

# **GARSTANG ST THOMAS**

Church of England School

## **SEN Information Report**

September 2023

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Our local offer can be found at: [www.garstangstthomas.com/send/](http://www.garstangstthomas.com/send/)

### **1. Introduction**

Garstang St Thomas' Church of England school is an inclusive mainstream school. The school is able to provide for children with a variety of Special Education Needs and Disabilities. Please read below for how we provide for children under the four types of SEND: Cognition and Learning, Sensory and Physical Needs, Social, Emotional and Mental Health Difficulties and Communication and Interaction.

In school, according to the new Code of Practice for schools, all staff follow a graduated approach. This involves a constant cycle of assessing, planning, completing and reviewing any provision supplied for children with SEND. Parents and pupils are also central to this and communication between school and home takes place frequently.

### **2. Policies for the identification and assessment of children with SEN.**

The class teacher is constantly reviewing and assessing all children's learning through the use of professional judgement and a variety of tests. Results are inputted into a tracker (a spreadsheet that enables all children's progress to be monitored), which identifies children who are having difficulties. Once a problem is identified, the class teacher will call a meeting with the child's parents to discuss any concerns they may have and any interventions/provision they are putting in place to address them. The class teacher may also speak to the SENDCO for guidance at this stage. If progress continues to be slow, an Individual Pupil Plan (IPP) will be set up with S.M.A.R.T. (specific, measurable, achievable, relevant, time specific) targets for the child to work towards. Parents, class teachers and the pupil will be involved in the termly reviews of their IPP.

For more specific needs, the school employs the use of specialist teachers from IDSS (Inclusion Disability Support Services), Occupational Health, Physiotherapy and Educational Psychologists.

For additional information on how the school identifies and assesses children with SEND please refer to the school's SEND policy available from:  
[www.garstangstthomas.com/send/](http://www.garstangstthomas.com/send/).

### **3. Evaluating the provision for SEND pupils**

Provision for SEND pupils is constantly monitored by the class teacher, SENDCo and head teacher. Provision is assessed at the beginning and end to monitor the difference made and SEND children with IPP's are monitored regularly by the SENDCo. Learning coaches have frequent guidance from the class teacher and SENDCo and are kept up to date with training needs.

Children with a statement of educational need or EHC plan will also have annual meetings with any external agencies being involved as well. The targets from the previous year will be reviewed and new ones set. Parents are also involved in these meetings. If the child is due for a transition to another school, a transition meeting will take place with staff from the other school and relevant professionals.

All children at the school will have a termly report of progress as well as a parents' evening for feedback. SEND children with an IPP will have further termly meetings to discuss targets and progress of their child. This is also an opportunity for the pupil or parents to discuss any further problems. If you have any questions or complaints about the provision for your child please see the school complaints procedure (on policies page of school website).

### **4. Support of SEND children**

The head teacher deploys the budget for SEN accordingly throughout school by the placement of learning coaches, external support required and extra resources needed.

The class teachers and learning coaches work closely in class to ensure all the needs of the children are being met, particularly the SEND children. Learning coaches carry out targeted, planned work for IPPs on a 1:1 basis either in class or in a suitable quiet area and feeds back regularly to the class teacher and pupil.

Work in class is differentiated and adapted as necessary as part of Quality First Teaching. This may include adjusting recording methods for the child, the location or placing of equipment and the use of extra support. The SENDCo carries out observations in classes to ensure all needs are being met.

Any SEND children who require support during playtimes and lunchtimes are also provided for with extra care at these times.

## **5. Additional support available for SEND**

For specific SEND needs, the school uses the services provided by IDSS including the use of specialist teachers in a variety of areas. For example, Physical development specialist, Autism Spectrum disorder specialist and hearing impaired specialist. We also have a Dyslexia specialist teacher available to school. There is regular support from the school nurse and speech and language therapists. All parents of SEND children will be made aware of any extra support provided.

## **6. Inclusion of children with SEND**

All school trips and extra-curricular activities are available to all pupils at the school and extra arrangements will be made if necessary. The class teacher and SENDCo can discuss this with the parent and child.

The school is fully compliant with DDA requirements. It is on one level with easy access through double doors. There are two disabled toilets and changing facilities.