

School Information Report



Nicola Hemsall Special Educational Needs Coordinator (SENCo)
01945 870321 office@gorefield.cambs.sch.uk

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

How do we make the school inclusive and a positive environment for children with SEND?

- Unconditional positive regard
- Engaging learning
- Caring and therapeutic attitudes
- Part of the school community



How do we identify that a child has special education needs or disabilities?

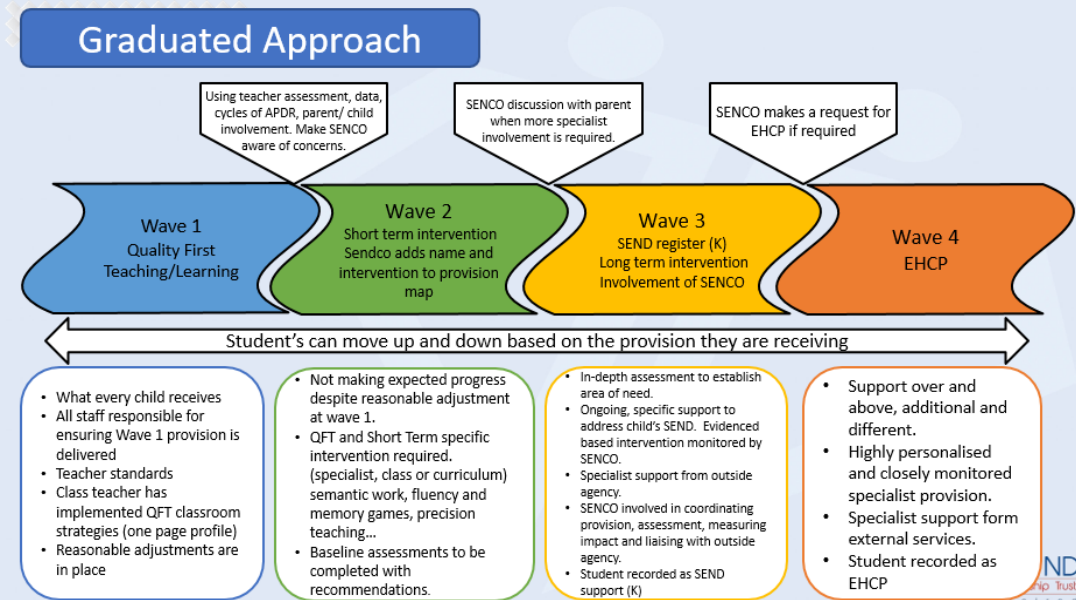
- Look at regular assessments and data
- Teacher and parent observations
- Talking to previous schools if they are new to the school
- Information from other services involved such as health



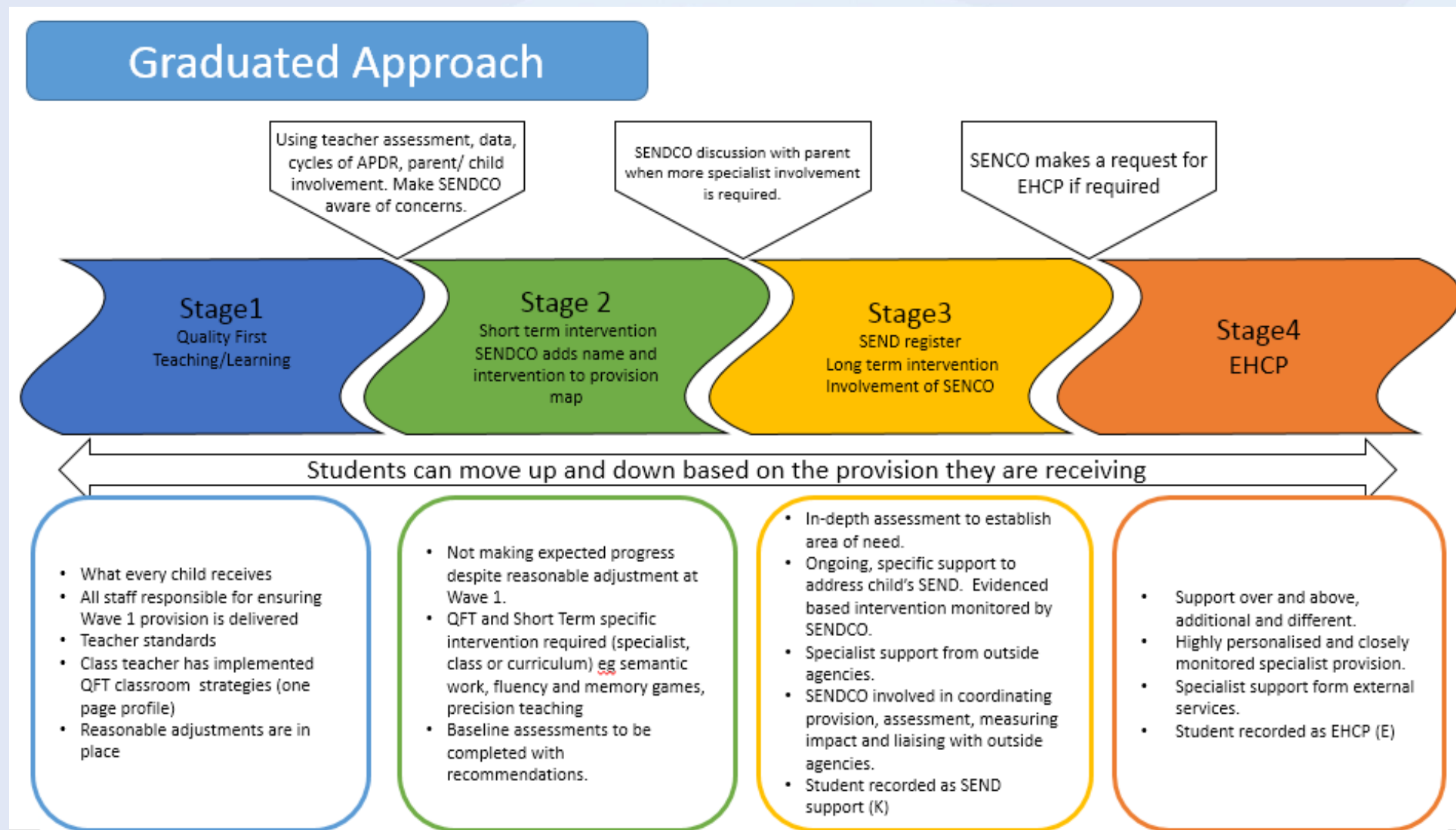
How do we support children with SEND?

