



## GORTON PRIMARY SCHOOL

### SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) INFORMATION REPORT (2022-23)

#### **General Information/Frequently Asked Questions**

#### **What is the school ethos/approach to SEN and Disability?**

Gorton Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

#### **What should I do if I think my child has a Special Educational Need or Disability?**

If you have any concerns regarding any aspects of your child's education, contact your child's class teacher in the first instance. Further discussions with the school SENCO and/or senior leadership team may then be arranged, depending on the nature of your concern. If you have a concern related to a medical or health issue, then you may wish to speak to the school nurse, your doctor or health visitor.

## **How will I know how my child is doing in school? How will I be involved in discussions about, planning for, and involvement in, my child's education?**

At Gorton Primary School we believe that parents should be kept fully informed about their child's progress. Parents and children are invited to attend Parent Conference evenings in the autumn and spring terms. At these meetings the class teacher, parents and child can discuss the progress made and share individual targets to further improve learning. In the summer term parents receive a detailed report which highlights progress made, attainment levels along with progress towards the child's personal learning goals. Parents can make an appointment to discuss the report further if they wish to do so. Parents may also request information at any time regarding the progress of their child. Throughout the year there are opportunities for parents to attend International Primary Curriculum (IPC) exit points, so children are able to share their learning from across different areas of the curriculum.

In addition, children with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) will have a Person-Centred Review Meeting once a year. At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new targets, and set actions as well as long term aspirations.

## **What support will there be for my child's overall well-being?**

At Gorton Primary School the overall well-being of our children is a high priority and is monitored closely by all staff. We are very clear about the characteristics of the children we are helping to develop. There are 8 key attributes that are embedded in all aspects of daily life to prepare all our children for their future lives. The 8 personal learning goals that are taught throughout school are ethical skills, adaptability, empathetical, thinker, good communication skills, collaboration, internationally minded and respectful.

The school employs a Child Protection and Safeguarding Lead who is fully trained. The school has trained first aiders available throughout school to deal with medical incidents. If you are concerned about your child's social or emotional development, please speak to your child's class teacher or SENCO.

## How does Gorton Primary School involve children and young people in their education and in the decision making process?

As part of our approach to learning and teaching for all pupils the teacher and child discuss their progress and attainment through one-to-one Learning Review meetings four times a year. Each child is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, mathematics and attitude to learning, helping to identify how they can achieve these targets and evaluating their progress towards the previous targets.

During lessons, all children are encouraged to evaluate their progress towards the learning objective, through oral feedback or self-assessment faces. Children are encouraged to complete self and peer evaluations during lessons to further improve their learning. Our children value feedback from staff and time is given for children to respond to marking.

## Who, outside of school, can I turn to for advice and support?

SENDIASS (SEND Information Advice Support) provide impartial, confidential information to parents and carers on matters of SEND.

You can call them on 0161 2098356 and they will return your call within 24 hours

Alternatively, email, [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk) or visit their website:

<http://www.sendiassmanchester.org>

## Where can I find information about Local Authority provision for children and young people with SEND?

The publication of a Local offer outlining what provision is available for children and young people in the Manchester area who have SEND can be found at

[The Local Offer \(Disability & Special Educational Needs\) | Help & Support Manchester](#)

Updated Information about Manchester's Local Offer can be found by visiting the SEN area of the school's website. Please visit the site for further information. **The Local Offer** offers information in a single place. It helps children, young people and their parents to understand what services

## Support From Your Local Offer



Sign up to Manchester's Local Offer regular newsletter by emailing [ali.davenport@manchester.gov.uk](mailto:ali.davenport@manchester.gov.uk) and she will add you to the list. Information from the newsletters gets put onto the Coronavirus Information & Advice Webpage. You are invited to email Ali if you can't find what you are looking for.

St James use some independent services to support children with additional needs, for example Speechwise, Educational Psychology and Manchester Occupational Therapy. For further information, please contact the school or email:



[hello@speechwisetherapy.co.uk](mailto:hello@speechwisetherapy.co.uk)

### **How should complaints regarding SEND provision be made and how will they be dealt with?**

Gorton Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school, and we will endeavour to address your concerns at the earliest stage possible. A full copy of the School's Complaints procedure can be obtained from the school or school website. The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, SENCO or senior teachers can resolve your concerns straight away. If you remain dissatisfied with the outcome the complaint should then be referred to the Headteacher or the Chair of Governors, as outlined in the Complaints Procedure.

