



Gayhurst SEND information report

Welcome to Gayhurst Community School's SEND Information Report. On these pages you will find information on the support we provide for pupils with Special Educational Needs and Disabilities (SEND).

At Gayhurst, our goal is to remove barriers to learning so that all children can achieve their full potential. Gayhurst Community School fully endorses the SEND Code of Practice (2014) core principles:

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

What is a Special Educational Need and Disability?

The Special Education Needs and Disability (SEND) 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 the kind generally provided for others of the same age in mainstream schools.

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that pupils often have needs that cut across these areas and their needs may change over time.

The SEND Code of Practice 2014, outlines four main areas of need:

| Area of Need | Definition |
|-------------------------------|---|
| Communication and interaction | Children and young people with speech, language and communication needs (SLCNs) 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 find the social rules of communication difficult. |
| 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 adaptation or differentiation. |



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| | Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |
| Social, emotional and mental health difficulties | Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Other children and young people may have disorders such as attention deficit hyperactivity disorder or attachment disorder. |
| 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. Many children and young people with a vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning. |

School Offer

In line with statutory guidelines every school in the UK provides parents and carers with information about how the school can support children’s needs. The following questions and answers will identify key points and if you require further information please contact Fran Slot or Lorraine Karunaratne (SENDCos).

How do we identify children’s needs?

The aim is to identify children’s needs as soon as possible in their learning journey.

We can do this by

- Identifying which children are not making expected progress by tracking their achievements.
- Having termly meetings with class teachers, the senior leadership team and key staff to discuss any concerns regarding the progress or well-being of any child.
- Listening to the concerns raised by parents, carers and children.

What should I do if I have concerns about my child?

If you have concerns about your child, you can speak to your child’s class teacher or a member of the Inclusion Team who will then follow up your concerns. We will arrange to meet with you and any relevant staff. If your child is identified as making limited progress within any of the four broad areas of need as outlined in the Special Educational Needs and Disability Code of Practice, then we can discuss and plan support and any necessary referrals to professionals outside of school.

Members of the Inclusion Team and the SENDCos are available at the school gates at the beginning and end of each day.



What does the school do to support my child's needs?

Every child at Gayhurst receives **Quality First Teaching**.

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class with adapted or differentiated activities, teaching approaches and grouping.
- Your child's teacher will monitor and track your child's progress in all areas of learning and will be aware in which areas your child needs some extra support to help them make the best possible progress.

Children will receive different support, depending upon their specific needs. The class teacher will decide which strategies and resources are appropriate to support your child's needs. The SENDCo will discuss additional support provided for your child when appropriate and, where outside agencies are involved, they will provide advice about how best to support your child's needs.

Here are some examples of how we may support your child:

For children with additional learning needs:

- Increased adult support such as working 1:1 with a teaching assistant or working in a group with a particular learning focus.
- Receiving additional support from a Learning Mentor in school.
- Receiving specialist teacher support for English or Maths.
- Receiving an intervention

For children with speech, language and communication needs:

- Support and planned work set by a Speech and Language Therapist.

For children with social, mental health or emotional needs:

- An individual support plan
- Learning mentor support
- Access to a Circle of Friends or Zones of Regulation Group.

Additional provision at Gayhurst involves the graduated response which is:

- an initial assessment of need
- a planning meeting with relevant adults
- a time limited intervention
- a review of how successful the intervention has been



What is my role as the Parent/Carer of a child with Special Educational Needs?

Gayhurst Community School works in partnership with parents/carers, which enables pupils with SEND to achieve good outcomes. We recognise that parents/carers have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership.

- You may be asked to come to meetings to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Psychologist (EP). This will help the school and you to develop our understanding of your child's particular needs and be able to support them better at school.
- The specialist professional will work with you, your child, their class teacher and the Special Educational Needs and Disability Co-ordinator (SENDCO) to understand your child's 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 specific targets which will include their expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a Speech and Language Group.

If your child's needs cannot be met using the SEND support available to Gayhurst from within the school or from seeking the support of outside agencies, you will be asked to meet to discuss the possibility of requesting an Education, Health and Care Plan from Hackney Education.

What is an Education, Health and Care Plan (EHCP)?

Children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHCP).

An EHCP will look at all the needs a child or young person has across education, health and care. From September 2014, Statements of Special Educational Need were replaced by Education, Health and Care Plans. EHCPs outline a pupil's special educational needs and include the needs of the child across health and care too. Professionals from each area, along with parents/carers and the child, will consider what outcomes are desired and what is needed to achieve them. They are designed to be child friendly documents, based around the pupil and their family.

Who will support my child in school?

If your child is identified as needing support, the following staff will be involved in supporting your child:

- Qualified and experienced teachers
- Experienced and skilled teaching assistants

The following people may also be involved depending on your child's needs (School based staff are in grey and form part of Gayhurst's Inclusion Team):



| Name | Role | Description |
|------------------------------------|---|--|
| Fran Slot | Deputy Head for Inclusion and SENDCo | Manages support for children |
| Lorraine Karunaratne | SENDCo | Manages support for children |
| Toki Otudeko | Pastoral Support Manager | Support for children with social, emotional and mental health difficulties |
| Pat Grant | Learning Mentor | Support for children with social, emotional and mental health difficulties |
| Laura Philipson and Lauren Saffery | Teaching and Learning Associates | Individual, paired or group support for children in and out of class. |
| Various | Teaching Assistants | Individual, paired or group support for children in and out of class |
| Jon D'Agostino | Counsellor | Support and guidance for staff/parents/students about social and emotional mental health |
| Anthony Abraham | LEAP Behaviour Mentor | Support for children with social, emotional and mental health difficulties |
| Afia Akyeampong-Spencer | Educational Psychologist | Support and Guidance for staff/ parents /students across the four areas of need |
| Amina Adam and Daisy Brookes | Speech and Language Therapists | Support for students with Speech and Language and Communication needs |
| Fay Day | Specialist teacher | Support for children across the four areas of need |
| Mark Sokhal | Specialist Teacher of Deaf and Partially Hearing Children | Support for students with hearing impairments |
| Sezen Yazicioglu | School Nurse | General medical support and advice for pupils, parents and staff and developing health care plans for individuals with medical needs |
| Various therapists | Occupational Therapist | Support for students with difficulties including co-ordination, sensory needs, personal care |
| Various therapists | Physiotherapist | Support for students with physical disabilities |
| Various Therapists | Educational psychotherapist | Support for students with social and emotional mental health needs |



What specialist services and expertise are available at or accessed by the school?

These services are accessed depending on the level and type of need, which can change on a regular basis.

- **Educational Psychologist**
- **Speech and Language Therapy**
- **First Steps (CAMHS)**
- **CAMHS (Child and Adolescent Mental Health Service)**
- **Children's Social Care**
- **Occupational Therapy**
- **Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)**
- **Re-Engagement Unit**
- **PRU (Pupil Referral Unit)**
- **School Nurse**
- **Young Hackney – pastoral, behaviour support**
- **WAMHS (Wellbeing and Mental Health in Schools programme)**
- **The Kids Network**

What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

We would encourage you to speak to your child's class teacher or a member of the Inclusion Team if you have any concerns about your child. Meetings can be arranged during the school year when you or the class teacher feel that there are issues to discuss.

You will have two formal opportunities at parent/carer evenings to meet with your child's class teacher to discuss your child's progress. Further opportunities to meet with a member of the Inclusion team are available throughout the school year.

A child identified on the SEND register as having SEND support will also have these same opportunities with the addition of discussing and reviewing targets in the child's SEND Individual Support Plan (ISP). Additional SEND support meetings may be required throughout the year especially when outside professionals are involved.

If your child has an Education, Health and Care Plan then they will have reviews on a minimum of a yearly basis to discuss in detail their individual needs and ensure that the right provision is in place.



How will my child's views be heard?

Your child will be able to contribute at all SEND reviews should he or she be old enough and/or be able to contribute. Where possible, children will attend EHCP annual review meetings and have the opportunity to make their views known through termly meetings with a key adult.

How will you help me to support my child's learning?

- The class teacher may suggest strategies for supporting your child.
- A member of the Inclusion Team may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study are sometimes provided that can be used at home.

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

The well-being of our school community is central to our approach to teaching and learning at Gayhurst. Fran Slot is our Mental Health Lead and she works closely with the rest of the Inclusion Team to support mental health across the school. We follow the Jigsaw PSHE curriculum, which supports children's social and emotional development.

