

## Special Educational Needs and Disabilities (SEND) information report

This information report outlines Goosewell Primary Academy's approach to Special Educational Needs and Disabilities (SEND). The SEND policy can be found on our website.

This document aims to:

- explain how Goosewell Primary Academy will support and make provision for pupils with special educational needs and disabilities (SEND).
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Goosewell we are committed to offering an inclusive curriculum to all our children whatever their needs or ability. We believe that:

- all pupils are entitled to a rich and relevant curriculum.
- all pupils can make the best possible progress.
- all pupils are entitled to feel valued, positive about themselves and experience success.
- All teachers are teachers of SEND.

### What does having a Special Educational Need mean?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or a young person has a difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or,
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015).





This means that a pupil may need:

- additional resources or equipment to help them in the classroom.
- to work with someone specially trained to help them in the area where they need support (usually an outside agency).
- to have a support plan which will be shared with parents/carers.

### Who is responsible for the pupils with SEND at Goosewell Primary Academy?

At Goosewell, all teaching staff are responsible for day-to-day teaching of children with SEND in their class.

Meet our inclusion team:

 <p>Miss Louise Merriman – SENCo Miss Merriman is responsible for working with staff, outside agencies, the local authority SEND team and parents to ensure that pupils with SEND from Reception to Year 6 are supported appropriately.</p> <p><a href="mailto:SEND@goosewell.plymouth.sch.uk">SEND@goosewell.plymouth.sch.uk</a></p>	 <p>Mrs Clare Phillips – HUB lead Mrs Phillips is responsible for working with staff, outside agencies, the local authority SEND Team and parents to ensure that pupils with the specialist provision are supported appropriately.</p> <p><a href="mailto:cphillips@goosewell.plymouth.sch.uk">cphillips@goosewell.plymouth.sch.uk</a></p>
 <p>Mrs Jo Penk – Designated Safeguarding Lead and Parent Support Advisor.</p> <p><a href="mailto:jpenkpsa@goosewell.plymouth.sch.uk">jpenkpsa@goosewell.plymouth.sch.uk</a></p>	 <p>Mr Marc Leader – Designated teacher for Looked After Children.</p> <p><a href="mailto:Mleader@goosewell.plymouth.sch.uk">Mleader@goosewell.plymouth.sch.uk</a></p>

If you would like a meeting with any of these members of staff, please email them directly or contact the school office on 01752 482960. They can also be reached directly via email. Further support can be requested from our SEND Governor Mrs Dillon, whose details can be requested from the school office.

## Who else can you contact for further support?

If you would like further support, PIAS (Plymouth Information Advice and Support for SEND) can provide impartial and confidential information and support for parents and carers which can include:

- helping with reports, letters and paperwork.
- attending meetings.
- signposting to other groups or organisations.
- visiting schools to help with making informed choices.

PIAS can be contacted directly on 01752 258933 or through their website [www.plymouthias.org.uk](http://www.plymouthias.org.uk)

## What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

You can contact your child's teacher directly by email or via the school office.

They will pass the information on to our SENCo, Miss Merriman, who will be in touch to discuss your concerns.

You can also contact the SENCo directly via [SEND@goosewell.plymouth.sch.uk](mailto:SEND@goosewell.plymouth.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register.

## How does Goosewell identify the special educational needs of pupils?

At Goosewell, all our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their learning, emotional or social development. The progress and attainment of all pupils is reviewed termly by teachers and the Senior Leadership Team (SLT) who organise support to meet needs across the school. This ensures that pupils who need further support are identified swiftly. Children's progress is measured against the National Curriculum expectations for their year group. Some children may not yet be secure with the expectations for their year group therefore steps to support them will be planned appropriately during termly pupil progress meetings. If the teacher notices that a pupil is falling behind, they will find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEND.

The SENCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The class teacher or SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCo will decide whether your child needs SEND support and this will be shared with you. If your child does need SEND support, their name will be added to the school's SEND register, and the class teacher will create a SEND support plan for them, this will be reviewed termly.

