

# Goddard Park

## Community Primary School



**Headteacher: Mike Welsh**

***Everybody learns, everybody cares***

### **Special Educational Needs (SEN) Report 2016**

**The kinds of Special Educational Needs that are provided for at the school**

Children with and without EHCP are provided for within our school setting. Specialist outside agencies support staff with provision. The Special Educational Needs provided for are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

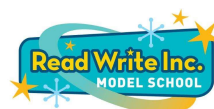
Support is provided through Quality First Teaching, specific group work within a smaller group of children to support or deliver an intervention and specified individual support, which may include the involvement of outside agencies eg Speech and Language service (SALT).

Children with SEN have SMART targets set.

#### **Policies for identifying children and young people with SEN and assessing their needs**

We identify children with SEN through:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment indicates a lack of expected progress
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical



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## **Responsibilities under this Policy**

The person responsible for overseeing the provision for children with SEN is Mike Welsh (Headteacher).

- Those responsible for coordinating the provision for pupils with SEN are:
  - o Carmen Franklin – Early Years SENCO (Assistant Head)
  - o Saran Mann – KS1 SENCO (Assistant Head)
  - o Sue Chivers – Lower KS2 SENCO (Assistant Head)
  - o Carolyn Lee – Upper KS2 SENCO
- The SEN Governor (SENGo) responsible for monitoring the policy and provision for children with SEN is Fiona Boyd.
- The Designated Teachers with specific Safeguarding responsibilities are Mike Welsh (Headteacher), Beverly Mann (Deputy Headteacher), Jo Harding (Deputy Headteacher), Carmen Franklin (Assistant Head) and Diane Yohans (Lead Daycare Manager).
- The Headteacher has joint responsibility for managing the Pupil Premium Grant.
- Looked After Children funding is coordinated by Mike Welsh (Headteacher).
- The person responsible for managing the medical needs of pupils within the school is Bev Mann (Deputy Headteacher)

## **Arrangements for consulting parents of children with SEN and involving them in their child's education**

If the school is concerned about your child not making the expected level of progress the school will meet with you to discuss any concerns that you may have, look into any additional support that your child may need and discuss any referrals that need to be made to other professionals to support your child. Parents and carers will be involved in all decisions regarding the education of their child through Early Help Record meetings, Education Health and Care Plan Annual and 6 month reviews, meeting with other professionals, home school books and parent's evenings. Parents also can meet with their child's teacher, Special Educational Needs Co-Coordinator and Headteacher. Parents are invited to contribute to their child's individual play/education plans.

## **Arrangement for consulting young people with their SEN and involving them in their education**

Children will be involved in their education through a number of ways. Younger children or children that have communication difficulties will be observed in the class and visual prompts will be used to gain their wants and needs. Older children can complete a child friendly profile which includes information about what they like to do, what they find difficult and what they would like in the future. If

developmentally appropriate the child will be invited to the reviews. Child friendly individual play/education plans are devised with the child.

### **Arrangements for assessing and reviewing children's progress towards outcomes.**

Individual play plans/education plans are reviewed at least every four to six weeks assessing the child's progress and meeting with the child to discuss their progress. Person centered reviews involved parents and children in a variety of ways as described above. Through on going quality first teaching the teachers and support staff meet with their phase leaders to discuss the children's progress towards their outcomes and ensure that the correct support is in place.

### **How can we support your child when leaving this school? Or moving to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible. SENDIASS can support you and your child with their transition. When moving classes in school:

Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher. All **IEPs** will be shared with the new teacher.

If your child would be helped by a book to support them understand moving on then it will be made with them.

Spend time with the new teacher/class (move up afternoon), we can also arrange additional visits to the new classroom environment if this is beneficial

In Year 5: If your child has a Statement/EHCP transition to secondary school will be discussed at the annual review.

In Year 6: The member(s) of the Year 6 team will attend Primary Transition Day. The SENCO of the secondary school will visit and discuss the specific needs of your child with the Year 6 teachers.

