

1. What are the following contact details for your school?

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEND) Governor	Who should parents/carers contact if they have a compliment, concern or complaint about your school?
Name	Mr Jamie Baxter- Executive Headteacher SEND Miss Fox - SENDCO		Mr Baxter
Contact number	01377 253110	01377 253110	01377 253110
Contact email	garton.head@eastriding.gov.uk	garton@eastriding.gov.uk	garton@eastriding.gov.uk
Address	Garton on the Wolds CE (VC) Primary School Station Road Garton on the Wolds East Riding of Yorkshire YO25 3EX	Garton on the Wolds CE (VC) Primary School Station Road Garton on the Wolds East Riding of Yorkshire YO25 3EX	Garton on the Wolds CE (VC) Primary School Station Road Garton on the Wolds East Riding of Yorkshire YO25 3EX

2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

We aim to sustain and continue to develop a community based on positive attitudes, a promotion of excellence and a celebration of achievement.
A valued environment in which all children are the centre of our school; 'sharing, caring, forgiving and being kind' motto.

Please visit our School website www.gartonprimary.co.uk

3. Provide the link to the following policies on the school website
www.gartonprimary.co.uk**4. What is the standard admissions number? 14 per year group September 2020**

117 children are on roll (age range 2 – 11 years)
11% children are identified on the SEND Register
3% children have a Statement/EHC Plan

5. How does the school

- **Identify and assess Children and Young People with SEND?**
- **Evaluate the effectiveness of provision for Children and Young People with SEND?**
- **Assess and review progress of Children and Young People with SEND?**

Initial concerns about a child will be raised by the child's class teacher and/or parent with the SENDCO. The child's progress will then be closely monitored by the SENDCO, and discussions will be held with parents/carers. Support/Interventions may be introduced for the child.

The interventions received by the child will be identified on the SEND Provision map and SEND register, the impact of the intervention(s) on the progress of the child is monitored termly by:

- 1) the child's class teacher;
- 2) Class teaching assistant;
- 3) Mr Baxter and Miss Fox, SENDCO;
- 4) Mrs Sefton – Yorkshire Education Support Service

At Mid-Year Pupil Progress meetings the progress of children with SEND will be discussed and if required additional support for a child will be put in place.

The impact of the SEND Provision Map is reviewed termly by the Class Teacher and forms part of the Schools Annual Standards Report which is presented to Governors.

For additional information please follow the links below to the school SEND and Assessment Policies.

www.gartonprimary.co.uk

6. Who are the best people to talk to in your school about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Mr Baxter Executive Headteacher and Miss Fox-SENDCO

❖ What are the different types of support available for Children and Young People with SEND in school?

- The variety of support available:
- Individualised programmes;
- Specific and Bespoke small-step interventions for individuals
- English -PAT, Lexia, Phonics, Toe-by-Toe along with other resources
- Lexia (ICT) to support children with Dyslexia
- Mathematics, Plus One, Power of 2, Times Tables, RM Maths, Early Morning Maths Club,
- Springboard Maths, Mathletics
- Small group interventions; eg phonics, spelling, writing, reading, and mathematics
- Bespoke Packages-Planned and delivered by the Teaching Assistant
- Y1-Y6 Early morning Groups in Mathematics and English
- Social, Emotional and Behavioural Support-Social Groups & individual mentoring provided by Teaching Assistants trained in ELSA.

7. How will the school ensure ALL staff are aware and understand a Child or Young Person's SEND?

All relevant information is shared by the SENDCO. Information is shared as and when appropriate at:

Teacher staff meetings
Team around the family meetings
Annual Reviews
Interim Annual Reviews
Pupil Progress team meetings

8. How will the school let a parent/ carer know if they have any concerns about their child.

- a) Contact parents for a face to face meeting
- b) Written pupil reports each term
- c) IEP and Passport meetings – half yearly
- d) Reports shared from Outside Agencies
- e) Class teacher regular verbal updates with parents

Young Person's learning?

Initial concerns will be shared by the child's classteacher at consultation meetings (or before if appropriate)

Following this contact will be made by Mr Baxter or Miss Fox - SENCO, or the Class Teacher.

9. How is support allocated to Children and Young People?

Support is allocated according to the child's individual need. The level of support given to each child is regularly reviewed.

10. How does support move between the key stages? See Question 9.

If the child requires additional support this will move between the key stages in our school.

- Foundation to KS1
- KS1 to KS2
- KS2 to KS3

11. Which other people and organisations provide services to Children and Young People with SEND in your school?

Educational Psychologist

Autism Inclusion Practitioner

Independent SEND Consultant – Yorkshire Education Support Service

Speech and Language Therapy

Specialist Speech and Language Therapy

services Occupational Therapy

Behaviour Advisor

Physiotherapy

SAPS

CAMHS

School Nurse

Specialist Diabetes Nurse

Specialist Epilepsy Nurse Portage

Plus any other agency who may be required to provide support to a child with SEND

12. What training have staff received to support Children and Young People with SEND? School Staff have received training in the following Areas:

- Speech Language and Communication Needs
- Dyslexia
- Autism
- Team-Teach Training(Behaviour & Restraint training)
- Medical Training-Diabetes, EpiPen
- Epilepsy Training

13. How will teaching be adapted for a Child or Young Person with SEND?

Every child will receive the curriculum to which they are entitled. To achieve this each teacher will ensure that the work is suitably differentiated to match the needs of every individual child. These needs are seen not only as intellectual but also social, physical, aesthetic, cultural, moral and spiritual. It is recognised that whereas every child is an individual they each are equal in terms of opportunity. To release the potential of every individual, resources will be employed be they human or material (within the budget available) to enable children to prove their capabilities. The Link below will take you to our School Prospectus

www.gartonprimary.co.uk

13. What support is available for parents/ carers of a Child or Young Person with SEND?

Mr Baxter/Miss Fox, ELSA teaching assistant, Intervention TA, provide in-school support for parents. They are happy to support and guide parents to other agencies/organisations who provide parental support as appropriate; some agencies who can offer parental support are listed below; School Nurse

Families Information Service Hub-

www.fish.eastriding.gov.uk

14. How is the school physical environment accessible to Children and Young People with SEND?

Special features, which increase or assist access to the school for pupils with disabilities include:

- wheelchair access to all parts of the school,
- an indoor disabled toilet,

Parents/carers should note however that there are some steps within the school campus.

16. What facilities are available for Children and Young People with SEND on the school site e.g. special quiet room, lunchtime club?

We have a provision room available for children with SEND which aims at meeting the needs of each child when receiving provision to extend their learning.

A variety of lunchtime and after school clubs take place and are inclusive of all pupils-visit our prospectus to find out more information on our website: www.gartonprimary.co.uk

17. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)

Transition within school class-class

Children visit their new classroom and teacher, as many times as required. A photo passport book can be made as required. Mr Baxter/Miss Fox SENCO facilitates transition meetings for parents with new class teachers as required.

Transition between schools to Secondary Phase

For Children with Statements/EHC Plans a transition review with the new school will be held. A photo passport can be made as required.

For other children with SEND transition review meetings can be arranged.

Additional visits for children to their new school are arranged, the visits are supported by Teaching Assistants from Garton on the Wolds Primary School.