### **What is Gorton Primary School policy for the identification of needs?**

Gorton Primary School has a clear approach to identifying the needs of children with SEND with the emphasis being on early identification. School assesses each pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable. Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils. If a child is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEND. At this stage additional information and/or assessments may be requested from specialist outside agencies or medical professionals.

### **How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?**

All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development alongside their academic development. The school has many extra- curricular clubs at lunchtime and after school. These are offered to all children and any responsible adjustments are made to ensure that all children can access the clubs of their choice.

To enrich the curriculum, children attend various trips. Every effort is made to ensure that all children can fully participate in their trips. Children with additional medical, physical or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.

### **How are equipment and facilities to support pupils secured?**

The school budget includes a notional budget for supporting children with SEND. Additional funding is provided for children with additional needs to ensure they are achieving their full potential. Resources, equipment and training is allocated through careful consideration of the SEND Action plan and whole school priorities for improvement.

### **How does Gorton Primary school support pupils with SEND during transition?**

As this can be a difficult time for any child we try to ensure that all transitions are as smooth as possible.

To aid transition to the nursery teaching staff will visit parents and children in their own home. Children also get the opportunity to visit their classroom with their parents before a phased transition in September. Reception children have the opportunity to attend transition days and phased transitions to reception are used where required.

To aid transition from year-to-year children have the opportunity to meet their new teacher on 'Move up morning.' For children who will find transition particularly challenging, additional transition visits and transition booklets can be set up. Close liaison is made with schools if a child moves school within the academic year to ensure that all relevant information is fully shared.

### **How does Gorton Primary School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?**

At Gorton Primary school there is a clear vision on the types of children we are hoping to develop now and for their future beyond education. Learning focusses on the eight personal learning goals alongside academic attainment. The school has an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being.

Children are encouraged to be independent learners and within their day to day lives. Staff ensure that children encounter real life situations where possible and model how to respond appropriately. Targeted Life skills and social skills interventions are put into place where required to prepare and support children for further education and adult hood.

### **How do I get a copy of the school SEND policy?**

The school's SEN policy can be found on the 'About Us' section of the School Website.  
Alternatively, a copy can be obtained by contacting the school SENCO or school office.

### **Who do I contact for further information?**

Contact the school SENDCO  
Mr S Bowden  
Tel: [0161 505 0910](tel:01615050910)

Email: [gortonoffice@vantageacademies.co.uk](mailto:gortonoffice@vantageacademies.co.uk)

**Details of Provision on offer at Gorton Primary School to support children with  
Special Educational Needs or Disabilities**

<b>Area of SEND</b>	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENSORY AND/OR PHYSICAL</b>
<b>How Gorton Primary school assess whether a child/young person has a SEND</b>	<ul style="list-style-type: none"> <li>- Ongoing formative teacher assessments</li> <li>- Summative teacher assessments (at least 4 times a year)</li> <li>- Monitoring of progress made across a range of subjects</li> <li>- Learning review progress towards targets</li> <li>- Assessments by Educational Psychologist</li> <li>- Discussions with parents</li> <li>- Discussions with child</li> <li>- SENDCO observations</li> <li>- SENDCO/ Class teacher discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing formative teacher assessments</li> <li>- Summative teacher assessments (at least 4 times a year)</li> <li>- Referral to Speech and Language Therapy Service (SALT) for assessments</li> <li>- Information from parents</li> <li>- Assessments by Educational Psychologist</li> <li>- Discussions with parents</li> <li>- Discussions with child</li> <li>- SENDCO observations</li> <li>- SENDCO/ Class teacher discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Information from Parents</li> <li>- Observations in class, playtimes, lunchtimes</li> <li>- Behaviour logs</li> <li>- Individual reward and consequences charts</li> <li>- Feedback from interventions</li> <li>- Assessments by Educational Psychologists</li> <li>- Discussions with parents</li> <li>- Discussions with child</li> <li>- SENDCO observations</li> <li>- SENDCO/ Class teacher discussions</li> <li>- Medical referrals</li> </ul>	<ul style="list-style-type: none"> <li>- Sensory Support assessments/ reports</li> <li>- Medical assessments/ reports</li> <li>- Discussions with parents</li> <li>- Discussions with child</li> <li>- SENDCO/ Class teacher discussions</li> <li>- Age related checks for hearing and vision</li> <li>- Observations in class, playground, PE lessons</li> </ul>