If a multi-agency response is required, targets may be documented through a Team Around Me (TAM). This helps to co-ordinate the advice from multiple agencies. If the child struggles despite multi agency

working and high-quality targeted provision, the team around the child may consider if an Educational Health Care Plan (EHCP) would be appropriate. A child with an EHCP will have a carefully constructed plan to meet their individual needs. This is reviewed annually, alongside termly meetings (if required) to set and review short term targets. It may be necessary to apply for additional funding to secure specialist expertise or resources through this process.

As a mainstream school, we must make reasonable and appropriate adjustments for pupils with additional needs across the four broad areas as outlined in the code of practice:

- Communication and interaction – this area includes speech and language difficulties and also social communication difficulties including autism.
- Cognition and learning – this includes specific learning difficulties including dyslexia, dyspraxia and dyscalculia as well as moderate and severe learning difficulties.
- Social, emotional, and mental health difficulties – this includes children with mental health needs, attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- Sensory and/or physical needs – this includes visual impairments, hearing impairments, multi-sensory impairment or physical impairment.

*A child may have difficulties in one or more of these areas.*

#### How will Goosewell measure my child's progress?

At Goosewell, we follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. These outcomes will be communicated to you via your child's SEND support plan.

## How does Goosewell involve parents in the decisions around their child's education?

As a school, we provide termly updates on your child's progress through parent meetings or your child's annual progress report.

When a child is on the SEND register the termly meetings with class teachers will:

- set clear outcomes for your child's progress.
- review progress towards those outcomes.
- discuss the support that is put in place to help your child make progress.
- gain your and your child's view on the progress that has been made.

If you have concerns that arise between these meetings, please contact your child's class teacher via Dojo, email or the school office.

## How does Goosewell involve children and young people in decisions about their education?

The level of involvement will depend on your child's age and understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

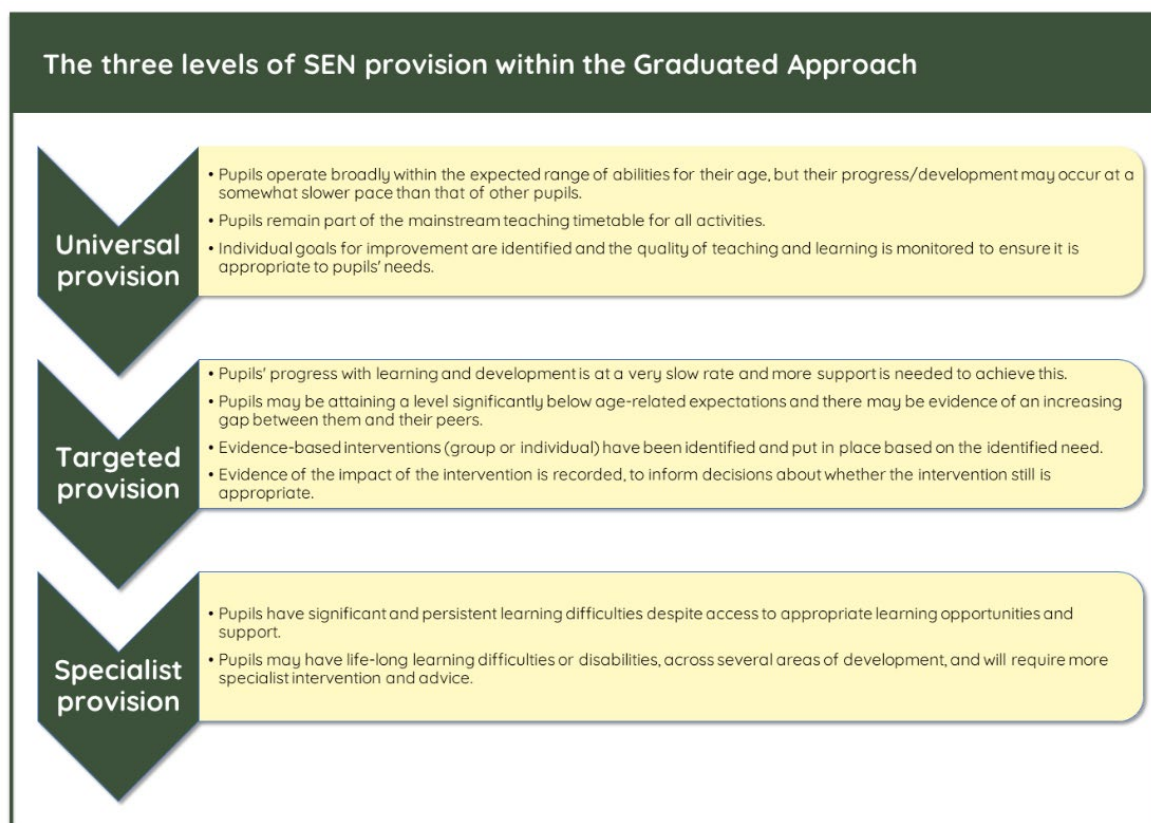
We may seek your child's views by asking them to:

