



Gordon Primary School Local Offer / SEND Report

1, Introduction

Welcome to our SEND Information Report which forms part of the Greenwich Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEN. When we talk about "provision", we mean what we provide in order to meet the needs of a child and help them make progress at school which is appropriate to their age.

At Gordon Primary School, we welcome everybody into our community. The staff, Governors, pupils and parents work together to make school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. We strive to provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. At Gordon Primary School, we believe that every pupil should be supported to fulfil their potential in their academic, emotional, social and physical development. Our school offer reflects our commitment to supporting the wide range of special needs that children may experience either short term or long term.

2, Definition of Special Educational Needs and Disability

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

If a learner is identified as having SEN, we will make provision which is 'additional to or different from' that provided for non-SEN learners which is intended to overcome barriers to their learning.

3, What kinds of special educational needs might the children at Gordon Primary School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH) (previously known as behavioural, social and emotional difficulties)
- Sensory and/or Physical (P&S)

3.1 Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have



difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

3.2 Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including global delay, intellectual disability, moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder.

3.3 Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

3.4 Sensory and / or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4, Who are the best people to talk to in this school about my child's difficulties with learning and how can I talk to them about my child if I need to?

4.1 The Class/Subject Teacher is responsible for:

- ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as adaptation)
- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources, etc.) and discussing amendments with the SENCO as necessary
- writing group and individual learning plans, and sharing and reviewing these at least once each term and planning for the next term



- ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress
- ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

Teachers can be contacted by letter, in person at the end of the day, via telephone: 0208 850 5486 or by school email (see **Contact Us** for class teacher emails).

4.2 The Special Educational Needs Co-Ordinator (SENCO) and Inclusion Manager: Mrs Hannah Cuesta is responsible for:

- coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school,
- ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing your child's progress
 - part of planning ahead for them
- liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, etc.,
- updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs,
- providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential,
- for certain children who are undergoing the assess- plan-do-review process, the SENCO will support your child's class teacher to write individual learning plans that specify the targets set for your child to achieve,
- organising training for staff so they are confident about how to meet the needs of your child and others within our school,
- overseeing the day to day management of all aspects of Inclusion in the school. She will line manage the Inclusion Team and is also responsible for ensuring that your child's needs are met,
- overseeing provision for any Looked After Children and previously Looked After Children in the school and children with Social, Emotional and Mental Health difficulties,
- being the Lead Professional for all Team Around the Child meetings,
- ensuring that Care Plans and children's medical conditions are in place and liaising with the School Nurse.

Mrs Cuesta can be contacted by letter, in person at the end of the day, via telephone 0208 850 5486 or by email: hcuesta@gordon.greenwich.sch.uk

4.3 Headteacher: Mr Jason Taylor is responsible for:

- the day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met,
- making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.



Mr Taylor can be contacted by email: headteacher@gordon.greenwich.sch.uk, letter and via the school office: 0208 850 5486.

4.4 SEND Governor: Ms Anita Sheen is responsible for:

- making sure that the school has an up to date SEND Policy,
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school,
- making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities,
- making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

The SEND governor can be contacted through the school office: 0208 850 5486.

5, How will my child get help at Gordon Primary School?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- other staff in the school ~ teaching assistants, learning mentor, nursery nurse, etc.
- staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

6, What are the different types of support available for children with SEN and /or disabilities in this school?

6.1 Support from the class teacher ~ Quality First Teaching

- The class teacher provides high quality teaching and learning for all pupils.
- The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching builds on what your child already knows, can do and can understand.
- The teacher will use a variety of teaching techniques so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- The teacher will use specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

6.2 Specific small group work (often called Intervention groups)

- These groups are for children who have specific gaps in their understanding of a subject/area of learning. Children receiving this type of additional support may also be at the stage of the SEND Code of Practice called School SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.
- These groups may take place in the classroom or elsewhere in the school.
- A teacher or (most often) a teaching assistant who has had training will run these groups.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. They will plan group sessions for your child with targets to help your child to make more progress. The staff running these small group sessions will either use the teacher's plans or a recommended programme by an outside professional.



6.3 Specialist groups / one-to-one support run by outside agencies, e.g. Speech and Language therapy or Occupational therapy groups.

- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This type of support Children receiving this level of support will be at School SEN Support, which means they may have been identified by the school as needing some extra specialist support in school from a professional outside the school. Local Authority central services such as the ASD Outreach Team, the Speech and Language Service or the Sensory Service (for students with a hearing or visual need).

