

# Inclusion Department

Inclusion Department  
Garlinge Primary School & Nursery  
Westfield Road  
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## Introduction

Garlinge Primary School and Nursery is a designated mainstream specialist provision for children with physical impairments. Our facilities include carefully designed care suites, a sensory and soft play area and disabled accessibility throughout the school. As an inclusive school we ensure that all children are catered for within the whole school community, with access to all areas of the curriculum, including breakfast and after school clubs.

It is recognised that many children will experience a time when they may have an additional need during their primary school experience, this may take the form of a learning and/or an emotional need. Depending upon the need a member of the inclusion team will assess and provide the necessary support to ensure that the child's needs are being addressed.

### Provision for Additional Educational Needs

Children who experience difficulties in learning are given extra support under the direction of the school's SENCo. Learning support assistants work with individuals or small groups of children throughout the school under the guidance of the class teacher. The progress of the children in these groups is carefully monitored and individual targets are written and reviewed termly.

The school keeps a register of children with Special Educational Needs (SEN). A child is placed on the SEN register if they require individualised support to meet their needs, this is decided in consultation with parents/carers and a letter is sent home to confirm this decision. Once a child is placed on the register their progress will be closely monitored and regular meetings occur with the class teacher and the parents/carers of the child. In these meetings progress of the child is discussed to decide whether the child needs to remain on the SEN register or whether further additional support is needed, such as involvement from external agencies. The SENCo is available to support throughout this progress.

Should a parent/carer need advice or support please come and speak with one of our dedicated inclusion team members who will be happy to assist.



## Deputy Headteacher and Inclusion Leader Mrs A Northrop

I am responsible for ensuring that all children at school have full access to the school curriculum and achieve their potential. I am also the Designated Safeguarding Lead for the school.



## Assistant Headteacher and SENCo Miss S Ellis

I am responsible for all additional needs across the school, whether that is learning needs or emotional support. I am the designated teacher for Children in Care.



# Garlinge Primary School and Nursery

"A place for everyone to succeed and thrive with inclusion at its heart"

## Inclusion Department Team

### AEN Administration Support



**Mrs C Singleton**

**Mrs S Ayling**

We assist the Inclusion Team with support and we will often be the first point of contact and will direct you to the person who is able to support you with your child.

### Welfare Officer



**Mrs M Palmer**

I lead our team of first aiders and work closely with some of our more vulnerable children and support families whose children may have complex medical needs. I also ensure staff are trained in the medical needs for all our children.

### Speech and Language Teaching Assistant



**Mrs L Sterling**

I support the Speech, Language and Communication needs of children in Nursery through to Year 6. This can be in the classroom, in small groups or 1:1.

### Family Support Team



**Mrs A Gillatt**

**Mrs Smith**

We engage with children, carers and families to promote well-being and provide support and guidance.

### EAL Learning Mentor



**Ms E Farrell**

I support children and their families who have little English and/or are new to the country to help them access learning in school and the wider community.

### Learning Mentors



**Miss C Rowe**

**Ms M Scott**

We support the children with all aspects of school life from class based learning to developing positive social interactions with peers. We have a particular focus on the social and emotional well-being of the child and support is offered either in group or 1:1 sessions.

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