- attend meetings to discuss their progress and outcomes.
- discuss their views with a member of staff who can act as a representative during the meeting.
- complete a survey.

## What is Goosewell's approach to teaching children with SEND?

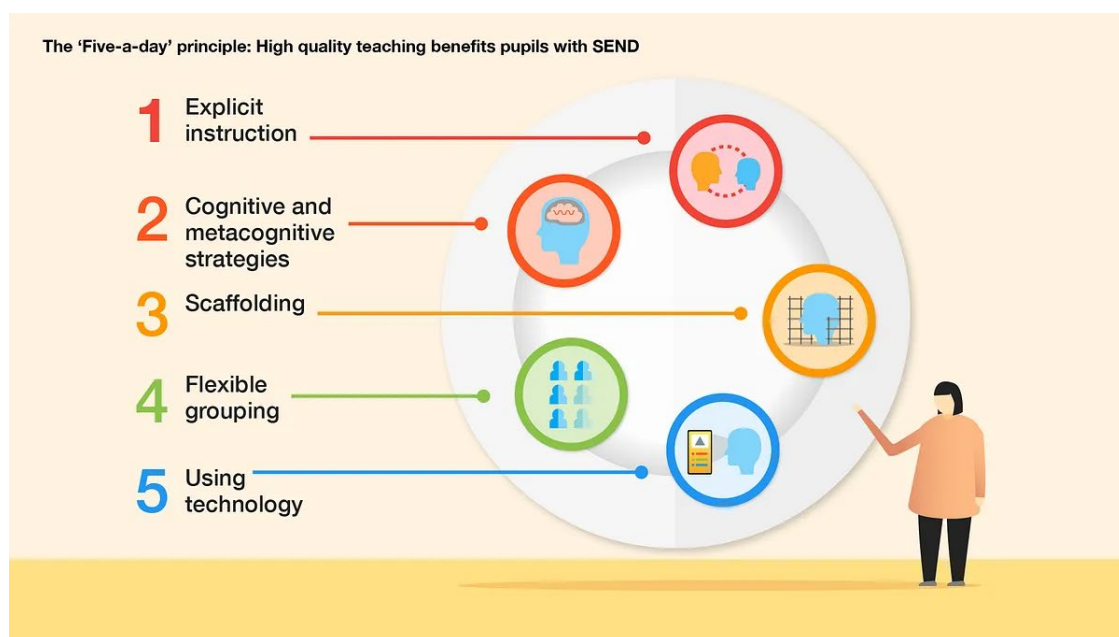
At Goosewell, we believe that all teachers are teachers of SEND and that the best teaching takes place in the classroom. There is an expectation that teachers will be highly aware of the learning needs of all children and most needs will be met through universal provision.

Should a child be identified as needing targeted provision. Their needs will be discussed with the SENCo and communicated to parents/carers. Should a child present with significant and persistent learning difficulties, more specialist intervention and provision may need to be considered.