6.4 Outside agencies such as the Speech and Language therapy (SALT) Service.

- If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. The process of 'Assess- Plan-Do- Review' will be put in place to ensure that your child's progress is monitored closely.
- If it is agreed that the support of an outside agency is a way forward, you will 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 you understand your child's needs and target support more effectively.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better
 - support to set targets which will include their specific professional expertise
 - your child's involvement in a group or one-to-one sessions run by school staff under the guidance of the outside professional, e.g. a social skills group or sensory circuit
 - group or individual work with an outside professional.

6.5 Specified individual support for your child. *(please see the attached booklet produced by the Local Authority entitled, 'Supporting Children and Young People with Special educational needs and disabilities (SEND) without an Education Health and Care Plan).*

The vast majority of children attending Royal Greenwich schools have their educational needs adequately met through the universal funding that every school receives. A number of children may require more targeted supported (SEN Support) to access the curriculum and make progress. Schools use their notional SEND budget to do this. A large number of children receiving SEN support will have their educational needs met through this targeted support. However, a small number of children receiving SEN Support may require additional support and resources in order that their educational needs are met. For these children the local authority will complete an Education, Health and Care needs assessment. If, following this assessment the decision is to issue an Education, Health and Care Plan the level of additional support that is received by their educational setting will be determined using a banding system to allocate funding based on the severity and complexity of a child's needs.

- If your child is at SEN support or in receipt of an EHCP, they may also need 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 Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS and Education Psychology.
- Either school or parental requests can be made to the Local Authority to request statutory assessment of your child's needs is carried out. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: <https://greenwichcommunitydirectory.org.uk/children-young-people-additional-needs/support-your-childs-learning/getting-education-health-and-care-plan-ehcp>
- The school will have been putting together a profile of your child's aspirations and needs over time as part of the 'asses-plan-do-review' cycle and you will have been involved as part of this process. This cycle usually takes place over at least three half terms. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from all parties involved with your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will consider whether your child's needs (as described in the paperwork provided), meet the criteria for statutory assessment. If this is the case, they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs. If they do not think your child requires statutory assessment, they will ask the school to continue with the support at School SEN Support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs require additional support and funding. If this is the case, they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place which supports your child to make as much progress as possible.
- The EHC Plan will outline the banded funding for individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short-term outcomes for your child.
- Additional adults and other resources may be allocated to support your child with whole class learning, or to run individual programmes or small groups including your child.

7, How will the school support my child with identified special needs starting at school?

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a review meeting will be held to discuss your child's needs, share strategies and ensure provision is put in place before your child starts.
- Your child's key person may make a home visit and also visit your child if they are attending another provision.
- We may suggest adaptations to the settling in period to help your child to settle more easily

8, 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/key worker initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO, Inclusion Manager or Headteacher.
- If you are still not happy you can speak to the school SEN Governor.



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

- If the class teacher has concerns about your child's progress, and targeted teaching has not met their needs, the teacher will raise this with the Inclusion Manager.
- Each class teacher will meet with a senior staff member each term to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is identified as not making sufficient progress, we will decide about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss this with you and will advise you on any further interventions or referrals to outside professionals which could be put in place to support your child's learning.
- We will discuss how we could work together, to support your child at home and in school.

10, How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?

- Children's views are included in review meetings. This will mean that where possible children will be present and included in the meetings. If not, children's views are collected by appropriate methods by those who know them well within the school and collated for the meetings.
- Their views are used to help plan for them and others within the school.
- Children have an active voice through class and school councils to enable staff to hear their views.
- Questionnaires are also used through the school to obtain children's views to inform planning.
- Focus groups of pupils are also selected to take part in discussions around school life and learning to inform school's planning and development.

11, How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Royal Greenwich Local Authority, includes money for supporting children with SEN called a notional SEND budget. This is not a ring-fenced amount and comes as part of the whole school budget.
- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Headteacher and the Inclusion Manager discuss all the information they have about SEN in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.
- They then decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly, and changes made as needed.

12, Who are the other people providing services to children with SEN in this school?

There are a range of services which are funded in different ways providing services in our school:

Directly funded by the school:

- a learning mentor



- additional Speech and Language Therapy input to provide a higher level of service to the school
- additional Educational Psychology input to provide a higher level of service to the school
- Music therapy
- Easy Read ~ an intervention programme run by trained teaching assistants

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Educational Psychology Service core hours
- Sensory Service for children with visual or hearing needs
- STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- CAMHS school consultation service
- GMHST service
- Professional training for school staff to deliver medical interventions
- Waterside Behaviour advice service
- Parent Partnership Service (to support families through the SEN processes and procedures).

Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school:

- School Nurse
- Speech and Language therapy core hours

13, How are the adults in school helped to work with children with SEND and what training do they have?