As appropriate, a teaching assistant may attend the transition day with your child. Your child will focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible, and if required, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

### **How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

### **How accessible is the school environment?**

As the school was built in 1960s the school has made reasonable adjustments but is on two levels. Where possible there are ramps to assist children with mobility difficulties. The stairs in Year 1 / 2 have additional handrails. There are disabled toilets situated throughout the building. Please see the school accessibility plan for more details which is available through the school website.

### **What training do the staff supporting children and young people with SEND undertake?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

A number of the Senior Leadership Team and Learning Mentors are Team Teach trained to support children with behavioural difficulties.

All of our teachers and TAs have had training in supporting children on the Autistic Spectrum (ASC).

The majority of our staff have had training on Read Write Inc. Recently our Reading Manager, along with the Reading Recovery teacher, provided in house training for the Teaching Assistants on Better Reading Partners.

Examples of other training which staff working with children with SEND may attend include training to support the transition between EYFS and KS1, training on how to support pupils with challenging behaviour and writing social stories.

Staff may also access other training which becomes available.

### **Monitoring and Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

This is done through analysing feedback from SEN meetings, annual parent questionnaires as well as parent/teacher consultations throughout year. Home school contact books are also used to enable communication on a more regular basis where needed.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on year group Provision Maps, which

are updated when interventions are changed. This helps to identify the effectiveness of specific provisions.

### **How children with SEN are enabled to engage in activities available with children in the school who do not have SEN**

When a pupil has been identified as having special educational needs, the curriculum and learning environment will be further adapted to reduce barriers to learning and enable them to access the curriculum more effectively.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Headteacher or SENCO will consult with the child's parents for other flexible arrangements to be made. They will also make individual arrangements to ensure that SEN children are able to access assessments and tests.

Reasonable adjustments will be made to enable pupils with SEN to access day and residential trips. Full risk assessments are carried out in advance. Pupils with SEN are encouraged to attend trips, unless a risk assessment identifies that this would pose a significant health and safety risk to the child or others. In such a case, this would be explained and discussed with parents to see whether or not a solution could be found.

### **Achievements of pupils with SEND indicate:**

<b>KS1-2: Percentage of pupils with SEND making 'Expected Progress'</b>	<b>England SEN Support 2014</b>	<b>School SEN Support 2014 (11 children)</b>	<b>England Statement / EHC Plan 2014</b>	<b>School Statement / EHC Plan 2014 (5 children)</b>
<b>Reading</b>	83%	91%	49%	40%
<b>Writing</b>	86%	82%	51%	40%
<b>Maths</b>	79%	82%	48%	100%

<b>KS1-2: Percentage of pupils with SEND making 'Expected Progress'</b>	<b>England SEN Support 2015</b>	<b>School SEN Support 2015 (12 Children)</b>	<b>England Statement / EHC Plan 2015</b>	<b>School Statement / EHC Plan 2015 (1 child)</b>
<b>Reading</b>	83%	92%	49%	0%
<b>Writing</b>	88%	100%	54%	100%
<b>Maths</b>	79%	100%	47%	100%

### **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the School Nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

### **Support for SEN Pupils' Well-being**

We offer a wide variety of pastoral support for pupils and these include an evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Small group evidence led interventions to support pupils' well-being are delivered to targeted children and groups. These are identified on the Provision Map with the aim to support improved interaction skills, emotional resilience and well-being. The school has gained Healthy Schools Status which evidences the work undertaken within the school to support pupils' well-being and mental health.

Children with SEN may have access to the Learning Mentors, monitoring of these children's emotional and social development occurs at the beginning and end of each period of intervention.

### **Support Services for parents**

The Children and Families Act 2014 requires every local area to have an impartial information, advice and support (IAS)

SENDIASS formally Parent Partnership Service (PPS) offer independent advice and support to parents and carers of all children with SEND. The nearest PPS details are: 01793466515 web- <http://swindonparentpartnershipservice.moonfruit.com>

- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/special-educational-needs-disability-tribunal/before-you-appeal>

**Details of Swindon Borough Council's Local Offer can be found on their website  
<http://mycaremysupport.co.uk/>**

**Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEN. Her name is Fiona Boyd and she can be contacted via the school office.