All children (with SEND or not) are supported by:

- Quality First Teaching
- Inclusive environment
- Reasonable adjustments
- Teaching adaptations
- Teacher or TA support
- Monitoring of progress



How do we support children with SEND?



How do we support children with SEND?

- Every child is different, so will need different adjustments or curriculum adaptations
- Targeted support may be provided 1:1 or in a group and may involve liaison within school or with external professionals
- Assess Plan Do Review Cycles
- Monitoring of progress - SEN support/EHCP



What is an EHCP?

EHCP: Education Health and Care Plan.

The majority of children and young people with SEN and disabilities will have their needs met through SEND support. Those with complex needs that cannot be met by the ordinarily available provision support put in place by their school or college, an Education, Health and Care needs assessment may be required. This may lead to an EHCP.

Description
Family views & aspirations
Special Educational Needs
Health Needs related to SEN
Social Care Needs related to SEN
Outcomes
Special Educational Provision
Health care provision
Name of school or type of placement
Personal Budgets and Direct Payments
Advice and Information (Appendices)

How do we monitor progress?

- Classroom assessments and observations
- Targeted Support baselines/end assessments
- Assess Plan Do Review Cycles
- Parent input
- Pupil voice



How do you work with families to support children with SEND?

- Communication with parents
- Assess Plan Do Review Cycles
- Annual reviews
- Gathering pupil voice



My Target	1	2	3

How do you work with families to support children with SEND?

- School Website – <https://www.gorefield.cambs.sch.uk/>
- Education Inclusion Family Advisor
- [Early Help Assessments](#)
- [SENDIASS](#) and [Pinpoint](#)
- [Learn together](#) website and [OAP toolkit](#)
- [Cambridgeshire SEND information Hub](#) (Local Offer)
- [Cambridgeshire Children and Young People's Health Care](#)



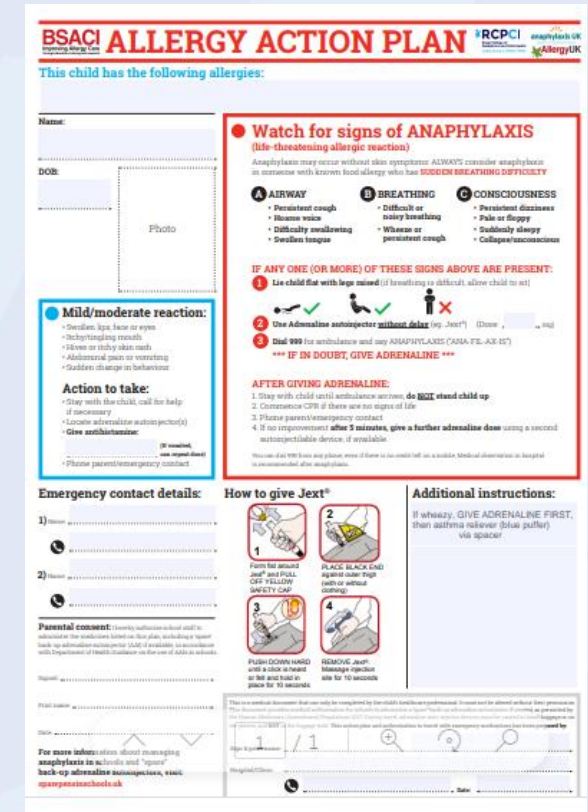
How does the school work with outside agencies?

