



Gorran School

Answers to Frequently asked Questions about Special Educational Needs and Disability (SEND)

1. How does your school know if children/young people need extra help?

Our school has an ‘open door’ policy to parents and have extremely well-developed links with the parents of the children that attend Gorran School. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are discussed weekly at staff meetings. Children’s progress and behaviour are monitored through termly tracking systems and staff monitor family situations closely with those involved.

If a child transfers to our school from another Primary school and when they transition in the Reception year from pre-schools or nurseries, we always do our utmost to find out as much information as possible about that child from parents and the child’s previous setting. If there are external professionals involved with that child then their opinions and reports are sought after from those professionals or previous settings to ensure that we get the full picture of that child.

2. What should I do if I think my child may have special educational needs?

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child’s class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head Teacher. Following these meetings steps will be taken to address any concerns you may have about your child. Every family is given a copy of the ‘Parent Guide to SEN’ when their child starts school, and extra copies can be obtained from the school Reception. This is also available in the ‘Policies and Information’ section of the school website. <http://gorranschool.co.uk/documents/policies-and-information/>

3. Who is responsible for the progress and success of my child in school?

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff and parents as well as the child themselves. Each year a copy of the Home / School Agreement is sent home to be signed by both the parent and the child. Although this is not a legally binding document, we expect all who sign the agreement to adhere to it in equal measures, to support the success and progress of each child.

4. How will the curriculum be matched to my child's needs and how will their needs be supported?

At Gorran we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: 'Universal' – support and resources available to everyone in that class / everyone in school; 'Additional' – support and resources available or tailored for small groups of children; and 'Specialist' – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished.

Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn individually by staff for physiotherapy sessions or individual speech therapy support, for example.

5. How will I know how my child is doing and how will you help me to support my child's learning?

Gorran School operates a very effective 'open door' policy to create a constant positive dialogue with parents. In addition to this staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in both the Autumn and Spring terms, and in the Summer term annual reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. All children have a reading or homework diary which can also be used as a dialogue between home and school, and the Year 5 / 6 class use a class 'Dojo' where children are given points according to how well they have achieved / concentrated / behaved etc. that day. Parents then have a login to access their child's Dojo so they can see how their child has been working at school each day as well as send messages to the class teacher. This has proved particularly effective with parents who are unable to get to school on a regular basis.

All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head Teacher at your request.

6. What support will there be for my child's overall well-being?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

7. How do I know that my child is safe in school?

At Gorran we have a variety of measures, policies and procedure in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS) – (previously known as CRB checks) and have tier 2 child protection training. There are also three members of staff who are trained to tier 3 in child protection – Jonathan Sleep, Theresa Towe and Katie Rawlings. Our safeguarding policy ensures that additional persons who help in school receive tier 1 training each year and we have risk assessments in place for a wide variety of activities and situations that may arise. Children who have severe or complex needs, or those who have a disability have individual risk assessments carried out for fire evacuation and school trips, for example. All policies and procedures are available on the school website and are updated regularly.

8. What specialist services and expertise are available at or accessed by your school?

A list of specialist services and expertise accessed by our school is available in the section of this document entitled 'Services and Organisations that we work with'. We also work closely with other schools in our cluster to share services and draw on others' expertise.

9. What SEND training have the staff at school had or are having?

The Special Educational Needs and Disability Co-ordinator (SENDCo) has been accredited with the National Award for SEN Co-ordination, a year-long post-graduate qualification which looks in depth at the differing types of special educational need, research and pedagogy into a wide variety of educational topics as well as how best to support children with SEN in school.

All staff at school have received specialist Autism training and Dyslexia training. In addition to this some staff have been trained in supporting children with vision difficulties, communication difficulties as well as more individualised training through intervention programmes in Maths and English.

10. How will my child be included in activities outside the classroom including school trips?

Everyone is included in everything at Gorran School. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year as well as annual Camps for Years 3, 4, 5 and 6. All children are encouraged to take part in after school clubs, and those children who need it are supported by their one to one support assistants. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

In order to ensure that we are able to include every child in everything we do, staff always conduct a pre-visit to venues and conduct risk assessments to ensure the suitability of a venue and the safety of all who participate in activities.

11. How accessible is the school environment?

The whole of the school environment at Gorran is accessible to everyone who attends school or who comes to visit us. We have ramps to the majority of doorways and access to every classroom is made as easy as possible for everyone. We have a disabled changing facility with a hoist and external storage for large pieces of equipment. The main entrance to school has automatic door push-pads and due to the school being all on one level, access to all areas is via ramps or slopes. Although the school swimming pool has a step to access the area, children who cannot access the area on their own are lifted into and out of the pool by the relevant staff who are trained to do so.

12. How will school prepare and support my child through the transition from key stage to key stage and beyond?

Your child will be highly supported by school throughout every transition process. We would meet with everyone involved in supporting a child's needs, talk to the relevant external professionals as well as involving members of staff from the next stage of schooling in these meetings. Where a child is transferring to a secondary school they would be able to undertake extra transition days to allow them to become more familiar with the environment. The Parental Support Advisor (PSA) would also be involved in these transitions, providing a link between one educational setting and the next.

Our current parents feel that “school makes it seamless. Kids seem to breeze through the transition because of the transition preparation put in place. (There are) transition days running for weeks in advance and more between key stages. (There are) opportunities to discuss concerns / questions etc. with class teachers whenever you need to. Teachers (are) very caring and understanding with regard to these changes.”

13. How are the school’s resources allocated and matched to children’s special educational needs?

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school’s SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with a Statement of Special Educational Need or an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Education Plans (IEPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

14. How is the decision made about what type and how much support my child will receive?

In the first instance staff in school would look at the levels your child is achieving and in which areas they need supporting and then target this additional support to those areas of learning. Professional advice may be sought where necessary and then this advice acted upon by providing necessary resources or additional support both in and out of class. This would also help us to then decide how much support your child would need and a decision would be made by discussion with parents, the child, the school and any external professionals possibly in the form of a TAC or TAF (Team Around the Child / Family) meeting.

15. Who can I contact for further information?

For further information please feel free to contact the SENDCo, Katie Rawlings or the Head Teacher, Jonathan Sleep at school – 01726 842595. You can also email support@gorran.cornwall.sch.uk.

16. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

If you feel that the Local Offer or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to either the SENDCo (Katie Rawlings) or the Head Teacher (Jonathan Sleep). Concerns may then be escalated if necessary to the Chair of Governors (Nathan Harvey) or to the Local Authority (Cornwall Council).

17. How is your School Offer reviewed?

Our School Offer is a working document which is updated as necessary but also reviewed on an annual basis in consultation with staff, parents and governors of the school.

Written and published in September 2014

Reviewed: September 2015

Reviewed: September 2016

Next Scheduled Review Date: September 2017