We ensure that all of our teachers provide quality first teaching (QFT) which is adapted to meet the needs of children, regardless of their SEN status and respond to the individual needs of the children in

their classrooms. We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons:



Teachers will ensure that the learning is coherently sequenced to meet the needs of SEN children based on their starting points and aspirations. As a school, we consider the cognitive load of children within our teaching pedagogy and classroom set up. Learning is developed through small steps that build on and link to previous learning experiences. Scaffolds are used within lessons to enable all children to access their learning. Pre-teach and small group tuition are used to give additional guided practice where needed.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- use of symbols to enable access to tasks and communication.
- adapting our resources and staffing
- provision of recommended aids, such as coloured overlays, visual timetables, larger font, etc.

#### How does Goosewell evaluate the effectiveness of its SEN provision?

Subject leaders and the SENCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing. The effectiveness of interventions is measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the Classroom teacher and SENCo and where necessary, appropriate additional training will be provided to staff running interventions.

If a child is supported through the 'Team Around Me' (TAM) process or an 'Early Help Assessment' (EHAT), the multi-agency team working with the child will meet regularly with a school leader or child protection officer to review progress against outcomes.

Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.

We will evaluate the effectiveness of provision for your child by:



- reviewing their progress towards their outcomes each term
- using pupil questionnaires
- monitoring by the SENCO
- using provision maps to measure progress
- holding annual reviews for those children with an EHCP.

### What specialist support can be accessed by Goosewell to support children with SEND?

There may be times when children require additional support from outside agencies to receive more specialised expertise.

Goosewell has access to the following agencies:

- Livewell Speech and Language Therapists (SaLT)
- The Communication and Interaction Team (CIT/CITEY)
- School Nursing Service
- Child Development Centre (CDC)
- Multi-Agency Support Team (MAST)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officer (EWO)
- Social Care
- Plymouth Information Advise and Support Service (PIAS)
- Health Visitor
- Specialist school outreach program

### How will Goosewell ensure my SEND child is included in activities alongside their peers?

We have an extensive range of wider opportunities at Goosewell which includes extra-curricular activities and school visits. These are all made available to our pupils, including those with SEND. All pupils are encouraged to go on our school trips, including our residential trips to London in year 4 and Barton Hall in year 6.

All pupils are encouraged to take part in school games day, May Day dance, class assemblies, school plays, sports events and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN status and we will make whatever reasonable adjustments are needed to make sure they can be included. As a school, we track the engagement in our wider opportunities to ensure that all our children with SEND are accessing.

Where appropriate, risk assessments are carried out and procedures are put in place to enable all children to participate. When appropriate, extra-curricular activities specifically tailored to SEND children are delivered by specialist teachers.

### How will Goosewell support my child's social and emotional health and wellbeing?

At Goosewell, we recognise the importance of listening to the views and experiences of pupils with SEND. We recognise that support for pupils' social and emotional wellbeing is most effectively achieved through the nurturing and caring ethos of the school. This is supported by a comprehensive curriculum for children's spiritual, moral, social and cultural development. Sometimes, however, additional support may be required in these areas. Where this is the case, the following strategies may be used (these are always based on the individual needs of the child):

- trusted member of staff will be available for the child to go to.
- check-ins across the school day from an emotionally available adult.
- a withdrawal space may be provided in or out of the classroom if needed to support calming strategies.
- planned pastoral sessions will take place between a staff member and the child (these can be on a 1:1 basis or as part of a small group).
- access to ELSA sessions to develop emotional resilience.
- access to specialist expertise, such as professionals working with Educational Psychology Service.

- referral to MAST, MHST or CAMHS if/when appropriate.
- recommendations for additional parent support.

Furthermore, we provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the wider school opportunities and represent the school.
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/ building friendships.
- Pupils can attend nurture clubs at break and lunchtime for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying.