- The Inclusion Manager's job is to support the class teacher in planning for children with SEND.
 - The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND or to supporting identified groups of learners in school, such as those with autism or dyslexia.
 - Whole staff training is used to disseminate knowledge, strategies and experience, and to ensure consistency of the school's approach for children with SEND.
 - Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class; e.g. from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.
 - Training takes place on a regular basis.
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- If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Inclusion Manager.

14, How will the teaching be adapted for children with learning needs?



- Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

15, How is an individual child's progress measured how are parents kept informed?

- Your child's progress is continually monitored by their class teacher.
- His/her progress is reviewed formally at parent meetings and you will receive information about how your child is doing in relation to national age-related expectations. You will also be informed about attendance, engagement in learning and behaviour.
- If your child is working significantly below the age-related expectations, a more sensitive assessment tool is used which shows their achievement in more detail and will also show smaller but significant steps of progress. The levels are called 'Pivats Levels'.
- At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). The government publishes the results nationally. Children working two or more years below National Curriculum levels in year 2 and year 6 are assessed using the Pre-Key Stage levels.
- Children at SEN Support will either have an individual learning plan or will be included in group intervention plans which are reviewed regularly and new targets will be set.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The progress of children with EHC plans is usually reviewed termly.
- The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school book
 - Letters/certificates sent home
 - Additional meetings as required
 - Reports

16, How do we make arrangements to ensure that the social and emotional needs of children are met in school?

Your child's social, emotional and mental health needs are support by school in a range of ways:

- through Personal, Social and Health Education (PSHE) lessons in class
- Learning Mentor support
- Lunch time nurture groups
- Social skills groups
- Life skills sessions
- Interactive music making
- Music therapy sessions
- CAMHS consultation service
- Referrals to the Mental Health Team in Schools service
- Additional support around times of transition



17, How is our school made accessible for students with SEND?

- The school Accessibility Plan is available on the school's website. Please look in the *Special Needs and Inclusion* section.

18, How does our school make special arrangements for looked after children (PLAC) with SEND?

- We consult with the Local Authority's PLAC virtual school for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child.
- We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- We ensure Pupil Premium Plus funding is being used to effectively enable the child to meet their outcomes.
- Information about Pupil Premium funding can be found on the school website in the *Statutory Information* section.
- The Inclusion Manager ensures that training and policies are supportive of looked after children with SEND.
- The Designated Governor for PLAC works to ensure provision is enabling PLAC with SEND to make good progress.

19, How have we made this school physically accessible to children with SEND?

- The school is accessible to children with physical disability via ramps.
- Rooms are acoustically treated to be suitable for deaf students.
- The school has a sensory room, a nurture room and The Sanctuary – a room for alternative lunchtime provision.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has a hygiene suite.

20, How will we support your child when they are leaving this school or moving on to another class?

- We recognise that 'moving on' can be difficult for a child with SEN and / or disabilities and take steps to ensure that any transition is as smooth as possible.

When moving classes in school:

- 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. All individual learning plans are shared with the new teacher.
- Where possible new teachers will attend summer annual review meetings for those children with EHC plans.
- If your child would be helped by a book or video to support them understand moving on, then it will be made for them.

If your child is moving to another school:



- We will contact the new school's SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

Transition to Secondary School:

- The Inclusion Manager will attend Primary Transition meetings to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD diagnosis, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

20, School Based Data / Information for the academic Year ending July 2024.

Here are the numbers of pupils at different stages of SEN:

How many students did we have at our school with statements or EHC plans at the end of July 2021?	19
How many students did we have at SEN support	75

21, What were the outcomes for children within our school with SEND for 2023-2024?

In Year 6, we had 10 pupils at SEN support and 3 pupils with EHCP. 62% of our pupils at SEN Support or with an EHCP achieved the expected standard for reading. In mathematics 31% achieved the the expected standard. In SPAG 46% of our SEN support and EHCP pupils achieved expected levels and in writing 46% achieved an expected standard.

22, What training did staff at the school have in SEND over the year 2023 /24?

Training in this year has included:

- Training on the use of literacy interventions and phonics
- Training in teaching children with autism.
- Training on social skills groups
- Training on attachment needs and listening to behaviours

23, What was in the Headteacher's report to the Governors about SEND in 2023/2024?



Last year, five applications were made for EHCPs. Four applications have been successful, however we are still awaiting the outcome of one application. Due to staff shortages at the local authority SEN department and Educational Psychology time scales for the statutory assessment process are over running.

The children at SEN support, together with those with EHCP form the SEN register. We continue to review the SEN register regularly under the four categories of SEN: Communication and Learning, Social, Emotional and Mental Health and Sensory and Physical Needs. We follow the graduated cycle of plan, assess, review and do for those children with additional needs.