	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENSORY AND/OR PHYSICAL</b>
<b>How Gorton Primary school evaluate the effectiveness of the provision made</b>	<ul style="list-style-type: none"> <li>- Progress tracked in core subjects</li> <li>-Class intervention maps evaluated and reviewed by class teachers</li> <li>- Additional interventions evaluated for impact by SENDCO</li> <li>- Observation of interventions</li> <li>- Regular visits from external agencies to monitor progress</li> <li>- Individual provision maps for children with high needs funding to be reviewed and updated regularly</li> <li>-Team around the child meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Class intervention maps evaluated and reviewed by class teachers</li> <li>- Additional interventions evaluated for impact by SENDCO</li> <li>- Observation of interventions</li> <li>- Individual provision maps for children with high needs funding to be reviewed and updated regularly</li> <li>-Team around the child meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Class intervention maps evaluated and reviewed by class teachers</li> <li>- Additional interventions evaluated for impact by SENDCO</li> <li>- Review of targets</li> <li>- Observation of interventions</li> <li>- Individual provision maps for children with high needs funding to be reviewed and updated regularly</li> <li>-Monitoring of additional behavioural systems set up for individual children</li> <li>- Early Help Assessment meetings</li> <li>-Team around the child meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Regular visits from external agencies to monitor progress</li> <li>- Observation of interventions</li> <li>-Individual provision maps for children with high needs funding to be reviewed and updated regularly</li> <li>-Early Help Assessment meetings</li> <li>-Team around the child meetings</li> </ul>

	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENSORY AND/OR PHYSICAL</b>
<b>How Gorton Primary school adapt the curriculum and school environment for pupils</b>	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>- Differentiated planning, learning activities, delivery and outcomes</li> <li>- Teaching assistant/ teacher targeted support in class</li> <li>- Co-operative learning structures</li> <li>- Learning Review System</li> <li>- Structured school and classroom practices</li> <li>- High interest Low ability reading scheme</li> <li>- English and maths intervention groups</li> <li>- Practical equipment/ activities/ games</li> <li>- Laptops/ tablets</li> <li>- ICT</li> <li>- Writing frames</li> <li>- Coloured overlays/ reading strips</li> <li>- Individualised timetables</li> </ul>	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>- Differentiated planning, learning activities, delivery and outcomes</li> <li>- Teaching assistant/ teacher targeted support in class</li> <li>- Co-operative learning structures</li> <li>- Learning Review System</li> <li>- Structured school and classroom practices</li> <li>- Instructions/ requests repeated, rephrased and reduced</li> <li>- Speaking and Listening Intervention Groups</li> <li>- 1:1 Speech and language programmes from SALT</li> <li>- Visual aids/ use of symbols</li> <li>- Practical equipment/ activities</li> <li>- Laptops/ Tablets</li> </ul>	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>- Differentiated planning, learning activities, delivery and outcomes</li> <li>- Teaching assistant/ teacher targeted support in class</li> <li>- Co-operative learning structures</li> <li>- Learning Review System</li> <li>- Structured school and classroom practices</li> <li>- Whole School Behaviour Policy</li> <li>- Personal Learning Goals</li> <li>- Whole school rewards and sanctions system- 'Smileys and traffic light system'</li> <li>- Individualised rewards and sanctions system</li> <li>- Social Stories</li> <li>- Additional 1:1 and small group interventions</li> </ul>	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>- Differentiated planning, learning activities, delivery and outcomes</li> <li>- Teaching assistant/ teacher targeted support in class</li> <li>- Co-operative learning structures</li> <li>- Learning Review System</li> <li>- Structured school and classroom practices</li> <li>- Flexible teaching arrangements</li> <li>- Staff aware of implications of sensory or physical impairment</li> <li>- Support/ advice from outside agencies</li> <li>- Range of specialist equipment</li> <li>- Individual laptops</li> <li>- Calm and sensory room - dark den</li> </ul>

