

Goldthorn Park Primary School SEN Information Report for 2017 - 2018

Welcome to our SEN Information Report which is part of the Wolverhampton Local Offer for Learners with Special Educational Needs (SEN). All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Goldthorn Park Primary School, we embrace the fact that every child is different, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

1) How does the School know if children need extra help and what should I do if I think my child may have special educational

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, please speak to either your child's Class Teacher or **Miss J Clapp - Inclusion Leader (SENCO)** to discuss your concerns.



2) How will the School support my child?

The Class Teacher

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs/Disabilities Co-ordinator (SENCo)
- Writing Individual Learning Support Plans for Inclusion/Individual Target Plans and sharing and reviewing these with Parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Miss J Clapp - Inclusion Leader

Responsible for...

- Providing professional guidance to colleagues and work closely with staff, Parents and other agencies.
- Writing the SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with Parents of pupils with SEN
- Liaising with EYFS providers, other schools, Educational Psychologist, Health and Social Care Professionals and Independent or Voluntary Bodies, LA.
- Managing the transition process - between the varying levels of SEN support, from one year group to the next and also any change of school.
- Ensuring school keeps the records of pupils with SEN up to date.
- Working with Head Teachers and School Governors with regards to reasonable adjustments and access arrangements.



The Acting Head Teacher: Mrs K Harrison

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head Teacher will give responsibility to the SENCO and Class Teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.

The Governors

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head Teacher and SENCO with regards to SEN within the school.

3) How will the curriculum be differentiated to match to my child's needs?

If a learner is identified as having SEN need, the school will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out on the school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess - this involves taking into consideration all the information from discussions with Parents/Carers, the child, the Class Teacher and assessments.

Plan - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on the Provision Map and will form the basis for review meetings.

Do - providing the support - extra assistance for learning - as set out in the plan.

Review - measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved - Learner, Parents or Carers, Teacher, SENCO and outside Agencies contribute to this review. This stage then informs the next cycle.

Goldthorn Park Primary adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to normal reporting arrangements, there will be the opportunity for Parents to meet with their child's Class Teacher and SENCO to review the short term targets and to discuss the progress your child has made. Obviously, we also encourage an "open door" approach whereby Teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her Class Teacher.
- His/her progress will be reviewed formally and tracked with the Head Teacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, teachers make clear the attainment against Age Related Expectations (AREs) and the level of progress made.
- At the end of each key stage (i.e. at the end of Reception, Year 2 and Year 6), all children are required to be formally assessed. This is something the Government requires all schools to do and the results are published nationally.



- Where necessary, children will have an SEN Support Plan based on targets set by school/outside Agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a Statement/EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head Teacher and SENCO will monitor the progress made by SEN children in their classwork and any intervention that has been put into place.
- Regular book and lesson monitoring will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

We send regular whole school newsletters with information about upcoming events. Also extra information can be found on the school website including class news, photograph gallery, planning, homework and useful links. In addition to this, where necessary, we also communicate via home/school link books.

4b) What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Lunch time and play time support
- Buddy system
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti-bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

Any pupils with additional medical needs are well catered for at Goldthorn Park Primary School. All medical requirements are requested from Parents prior to admission (or as soon as possible after a place allocation) and these are added to the school medical needs folder. Health Care Plans are drawn up in conjunction with School Nurses and Parents. All medicines are kept in a locked cupboard accessible to appropriate members of Staff. (See Medicines in School Policy).



There are various opportunities for pupils to have a voice on decision making in the school. The school has a pro-active School Council that meet regularly. The Senior Leadership Team carry out pupil voice questionnaires. Prior to SEND review meetings, pupils have the opportunity to share their views.

5) What specialist services, expertise, training and support are available at or accessed by the School?