#### How are Goosewell staff trained and supported to work with children with SEND?

We have a culture of sharing good practice and expertise which enables us to ensure that staff have the skills needed to effectively support children with SEND. We work closely within our multi-academy trust and with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff to support children effectively.

#### How accessible is the Goosewell environment to children with SEND?

We are fully committed to ensuring that wherever possible the school environment is accessible to all children regardless of their needs. However, should a problem arise we would endeavour to make any reasonable adjustments to ensure accessibility is not a barrier. We are always available to discuss individual requirements where necessary.

Goosewell ensures it is accessible to all by:

- having easy access, double doors and ramps.
- providing accessible parking.
- having a lift to allow access to all levels of the school.
- the provision of accessible toilets on each floor of the building.
- ensuring, wherever possible, that the equipment used is accessible to all children regardless of their needs.

#### What support will be available for my child as they transition between classes at Goosewell or moving on to a new school?

We understand that transitions can be challenging for children with SEND and we take steps to ensure that any transition is as smooth as possible.

Transition between year groups:

- pupils will make visits to their new class and teacher in the summer term.
- for some children, additional informal visits will be made to ensure children feel confident and settled about forthcoming changes.
- teachers meet together to pass on information about pupils and their individual needs.
- some children are provided with a transition booklet with pictures and information about their new class and teacher.
- additional meetings with SENCO and the new class teacher may be arranged.

Transition between Preschool and Reception:

- tours are available for new starters.
- 'Stay and Play' opportunities are provided.
- SENCO and PSA meet with early years settings as part of the enhanced provision.
- Reception staff complete home visit.
- Settling sessions to visit the new class and teacher in the summer term.
- Consultation with parents and any relevant professionals.
- SENCO, PSA or Reception team member to join TAMs at early years settings.
- Information is shared via the Early Years Portal.

- Information is shared with parents via induction packs shared in the summer term including signposting to SEN Information Report.

#### Transition between KS2 and KS3:

- Links between Goosewell and local secondary schools are developed to aid positive exposure for KS2 children to secondary settings.
- SENCO/PSA can support parents with information around secondary placements.
- Encouragement to attend secondary setting open days.
- Enhanced transitions are planned for children requiring additional support.
- Transition meetings between SEND/pastoral teams in both settings.
- Secondary settings will be invited to TAMs.
- Where needed transition meetings with parents/carers, children and relevant professionals will be planned.
- Information is shared via the Secondary Transition Portal.

#### What support is in place for looked-after and previously looked-after children with SEND?

Marc Leader (contact details shown above) is the designated teacher for looked-after children and previously looked-after children at Goosewell. Mr Leader works with Miss Merriman, SENCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might be linked and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHCP are consistent and complement one another.

#### How can parents/carers and pupils with SEND share their views and work with the school?

The Special Educational Needs Code of Practice (2015) states that schools must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- co-production, when applied effectively to supporting pupils with SEND, enables those involved to work together as equal partners to design, plan, deliver and review support and services in order to achieve shared outcomes. It recognises pupils, parents and carers, and professionals as assets that all have important contributions to make.

Processes in place to support co-production are as follows:

- surveys and questionnaires.
- TAM meetings.
- parent consultation evenings.
- annual reviews for pupils with EHCPs.
- support plan reviews.
- transition meetings.



### What should I do if I am not happy with the support my child is getting?

We endeavour to work with parents at every opportunity. Teaching staff are available to speak to before and after school and SLT are available in person or via email. At times when a complaint may need to be raised, there are many ways of gaining a positive resolution:

- ask to meet Miss Merriman the SENCo.
- speak to our Chair of Governors Angela Jenkins.

If you are still unsatisfied with the response, contact the Local Authority, Plymouth City Council and ask for the SEND 0-25 department (01752 307409) Please feel free to request a copy of the School Complaints Policy from the school office or access it via Parents/Parental Information on the school website.

### Where can more information regarding the services available for children with SEND be found?

The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website:

<https://www.plymouthonlinedirectory.com>