- Health
- SEND district team
- Family workers and Educational Inclusion Family Advisor
- Social care
- SENDIASS and Pinpoint



How do we support children with medical needs and disabilities?

- Discuss the needs of the child on an individual basis
- Take advice from other professionals where needed
- Agree a plan that meets their needs



The image shows a BSACI Allergy Action Plan form. At the top, it says 'BSACI ALLERGY ACTION PLAN' with logos for BSACI, RCPC, and Allergy UK. Below this, it asks 'This child has the following allergies:'. The form includes fields for 'Name:' and 'DOB:'. There is a 'Photo' section. A red box highlights 'Watch for signs of ANAPHYLAXIS (life-threatening allergic reaction)' with three categories: 1. AIRWAY (Persistent cough, Hoarse voice, Difficulty swallowing, Swollen tongue), 2. BREATHING (Difficult or noisy breathing, Wheeze or persistent cough), and 3. CONSCIOUSNESS (Persistent drowsiness, Pale or floppy, Unusually sleepy, Collapse/unconscious). It then lists actions to take: 1. Lie child flat with legs raised (if breathing is difficult, allow child to sit), 2. Use Adrenaline autoinjector without delay (up to 2mg), 3. Dial 999 for ambulance and say ANAPHYLAXIS (Asthma, etc. NOT), and 4. If no improvement after 5 minutes, give a further adrenaline dose using a second autoinjectable device, if available. Below this, it says 'AFTER GIVING ADRENALINE: 1. Stay with child until ambulance arrives, do NOT stand child up. 2. Commence CPR if there are no signs of life. 3. Phone parent/emergency contact. 4. If no improvement after 5 minutes, give a further adrenaline dose using a second autoinjectable device, if available.' The form also has sections for 'Emergency contact details', 'How to give Jext®' (with diagrams), 'Additional instructions', and 'Parental consent'. At the bottom, it says 'For more information about managing anaphylaxis in schools and "spare" back-up adrenaline autoinjectors, visit: anaphylaxisuk.co.uk'.

How do we support children's emotional wellbeing?

- PSHE
- Pastoral Support
- Targeted Social Support
- Outside agency involvement



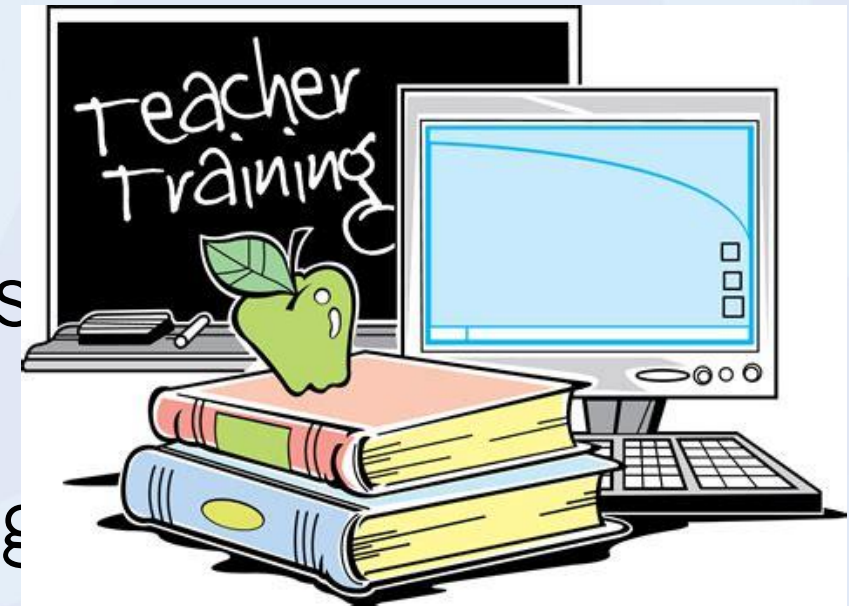
How do we support children to access the wider curriculum?

- Reasonable adjustments to access trips and activities
- Some SEND or other additional need need specific events
- Risk assessments
- Discussion with parents
- Visuals and social stories
- Pre visits where appropriate



What training have had staff for supporting children with SEND?

- General SEND courses (school and external providers)
- Training for specific individual needs
- Observing, shadowing and modelling



What will happen when my child moves class or school?

- Transition information shared with relevant staff in school
- Transition information shared between previous or next school
- Observations of child or meeting with previous or next school
- Social stories
- Stay and play sessions/ visits



What if I am not happy with the provision for my child?

- First talk to the class teacher
- Next talk to the SENDCO
- Then contact the Headteacher or Deputy/Assistant Headteacher
- If you are still not happy, then follow the complaints procedure