We continue to refer children to a number of outside agencies to help us to support children with SEN effectively. Referrals were made to: STEPS for dyslexia assessments and complex needs assessments, speech and language service, Occupational therapy and physiotherapy, Community Paediatrics, CAMHS, Autism Outreach, and GMHST. Through consultation with other professionals, we are able to equip teachers and teaching assistants with the necessary skills to address the needs of our pupils.

Mrs Cuesta, the inclusion manager continues to work closely with class teachers and support staff to consider progress of children with additional needs, and reflect on the type of support required and outcome of intervention programmes. Practice is constantly adapting to meet the needs of our pupils.

Provision Mapping

Provision Mapping continues to be an effective way to track and measure intervention through the school. Meetings take place termly for teachers and support staff to meet with the Inclusion Manager to review and plan for the following term. These meetings are also linked into with pupil progress meetings so that support can be effectively targeted. Some children continue to have individual provision maps in order to track their progress more closely. This might be because they are being considered for additional referrals or statutory assessment for an EHCP.

Speech and Language (SALT)

Our main therapist was Beth Gibby. She worked weekly half a day in school and is also joined by another therapist fortnightly, Ruth Doherty. Beth Gibby went on maternity leave in Easter 2024 and was replaced by Kat Gaiser a locum therapist. We also purchase an additional half day of therapy to meet the needs of our children. Melissa Crowther, the Speech and Language Therapy assistant continued to provides the additional half day of therapy support to work with staff delivering interventions and targeted children.

SALT works with children at different levels: Universal, Targeted and Specialist. This means that the speech therapist may be working 1:1 with a child, running a group or setting up and monitoring a group run by a teaching assistant. A child at targeted level will continue to receive additional support but does not require the therapist to write formal reports. Please refer to the letter on the website.

ASD Outreach

ASD outreach continues to support children with autism at Gordon Primary. When children are referred to the service, John Hogan, the outreach teacher completes the initial visit. Recommendations are followed up by our school outreach worker Lei Pallet, who worked with school to support children from Nursery to Year 4. Lei left the service in January 2024 and unfortunately due to staff shortages new outreach worker is due to start in Sept 2024. Wendy Jones continued to work with children in Year 5 and 6 to support the transition process.

STEPS (Support Team for Education in Primary School)

We continue to refer children to STEPs service for advice on literacy interventions and dyslexia assessments. We currently run a series of 1:1 and group interventions for children with SpLD or literacy difficulties including: Word Up, Steps to Success, Toe by Toe, Hornets, Easy Read and Phonic Readers.



Educational Psychology

For the year 2023- 2024, our school Educational Psychologist has been Polly Howard. She met termly with the Inclusion Manager to prioritise children with complex needs for support. This was often when school and families were considering applying for statutory assessment of a child’s needs. The Education Psychologist worked with children, parents and teachers to plan effective ways forward in terms of interventions and additional support and further referrals.

CAMHS

The CAMHS consultation service continues to be delivered in school. We receive half termly meetings with our school outreach worker, Corine Gmuer. Corine meets with the SENco, school learning mentor and class teachers to discuss children and offer advice and support.

Music Therapy

We have used the augmented pupil premium allowance for looked after and previously looked after children to support the SEMH needs of these children to buy in the music therapy service for 3 sessions per week. Gillian O’ Dempsey is the therapist. She works closely with school to support parents and their children.

Learning Mentor

The learning mentor, Lotti Newlove, continues to be highly effective in supporting pupils with social, emotional and mental health difficulties. There is a high demand for support and as a result her time has increased to 4½ days a week. She works closely with the Inclusion Manager to review the caseload and consider new referrals. She has worked to access whole school mental health resources from outside agencies such as The Anna Freud Centre. She is also working closely with the ABMQ to gain the Silver level anti-bullying award for the school.

SEN Support Data 2021-2022:

	SEN support	EHC plan
Main SEN	75	19
Specific Learning Difficulty	16	0
Moderate Learning Difficulty	0	0
Severe Learning Difficulty	0	0
Profound & Multiple Learning Difficulty	0	0
Social, Emotional and Mental Health	9	3
Speech, Language and Communication Needs	19	1
Hearing Impairment	2	0
Visual Impairment	0	1
Multi-Sensory Impairment	0	0
Physical Disability	2	0
Autistic Spectrum Disorder	18	13
SEN support but no Specialist Assessment of type of need	9	0
Other Difficulty/Disability	0	1



GLOSSARY OF TERMS

IEP	Individual Education Plan / Individual Provision Map
S	Statement stage of the SEN Code of Practice
SEN Support	SEN Support stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder