



**Georgian Gardens Primary School**

**SEND Information Report  
2024 – 2025**

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| <p><b>Our School</b></p>                                                                                                  | <p><b>Our School Vision</b></p> <p>Children will be <b>INSPIRED</b> and <b>BELIEVE</b> in themselves and their abilities. They will learn within a nurturing environment of <b>SUCCESS</b> and <b>ACHIEVEMENT</b>. Our pupils will leave the school equipped to contribute, locally, nationally and internationally as <b>GLOBAL CITIZENS</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                        |                                                                                    |                               |                                                                                     |                                     |                                                                                     |                      |
|  <p><b>Our SENCO</b></p>                 | <p>Our Assistant Headteacher, Inclusion and SENCO is Mrs C Lewis.</p> <p>If you would like to contact Mrs Lewis, please call school on 01903 771555 or email <a href="mailto:office@georgiangardens.w-sussex.sch.uk">office@georgiangardens.w-sussex.sch.uk</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |                        |                                                                                    |                               |                                                                                     |                                     |                                                                                     |                      |
|  <p><b>Special Educational Needs</b></p> | <p>At Georgian Gardens Primary School, we support children with a variety of special educational needs and disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.</p> <p>SEND is categorised into the following areas in the SEND Code of Practice 2015:</p> <table border="1" data-bbox="541 828 1453 1348"> <tbody> <tr> <td data-bbox="541 828 847 960"></td><td data-bbox="847 828 1453 960">Cognition and Learning</td></tr> <tr> <td data-bbox="541 960 847 1093"></td><td data-bbox="847 960 1453 1093">Communication and Interaction</td></tr> <tr> <td data-bbox="541 1093 847 1218"></td><td data-bbox="847 1093 1453 1218">Social, Emotional and Mental Health</td></tr> <tr> <td data-bbox="541 1218 847 1348"></td><td data-bbox="847 1218 1453 1348">Sensory and Physical</td></tr> </tbody> </table> <p>Children may have special educational needs either throughout or at any time during their school journey. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.</p> <p>“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:</p> <ul style="list-style-type: none"> <li>• achieve their best;</li> <li>• become confident individuals living fulfilling lives, and</li> <li>• make a successful transition into adulthood, whether into employment, further or higher education or training.</li> </ul> <p>Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN.”</p> <p>(SEND 0-25 Code of Practice, 2015, p92)</p> |  | Cognition and Learning |  | Communication and Interaction |  | Social, Emotional and Mental Health |  | Sensory and Physical |
|                                          | Cognition and Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                   |                        |                                                                                    |                               |                                                                                     |                                     |                                                                                     |                      |
|                                         | Communication and Interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |                        |                                                                                    |                               |                                                                                     |                                     |                                                                                     |                      |
|                                        | Social, Emotional and Mental Health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |                        |                                                                                    |                               |                                                                                     |                                     |                                                                                     |                      |
|                                        | Sensory and Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |                        |                                                                                    |                               |                                                                                     |                                     |                                                                                     |                      |



## Identifying and Assessing Need

At Georgian Gardens we work closely as a team and, if staff have a concern about a child, they will discuss this with parents in the first instance and then follow the Graduated Response approach of 'Assess, Plan, Do and Review' using the Ordinarily Available Inclusive Practice document produced by West Sussex County Council (<https://www.westsussex.gov.uk/tools-for-schools/send-toolkit/ordinarily-available-inclusive-practice-oaip/>).

After a period of 6 – 8 weeks, if there continues to be concerns, the teacher will complete a concern form, which is submitted to the SENCO for further investigation.

There are a variety of ways we gather more information about individual children (as opposed to the assessments that all children undertake). Once information has been gathered, the teacher and the SENCO discuss the findings and decide on strategies, which are additional to, or different from those already being provided in the classroom to help the child to make progress. With the agreement of parents/carers, the child could be placed at **School Support (K)** on the SEND Register.

If a child is at School Support we record the strategies used to support the child on an Individual Learning Plan (ILP), speech and language goals or a Thrive profile/action plan. These will detail the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every term.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those previously used. External support services will provide information for the child's ILP.

If a child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Plan (EHCP) may be made to the Local Authority. A range of written evidence about the child will support the request.



## Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs.

The school may support a child in a variety of ways depending on their individual needs. They will use the WSCC 'Ordinarily Available Inclusive Practice' document to support them. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. Teachers will sometimes call this 'scaffolding' or 'adapting the curriculum'. A child's targets will be set by the class teacher in collaboration with the SENCO, child and parents. A further level of provision may involve a child working individually with a member of staff to meet specific targets.

Targets could be set, monitored and reviewed using a range of ways:

- An Individual Learning Plan (ILP). The ILP will detail:
  - pupil views
  - the short-term target,
  - how they will achieve the target,
  - who will help them – school, home, others
  - how they will know they have achieved the target (success criteria),
  - when the plan is to be reviewed.
  - Parent views should they wish to have them noted.
- A Thrive profile and Action Plan.
- Speech and Language Therapy Goals.

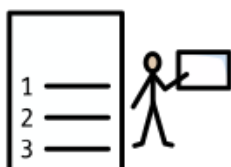
The above will be reviewed three times a year. Parents and carers are encouraged to participate in the target setting and review process. They are also able to access and comment on their child's ILP online through 'Edukey (TES) Provision Map'. The above documents will also be discussed at parents evenings each term.

These detail support that is additional to or different from that provided as part of the School's Ordinarily Available Inclusive Practice.

Another way is through the implementation of Quality First Teaching:

#### Implementing the key principles of 'Quality First Teaching' at ...

|                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                      |
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|  <p><b>Vocabulary</b><br/>Explicitly teaching new vocabulary and key words...</p>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Assessment for Learning</b><br/>Feedback and reflecting on learning...</p>                |
|  <p><b>Talk</b><br/>Access to talk opportunities, including rehearsal...</p>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Purposeful Context</b><br/>Making meaningful connections and links...</p>                 |
|  <p><b>Questioning</b><br/>Targeted, assessed process. Encourage questioning...</p>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Adaptation</b><br/>Adjusting to meet the need, including the use of manipulatives...</p>  |
|  <p><b>Hands-on</b><br/>Concrete, pictorial, hands on...</p>                              | <div style="border: 1px solid black; padding: 5px;">  <b>Relationships</b> – knowing our pupils...<br/>  <b>Inclusion</b> - the best possible progress for <u>all</u> of our children, whatever their needs or abilities.<br/>  <b>Ambition</b> – high expectations for <u>all</u>...         </div> | <p><b>Modelling</b><br/>Demonstrating, using examples, and showing processes...</p>             |
|  <p><b>Scaffolding</b><br/>Techniques to aid progression to the learning objective...</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Small Steps</b><br/>New information given in small, manageable bites...</p>               |
|  <p><b>Retrieval</b><br/>Revisit prior learning of the subject area...</p>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Awareness</b><br/>We actively address inequalities...</p>                                 |



**Curriculum adaptations**



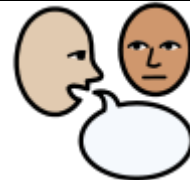
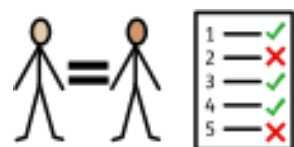
Visual timetables



Task boards



Peer mentoring

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |                                                                                      |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assistive technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Talk partners                                                                       | Peer marking                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Self-assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Word banks                                                                          | Positive behaviour                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ear defenders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Timers                                                                              | Explicit instruction                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |
| Manipulatives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Pre-teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Visuals                                                                             |                                                                                      |
| <p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Our SENCO and subject leaders have worked together to create overviews for each foundation subject and science. These overviews outline inclusive practice within each subject and sit alongside our curriculum documents.</p> <p>We also seek advice and equipment from outside agencies as and when the need arises.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                     |                                                                                      |
| <br><b>Parent Consultations</b>                                                                                                                                                                                                                                                                                                                                                                             | <p>At Georgian Gardens we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We are taking part in the Partnership for Inclusion of Neurodiversity in Schools (PINS) project alongside the West Sussex Parent Carer Forum (WSPCF). We hold regular drop-in sessions and parent workshops on a range of topics. Parent carers from WSPCF join the sessions to help to provide a safe, welcoming space for all. They also share information, provide support and help create new networks.</p> <p>Georgian Gardens is also a Thought-Full school. Thought-Full work with us to improve the mental health and well-being of staff and pupils. As well as us having an on-site Education Mental Health Practitioner, they also offer parent drop ins and workshops. We have already held a series of workshops on the</p> |                                                                                     |                                                                                      |

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                      |                                                                                     |                                                                                      |                                |                                                                                     |                                             |
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|                                                                                                                                       | <p>topic of ‘anxiety’. Our next workshops are about ‘emotion coaching’ and ‘resilience’.</p> <p>We have parent evenings each term to share the progress of children with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.</p> <p>The first point of contact will always be a child’s class teacher. The Assistant Headteacher Inclusion/SENCO at this school is Mrs Claire Lewis, the Family Support Manager is Miss Claire Lewry, the Learning and Behaviour Mentor is Ms Gina Watts, the Specialist Speech and Language TAs are Mrs Dee King and Mrs Ali Foster (job Share); all are available if further assistance is necessary. Alternatively speak to Miss Amie Bowers (Headteacher).</p>                 |                                                                                      |                                                                                     |                                                                                      |                                |                                                                                     |                                             |
| <div></div> <div><b>Child Consultations</b></div>    | <p>Pupil’s views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings, including EHCP annual reviews, and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table> |    |  |  | Self-assess how they are doing | Attend meetings, including EHCP annual reviews, and help decide the support needed. | Feedback and Review progress/interventions. |
|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                     |                                                                                      |                                |                                                                                     |                                             |
| Self-assess how they are doing                                                                                                        | Attend meetings, including EHCP annual reviews, and help decide the support needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Feedback and Review progress/interventions.                                          |                                                                                     |                                                                                      |                                |                                                                                     |                                             |
| <div></div> <div><b>Evaluating Provision</b></div> | <p>The provision in place for children with additional needs is reviewed each term in line with our internal pupil progress meetings and SEND review meetings.</p> <p>We discuss and share ideas in staff meetings to ensure up to date research and policy is in place.</p> <p>We review the children’s individual progress towards their outcomes each term or sooner, if required.</p> <p>We gather pupil voice around the intervention they are taking part in and whether the intervention is helpful and makes a difference.</p> <p>Holding annual reviews for children with Education Health Care Plans.</p> <p>Termly</p>                                                                                                                                                                                                                                                          |                                                                                      |                                                                                     |                                                                                      |                                |                                                                                     |                                             |
|                                                                                                                                       | <p>At Georgian Gardens, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.</p> <p>When a new member of staff joins the school, we ensure they understand</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      |                                                                                     |                                                                                      |                                |                                                                                     |                                             |