Pupils with medical needs

If a pupil has a medical need then a detailed Health Care Plan may be compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the pupil. Key members of staff are trained to use an EpiPen. Other staff training is arranged when necessary to support any child with medical needs.

Where necessary and in agreement with parents/carers, medicines are administered in school only where a signed request to administer medication form is in place to ensure the safety of both the child and the staff member.

What training have the staff supporting children with SEND completed or are currently completing?

Different members of staff have received training related to SEND - these have included:

- How to support children with speech, language and social communication needs
- How to support children on the autistic spectrum
- How to support children who have ADHD
- How to support children with social, emotional and mental health needs
- How to support children in English and Maths
- How to support children with hearing impairments

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

Activities and school trips are available to all children.



- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the level of 1:1 support required.

How will the school prepare my child when joining Gayhurst Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- At the end of the Summer Term, all pupils attend a transition session in which they spend time with their new class teacher and support staff. Teachers and support staff also meet at this time of year to discuss children's individual needs with the new staff for the following year.
- For children starting school in Reception, we hold information sessions for new parents/carers to get to know Gayhurst in the Summer term.
- Additional visits are arranged for pupils who may need extra time in their new school/class.
- Secondary school staff may visit pupils prior to them joining the new school and there are transition visits for all pupils to attend their new secondary schools in the Summer term.
- The SENDCo will liaise with the relevant staff from other schools to share information regarding SEND pupils and their individual needs.
- Where a pupil may have more specialised needs, the SENDCo may arrange a separate meeting between the new school SENDCo, parents/carers, pupil and other relevant professionals.

How are the school's resources allocated and matched to the pupil's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a review meeting or if a concern has been raised at another point during the term.
- Resources may include deployment of staff depending on individual circumstances.

What are our admission arrangements for children with Disabilities?

The arrangements for the admission of pupils with disabilities to Gayhurst School fall within our duties under the Equality Act 2010 and Special Educational Needs and Disability Regulations 2014. The arrangements are the same as those applied to all pupils. All Admissions (apart from Nursery places) are arranged by application to the Local Education Authority (Hackney Education). If successful, Gayhurst School then receives notification that a child has been allocated a place. For information about Hackney Education admissions please visit the Hackney Education website <https://education.hackney.gov.uk/section/admissions-and-transfers>



Nursery applications are made directly to the school. More information about how to apply for a Nursery place at Gayhurst can be found on the school website.

Children with Education Health and Care plans have a separate application process. You can get an application form to complete from the Education, Health and Care Planning (EHCP) team at Hackney Education.

Please refer to the [Hackney Local Offer](#) for more information.

Gayhurst Community School will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend our school due to a disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments to prevent any child being disadvantaged.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all children. Please see the section on Teaching and Learning on the website for details of *how we adapt the curriculum and learning environment for children with Special Educational Needs and/or disabilities (SEND)*

Existing facilities provided to assist access to the school by children with disabilities include:

- Wheelchair access at the main entrance via a ramp
- There is an accessible toilet near the main entrance on the ground floor
- A lift to gain access to the three main floors of the building

For further details, please see the Accessibility Policy plan which forms part of the Equality Plan and sets out the school's Equality Objectives.

What do I do if I have a concern about the support that my child with SEND receives at Gayhurst Primary school?

Many issues can be resolved with a conversation with the Inclusion Manager and SENDCo (Fran Slot) and/or the SENDCo (Lorraine Karunaratne) who will arrange to speak with you to discuss any concerns. If you are still unhappy please refer to the complaints procedure in the Contact Us section of the school website.

You can also receive support and advice about any concerns by getting in touch with Hackney SENDIAGS (Special Educational Needs and Disability Information Advice and Guidance).



Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the Inclusion Manager/SENDCo.

If you have any other questions, please do not hesitate to contact the school.

School contact Number: 0207 254 6138

School email address: admin@gayhurst.hackney.sch.uk

Local Authority Offer

The SEND Code of Practice 2014, requires local authorities and schools to publish, and keep under review, information about services they expect to be available for the children and young people with (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Hackney Local Offer can be accessed at:

[Hackney Local Offer](#)