



Gerrans School
(part of The Roseland Multi Academy Trust)

SEN Information Report

(Statutory)

Approved: Spring Term 2019

Next Review: Spring Term 2020

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Name of SENCO : ???

Contact details: ???

Name of Safeguarding Trustee : Nigel Hyde

Whole School approach to Teaching and Learning:

- Quality First teaching, all teachers responsible for everyone in their class including pupils with SEND.
- All aspects of school life fully inclusive, including trips, camps & extracurricular. Extra staff deployed to enable this.
- **Graduated response**
- Re-assessed termly.
 - Who is on register/ who is on alert child and what action is being taken? 'On alert' who are not on SEN register at this stage are monitored to ensure this is a short term measure. Children usually move off or sometimes onto Register of Special educational need.

How children are identified who need Additional/ Individual Provision:

- Teachers and / or parents raise concerns with SEND. Signposting to appropriate agency involvement can follow:
- Early help hub
- Educational psychology assessment & referral.
- Autistic assessment disorder
- Speech & language therapist
- CAMHS team
- Play & music therapy
- Education & healthcare Plan assessment

Views of children and parents are considered by:

Sharing Student Achievement Plans every time it is renewed. At TAC meetings and Early Support & annual reviews. There are 3 parent's evenings per year ??? and we have trialled open book sessions to provide parents with the opportunity to look at books more frequently.

One child has been referred for ASD assessment

One child diagnosed with ASD

A group of children are working through Project X.

SALT has been regularly involved with several children.

One child has achieved a place in specialist provision.

One child is successfully dual registered.

Resources:

Visual timetables in all classes

Now and next cards in use

Communication books in place for two children

Hoist and disabled toilet facilities

Children centre room for quiet space
Pop up tent with lighting for chill space

The 'Assess, Plan, Do' review cycle

This year we tightened our Student Achievement Plans, using SMART targets with the help of SEN teacher. Activities have been provided to support children meeting these targets.

Support Staff & SEN Teacher Allocation

3 children have full- time one to one support
1 child has part time support to provide support with SALT targets. ???

Financing SEND

SEND Funding is spent on staffing provision, subsidised from school budget to ensure adequate support is in place.

Physical resources such as chewy toys/wobble cushions are purchased.

Continuing professional development

SEND Ofsted preparation
Selective mutism awareness training
EPEP training

Transition & Other settings

- Year 6 group have extra visits to secondary to reassure nervous children
- Liaise with specialist settings when receiving/releasing children
- Weekly shared sessions between Preschool & Reception summer term
- Transition between Preschool and Secondary involve close liaison and information sharing to ensure smooth transition and deep knowledge transferred.

Complaints Procedure

Multi Academy Trust Complaints policy in place

Linked documents & Other Information relating to DSEN:

- School Offer. This document outlines what can available at Gerrans for DSEN ??? whilst the information report says what has actually happened in the previous academic year
- Accessibility Plan