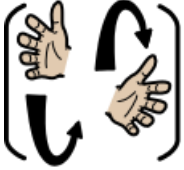
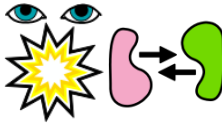
## Staff Training

the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

This following reflects the training some of our staff have had:

|                                                                                     |                                                                                     |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |     |    |
| Drawing and Talking Therapy                                                         | Lego Therapy                                                                        | Thrive Approach                                                                       | Bucket Time                                                                           |
|  |  |  |  |
| Attention Autism (Level 1)                                                          | Makaton                                                                             | Phonics                                                                               | De escalation                                                                         |
|  |  |   |  |
| Specific Learning Difficulties                                                      | Complex Needs training                                                              | Nurture support                                                                       | Speech and Language                                                                   |
|  |  |   |  |
| Precision Teaching                                                                  | Attachment                                                                          | Intensive Interaction                                                                 | Sensory needs                                                                         |

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.





## Transition Support

### **Transition to Reception**

We hold an open evening in the summer term for our new reception starters, providing families with the opportunity to meet with the class teachers and SENCO.

We hold stay and play sessions in June in preparation for their September start. We also visit every pre-school in order to see the children in their current setting. This is in addition to completing a handover with the pre-school. For children with more complex needs, we work alongside parents, pre-schools and the Under 5's Team to hold a supported transition meeting.

Over the summer break, videos of the Reception staff reading stories are put onto an online system called 'Tapestry' for all children and parents to access.

In September, the Reception staff visit the children at home to find out more about their likes and dislikes in order to support a positive start to school.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

### **End of Year transition**

When children move up a year, we provide social stories which include photos of the teacher, other adults and the classroom environment.

We hold a transition day during the summer term so the children to go up to their new classroom and meet their teacher. We also arrange for their new teacher to visit them in their current class.

Some children may require extra transition visits to their new classroom to help to ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share relevant information and documents.

### **Secondary Transition**

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Some children may benefit from additional visits to the school with our staff which we can arrange with the secondary schools. Our local secondary schools also offer additional activity sessions for any children who would benefit from them.

We meet with every secondary school to discuss the needs of the children. The main secondary schools we feed into also use 'Edukey (TES) Provision Map' so all SEND records are sent to them electronically.





## Outside Agencies

External support services play an important part in helping the school identify, assess and make provision for children with Special Educational Needs and Disabilities.

These include seeking advice and support from:-

- the nominated Educational Psychologist for the school.
- the specialist advisory teaching services for children with sensory impairment or physical difficulties.
- services like the Occupational Therapy Service.
- the Speech and Language Therapy Service along with contributions to the reviews of pupils with significant speech and language difficulties.
- the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- the school nurse and community paediatrician (Child Development Centre or CDC).
- the Pupil Entitlement Team (Attendance)
- Early Help Services ie, Family Support Worker, Designated Schools Team

Before the school make any referral to a specialist service we will always gain your permission.

The SENCOs of each school within the Angmering Locality meet together each half term to share good practice and this is a strength of our group of schools.



## Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their needs.

Please read the school's accessibility plan for further information about the steps we have taken to help children with SEND access our school.



## Complaints Procedures

At Georgian Gardens School we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher in the first instance about any concerns they may have. They will be able to discuss additional support children are receiving.

If you wish to discuss your child's needs further please contact the SENCO who will be able to talk about how the School can support children with SEND. The School's Complaints Policy is on our school website on the 'Policies' page. This

|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                             | <p>includes complaints around SEND and Looked after children. The policy can also be obtained through request of a paper copy from the school office. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged by the class teacher, SENCO and Headteacher to try and resolve any issues.</p> |
|  <p><b>West Sussex<br/>Local Offer</b></p> | <p>The West Sussex Local Offer can be found at<br/> <a href="https://www.westsussex.gov.uk/local-offer/">https://www.westsussex.gov.uk/local-offer/</a></p>                                                                                                                                                                                                        |