timetables
- Using adapted, enlarged resources
- Use of technology including laptops, Ipads, voice recorders
- Work stations
- Use of TEACCH intervention to support children with ASD
- Use of colour overlay
- Reduces school days
- Use of PECS, Makaton, Sign Language
- Sensory breaks / Sensory diets implemented

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

Your child's progress is continually measured by the class teacher, the SENCo and SLT.

- Progress in Reading, Writing and Maths is formally assessed each term.
- Progress is monitored regularly by the Head Teacher, SENCO and Senior Leadership Team.
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- Where necessary, children will have an IEP based on areas of need identified or a one pupil profile to identify their needs, support staff and how they learn best. Interventions are also identified on the provision map which are developed with the class teacher, SENCO and SLT. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision

The SENCO will also check that your child is making good progress within individual work and targeted group work

- Learning walks
- Book scrutinise
- Observations
- Data analysis
- Discussion with children
- Discussion with class teachers
- Meetings with parents and feedback from parents

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

The school budget received from Derbyshire LA, includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.

The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENCO and governors, on the basis of needs in the school and children

The Head Teacher and the SENCO discuss all the information they have about SEND in the school including;

- the children getting extra support already and the impact

- the children who have been identified as needing extra support
- the children who have been identified as not making as much progress through the Assertive Mentoring and Provision Maps which for SEND children identifies all resources / training and support are reviewed regularly and changes made as necessary
- All training/resources and support are reviewed regularly and changes made as necessary.
- Children will be taken off the SEND register if and when progress is consistent and targets/outcomes have been achieved.

Who could support your child SEND in this school?

School Provision (directly funded by the school)

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children under the direction of the teachers. This is funded from the SEND budget
- Small groups for reading interventions, writing support, fine motor skills work and Numeracy programmes
- Teaching Assistants offering support for children with Phonics Intervention, Nurture groups, Physical Literacy
- Educational Psychology Service
- Education Welfare Officer

Multi Agency Provision including Local Authority Provision delivered in school

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing, visually and physically impaired
- Parent Partnership
- Social Care
- School Health
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Clinical Psychology
- Continence Nurse
- Input from Paediatricians

- Lighthouse
- Community Learning Disabilities Team
- SENDIASS
- Multi-agency team (MAT)

Voluntary Sector

- Umbrella
- SENDIASS
- Action for Children
- QWELL

More information can be found on: <http://www.derbyshiresendlocaloffer.org/>

What support do we have for you as a parent / carer of a child with a SEND?

- The class teacher and headteacher is available before or after school, to discuss your child's progress, any concerns you have or to share information
- The SENCO (Mrs Davies) is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office or email Mrs Davies direct)
- Our Pastoral Lead, Ann Aston, is also available at the beginning of the day, to support your child and family if required.
- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a Report
- IEP targets and Pupil One Page Profiles will be created in partnership with you
- The child's targets will be reviewed three times a year, we will meet with parents to plan and to discuss how things are progressing at a review meeting. A letter or email will be sent confirming the meeting date.
- We will hold meetings with outside agencies
- We hold information/transition meetings
- We will share information on support groups for parents / carers
- We will help parents with completing family information forms for GRIP funding, for children's EHCP's or provide interpreters to explain the process.
- We will provide information about funding, charities and these are also available on our website.
- Homework will be set so that it meets your child's individual requirements.
- If required a home / school communication book can be set up

- Links with Parent Partnership
- More information can be found on: <http://www.derbyshiresendlocaloffer.org/>

How is William Gilbert accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Accessibility Policy and Plan (see website)
- There is a disabled toilet area
- School has contact with external agencies who can ensure wherever possible that equipment used is accessible to all children regardless of their need
- Extra curricular activities are accessible for all children including those with SEND
- All children have equal opportunities to go on school trips and risk assessments are carried out to any off site activity.
- Staff have up to date Paediatric First Aid Training

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained and proprietors of academies in England 2014. The school has a policy on the administration and management of medicines on the school site. Some children have Individual Healthcare plans. Staff have updated information on conditions and medications affecting individual students and are given training where appropriate. Medication is also taken with the individual when off site for school trips.

How will my child be supported through transitions?