Once the school has identified the needs of SEND pupils, the SENCO and Head Teacher decide what resources/training and support is needed.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by Teaching Assistants and designated Teachers
- Phonic intervention groups
- Additional reading support
- Speech and Language support using Elklan programme.
- Additional 1-1 learning sessions with the SENCO
- Read Write Inc Fresh Start

Local Authority provision available:

- Outreach support from Tettenhall Wood School / Westcroft School/ Penn Fields School/ Penn Hall School
- Educational Psychology Service
- Specialist Teacher Service
- Special Needs Early Years Service
- Sensory Inclusion Team
- Strengthening Families HUB (Locality Team)

Health Provision available:

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- School counselling sessions
- Speech and Language Therapy (SALT)
- Base 25/Believe to Achieve



6) What training have the Staff supporting children and young people with SEND had or are having?

- The Inclusion Leader has undertaken the National SENCO accreditation in order to obtain fully qualified and accredited status in this area (due February 2018)
- The Inclusion Leader keeps updated on a regular basis through SEN and EAL (English as an Additional Language) Network meetings and training. This information is then shared/delivered to all Staff during Staff meetings.
- At Goldthorn Park we have a culture of sharing good practice and expertise; this enables us to ensure our Staff have as much knowledge as possible within the field of supporting children with SEND.
- All new members of Staff receive in-house training with regards to SEN Policy and Safeguarding.
- Elklan Course (Language builders) and Elklan Specialist course - Mrs Williams and Mrs Cronin
- Positive Handling - Miss J Clapp / Mrs K Harrison / Mrs L Sanghera / Mr K Pryce / Mr A Rawlinson/Mr V Sandhi/Mrs B Sahni/Mrs L Lloyd/Mrs H Payton
- Cool Kids - Miss J Clapp / Mrs H Payton
- Many of our Staff have completed on-line Dyslexia training
- EAL training has taken place in Staff meetings and we have the support of the EAL Service. They support Staff in strategies for both new arrivals and more advanced second language learners.

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

At Goldthorn Park Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.



8) How accessible is the school environment?

- The school is on a single level with easy access and ramps.
- There is one disabled toilet and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an Additional Language (EAL), we access support from the EAL advisor and follow their recommendations. Several members of staff speak Punjabi, one member of staff speaks Polish and we employ the services of a Romanian support worker. We also have two Punjabi speaking Parent Ambassadors.
- Extra-curricular activities are accessible for children with SEN.
- The school has two outside learning areas (adventure playground and school field) and a separate Nursery and Early Years Outdoor Area.

9) How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

New pupils to Goldthorn Park Primary School

Foundation Stage Staff will arrange a home visit prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with Parents, previous setting, Health Visitor etc.

Class Teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with Parents, Pupils and Staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.



10) Provide examples of interventions, equipment, resources that School may allocate to match children's Special Educational Needs?

- Specific ICT programs for individual pupils/needs e.g. word shark/lexia/lucid
- Direct phonics programme.
- Specific speech and language resources
- Elklan programme and resources
- Memory skills programme
- Sensory resources
- 1:1 tuition for writing and numeracy

11) How is the decision made about what type and how much support my child/young person will receive?

The school budget includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school Governors on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children already receiving extra support, children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a Provision Map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12) How are Parents involved in the school? How can I be involved?

At Goldthorn Park, we value the importance of building positive relationships with Parents and families within our school community. Members of staff are on duty each morning in both key stages to record any messages from Parents and to pass these on to Class Teachers. Parents can also make appointments to meet with a member of staff at the end of the day. Parents can also make arrangements to meet with the SENCO or a member of the Leadership Team. Goldthorn Park has a Parent/Teacher Association called Friends of Goldthorn (FOG) and welcomes new members.



13) Who can I contact for further information?

This report details our Annual Offer to learners with SEN. To be effective it needs the views of all: Parents/Carers, Pupils, Governors and Staff.

If you have any comments, please contact Miss J Clapp (Inclusion Leader)

Tel: (01902) 558730

Email: office@goldthornpark.co.uk

We believe that our Trust (Elston Hall Multi-Academy Trust) provides a good education for all our children, and that the Leadership Team and other staff work very hard to build positive relationships with all parents. However, the Trust and its schools are obliged to have procedures in place in case there are complaints by parents.

Please refer to the Elston Hall Multi-Academy Trust Complaints Policy on our school website.