	<p><b><u>Environment</u></b></p> <ul style="list-style-type: none"> <li>- Visual aids/ use of symbols</li> <li>- Visual timetables</li> <li>- Learning focussed displays</li> </ul>	<ul style="list-style-type: none"> <li>- ICT- writing with symbols/ pictures</li> <li>- afternoon intervention Speech and language</li> <li>Additional afternoon small group phonics</li> <li>- WellComm intervention</li> <li>- Makaton trained teacher</li> <li>- partnerships with parents - monthly coffee morning/ parent and child bingo/ maths and phonics</li> </ul> <p><b><u>Environment</u></b></p> <ul style="list-style-type: none"> <li>- Visual aids/ use of symbols</li> <li>- Visual timetables</li> <li>- Additional Intervention rooms</li> <li>- dark den</li> </ul>	<p>-Parent support Advisor</p> <p><b><u>Environment</u></b></p> <ul style="list-style-type: none"> <li>- Additional working areas</li> <li>- Calm and sensory room</li> </ul>	<ul style="list-style-type: none"> <li>- Additional fine and gross motor skills activities</li> <li>- Additional physiotherapy sessions</li> <li>- Additional teaching assistant support during practical lessons e.g. PE, trips</li> </ul> <p><b><u>Environment</u></b></p> <ul style="list-style-type: none"> <li>- Accessibility of building</li> <li>- Outdoor Play areas</li> </ul>
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<b>What specialist skills/ expertise do school staff have?</b>	<p>Whole staff trained in Kagan (co-operative learning structures)</p> <p>SENDCO- SLE for SEN</p> <p>SENDCo - National Award for Special Educational Needs</p>	<p>SENDCO- SLE for SEND</p> <p>Elklan trained teachers and TAs</p> <p>SENDCo - National Award for Special Educational Needs</p> <p>Wellcomm trained staff</p> <p>Basic signing training Makaton</p>	<p>Designated Child Protection leads trained at Level 3 Designated Child Protection and CSE</p> <p>Child Protection Lead trained in Tackling the issue of Female Genital Mutilation in Schools, Train the Trainer- Stonewall, CAMHs training</p> <p>SENDCO- SLE for SEN</p> <p>Team Teach trained staff</p> <p>SENDCo - National Award for Special Educational Needs</p>	<p>SENDCO- SLE for SEN</p> <p>Trained first aiders</p> <p>SENDCo - National Award for Special Educational Needs</p>

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<b>What training are the staff teaching and supporting pupils with SEND having/ Recently had?</b>	<p>CACHE Level 3 Certificate Supporting Teaching and Learning</p> <p>Meeting the needs of children with Down Syndrome in the mainstream setting</p> <p>Educational Psychologist advice and support for teaching staff</p> <p>Outreach Service advice and support for teaching staff</p> <p>New SENDCO training</p> <p>SEND and Inclusion Co-ordinator networks</p> <p>Whole school bug club training</p>	<p>ASD- A Deeper Perspective</p> <p>Starting to understand and support demand avoidance autistic pupils</p> <p>Building classroom independence in autistic pupils</p> <p>Recording progress of autistic pupils</p> <p>Whole school Introduction to ASD</p> <p>Speech and Language Therapy Service advice and support for teaching staff</p> <p>ADHD training</p>	<p>Whole school Child Protection Level 1 training</p> <p>Whole school PREVENT training</p> <p>Whole school FGM training</p> <p>All Early Years staff trained in Paediatric First Aid</p> <p>Outreach Service advice and support for teaching staff</p> <p>ADHD training</p> <p>Understanding and supporting demand avoidant autistic children</p>	<p>Sensory support advice and recommendations for teaching staff for children with visual and hearing difficulties</p> <p>Individual training from physiotherapy and Occupational therapy Service</p>

	Building independence in the classroom	Understanding and supporting demand avoidant autistic children  Outreach Service advice and support for teaching staff  Teaching assistants trained by S&L therapists to deliver specific programmes		
	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENSORY AND/OR PHYSICAL</b>
<b>What external specialist services are accessed by school to meet the needs of</b>	Educational Psychology Service- 360 Psychology Limited and One Education  Specialist Outreach Support- The Birches	Educational Psychology Service- 360 Psychology Limited and One Education  Specialist Outreach Support- Rhosey from Rodney House- Early Years	Educational Psychology Service- 360 Psychology Limited and One Education  Specialist Outreach Support- Bridgelea  School Health Service- School nurse  CAMHS	Educational Psychology Service- 360 Psychology Limited and One Education  Specialist Outreach Support- Lancasterian Sensory Support Service  Physiotherapy Service

<p><b>pupils and support their families (to include education, health, social care and community/voluntary sector services)</b></p>		<p>Specialist Outreach Support- <i>The Grange</i>- ASD</p> <p>Speech and Language Therapy Service - NHS Speech wise - speech and language therapy service</p> <p>Additional ASD training provided by <i>The Grange</i></p>	<p>Paediatrician</p>	<p>Occupational Therapy Service - NHS Manchester Occupational Therapy Service</p> <p>School Health Service- School nurse</p> <p>Health Visiting Service</p> <p>Paediatrician</p> <p>Specialist medical professionals</p>
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