Starting school

- Visits to previous setting
- Visit to school
- Parent sessions / meetings
- Share information records
- William Gilbert school information booklet

When moving classes in school:

- Information will be passed on to the new class teacher and a planning / transition meeting will take place in the summer term.
- The new class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes.

- Some children benefit from having photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it.

In Year 6

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at William Gilbert.

How will we support your child when they are leaving this school?

We recognise that transitions can be difficult for a child with additional needs and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to a new school:

- We will contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child. If possible a meeting will be arranged prior to moving school.
- We will make sure that all records about your child are passed on as soon as possible.
- Some children benefit from having photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it.
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

What support is there for my child's overall wellbeing?

At William Gilbert School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these through our whole school nurturing approach. These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- Any member of staff or the child's family can refer concerns about a child's wellbeing to the SENCo, head teacher or class teacher. Decisions are then made about the appropriate response. Safeguarding, SEND and Equality policies are followed and applied.

- If further support is required Mrs Davies (SENCO) can seek further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance. Furthermore we have a Teaching Assistant who has a focussed well-being role, providing opportunity to talk about their thoughts and take part in activities to support them.
- At lunchtimes play leaders run activities to support the children with social skills and this also ensures that everyone has someone to play with.
- We also run a Nurture Group which has personalised objectives and activities to meet your child's needs. We are currently in the process of creating a nurture room, to provide a well being space for pupils to access support with their mental, social and emotional well-being.
- Where there is a social and emotional need school staff work closely with families and the child to identify the issue and use appropriate means to support the child. School promotes strong relationships and communication with parents which enable us to work in partnership. We have a Pastoral Lead, Ann Aston, who leads this support in school.
- Enrichment opportunities are planned to engage pupils such as cooking, sewing, 5 a side, basketball, bridge, yoga, chess, computer club.
- Other agencies are involved as appropriate and the school nurse comes and visits to provide emotional support, healthy eating, vaccinations, weight management, hearing tests and teeth cleaning. Other health professionals and / or specialist educational services are assessed as required.
- Ann Aston, our pastoral support, will work closely with pupils and their families.

What are the admissions arrangements for William Gilbert Primary School and Nursery?

Admissions to the school are made through the Derbyshire Local Authority. See Admissions Policy on the school website.

How will my child be able to share their views?

We value the uniqueness of every child, and therefore celebrate them being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the school council, child questionnaires, class discussions. If your child has an EHC plan, depending on their age will be given an opportunity to be part of the person centred review. Videos are shared during the review to show the children's learning experiences.

What training have the staff had about SEND?

Throughout the year we identify opportunities to enhance staff's professional development:

- Differentiation, target setting, provision map planning

- Positive handling training
- Safeguarding and Child protection
- Paediatric First Aid
- Information on ADHD, ASD, Attachment disorder, Down's Syndrome.
- Autism Specialist
- Applying the New SEND Code of Practice
- Hearing Impairment training
- Attention Autism
- Mindfulness
- Nurture Training
- Makaton
- Sensory Difficulties
- Supporting the Learning and Inclusion of Children with Autistic needs
- Lego Therapy
- Numicon
- Autism Champions

What if I want to complain?

The school has a Complaints policy which can be found on our school website. If you wish to complain we always suggest you come and speak to us first to try and resolve any issues.

How do we evaluate the effectiveness of our SEND provision?

- We aim to get direct feedback and the views of pupils and their parents through regular meetings, phone calls or questionnaires.
- The SENCo, class teachers and school leadership team will use the four part cycle of Assess, Plan, Do, Review, through which decisions and actions are revisited, refined, and revised.
- All staff working with the individual gain an understanding of the child's needs and the strategies required to enable the child to made good progress and secure good learning outcomes. This is known as the graduated response.

Linked documents on the schools website include:

Accessibility Policy

Attendance Policy

Admissions Policy

Anti-bullying policy
Accessibility Plan
Behaviour Policy
Complaints Policy
Complaints Procedure
Derbyshire County Council Local Offer Equality Act 2010
Equality and Diversity Policy
Health and Safety Policy
Safeguarding and Child protection Policy
Supporting pupils with Medical Conditions
SEND Policy