

School Information Report

Updated December 2023



GOLDTHORN PARK Primary School

Goldthorn Park Primary School became part of the Elston Hall Learning Trust in November 2017.

- **What is Goldthorn Park Primary School like?**

Goldthorn Park Primary School is a two-form Primary School with a part time morning and afternoon Nursery.

- **Who works with our children?**

Every pupil has a class teacher that they work with on a daily basis. Alongside these pupils our staff team is supplemented by a variety of Learning Support Assistants. Pupils work with staff depending on the activities and their needs. Activities may take place in class or in one of our additional workspaces. Provision for pupils with additional needs is coordinated by our SENDCo (Special Educational Needs and Disability Coordinator). She works alongside teaching staff to support putting provision in place for pupils with additional needs.

Support staff are deployed as appropriate to support needs. Additional agencies and services are also invited to work with us in school when we need them to, such as the Hearing Impairment (HI) and Vision Impairment (VI) services and Speech and Language Therapy (SALT) alongside local schools with expertise that they can provide through Outreach support.

- **How do we identify children's needs?**

All children starting our school in Nursery and Reception will have a meeting or a home visit whereby information from parents can be shared regarding their child's needs and education. Children who start school in our Reception class have a baseline assessment during the first few weeks, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Children who join us from other schools are also supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups.

- **How do we let you know your child may have/has SEND?**

If assessments show that a child may have learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required, their child will be placed on the Special Educational Needs and Disability (SEND) register and extra provisions are provided. If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or where possible a translator could be provided.

- **How do we measure progress?**

Pupils joining Nursery and Reception are assessed using our in-house baseline systems which are focussed primarily on the new early years foundation stage (EYFS) framework. Reception pupil's progress is also measured from the statutory Reception Baseline Assessment. Progress is tracked from this point using the new Early Years Curriculum. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses and communication with parents and other agencies. From years 1 to 6 all pupils are assessed in reading, writing and mathematics on a termly basis. This is an on-going process using Age Related Expectations (ARE) to indicate the achievement of pupils in lessons.

If a pupil is not making expected levels of progress or have become 'stuck' at a stage for some time, extra support will be provided through intervention sessions. In Year One a formal assessment of pupil's phonic ability is made and any pupils not achieving the expected standard are re-tested in Year 2. In addition, some pupils are assessed against their Individual Learning Support Plan (ILSP) targets. Targets are reviewed on a regular basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEN register receive support for their areas of need – this may be individual support or small group support.

- **How do we monitor and review our SEND pupils?**

Class teachers are familiar with the ILSP targets for all pupils in their class and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on several occasions a new target is set. The SENDCo also checks these targets to ensure that they are achievable and that the right support can be given. Class teachers are responsible for setting ILSP targets in consultation with TAs, outside agencies (where appropriate), pupils, and parents/carers.

- **How do we support our SEND pupils?**

Pupils' specific areas of need are supported through interventions for example - small group withdrawal sessions, Drawing and Talking Therapy, ELKLAN, Cool Kids and Cool Characters Programmes. Targets are set prior to intervention and progress and achievement is monitored throughout. All interventions planned and delivered across the school are recorded on a Provision Map. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the Provision Map. Parents are informed of interventions their child is receiving via their ILSP. A full risk assessment is carried out for any child with a disability by the SENDCo with the parents and the Head of School. This risk assessment will then be reviewed at regular intervals as appropriate.

- **How can you support your child?**

All parent/carers are informed of the support their child is receiving and the particular area of need. Class Teachers will be able to offer support about how best to support your child at home. If your child has ILSP targets during the review session with parents/carers, teachers will give a copy of the ILSP which outlines strategies to support your child and will give suggestions of extra activities you can do at home. Reading books are sent home daily and parents/carers are encouraged to make comments about their child's reading. On-line activities are also available on My Maths, Times table Rockstars, Oxford Owl, and Purple Mash and pupils are given their own passwords. Homework tasks are sent out on a regular basis you are encouraged to support your child in completing the different activities. Help your child to learn their spellings on a weekly basis and revisit spellings that have already been tested.

- **What training opportunities/learning events are provided by the school for parents/carers?**

Throughout the year, we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home; these include Reception parents/carers meetings, phonic meetings for Reception and Year 1 parents, multiplication tables check meeting for Year 4 parents and information meetings for Year 2 and 6 parents.

- **If you have any general concerns.**

Parents/carers consultation evenings are held on a termly basis to discuss progress, attainment and any other relevant information and an annual report is sent home in the summer term. In addition to this, meetings are held for parents/carers of pupils with SEND to discuss updates on any changes in provision, strategies, and activities to support their child at home with their targets and to voice any concerns they may have.

- **Who can I speak to?**

Goldthorn Park is a welcoming, friendly school. All staff are happy to talk to parents and carers. In the first instance, all staff can be contacted on the school number: 01902 558730. For your information, key staff have been identified:

Chair of Governors – Mrs J Ahir

Chief Executive Officer – Mr K Grayson

Headteacher/Safeguarding Designated Lead –Mrs R Purshouse

SENDCO – Miss H Morgan

Senior Educational Psychologist – Local Authority EP

Learning and Behaviour Leader - Miss L Taylor

Attendance Officer – Mrs D Roe

- **What will my child learn and how?**

For information about what each class is learning now please visit our school website www.goldthornpark.org.uk. A copy of the SEND policy is also available on the school website as are our teaching and learning, health and safety and other relevant policies you may wish to see.

Pupils are generally taught in their year groups with tasks and activities set that meet the needs of the individuals in that room. We call this **Quality First Teaching**. Additional adults may also work in each classroom to help this to happen and boost learning. Staff plan for a variety of learning activities; some which involve listening and watching as well as doing. This is to help pupils to learning in the best way possible for them.

- **Who 'checks' the work of the school?**

The school is subject to OFSTED inspections. Please see our latest inspection report from March 2022. Governors also work closely with staff in school to monitor what is happening – including for those most vulnerable pupils. Our current Governors with specific link roles are:

Chair of Governors/ SEND Governor: Mrs J Ahir

Safeguarding Governor: Mrs C Sumer

Pupil Premium Governor: Ms N Lewis

- **Staff expertise and professional development/training**

The SENDCO keeps updated on a regular basis through Network meetings and training. This information is then shared with all staff during Staff Meetings. The SENDCO has achieved the National Award for the Coordination of Special Educational Needs. All new members of staff receive in-house training with regards to SEND Policy and procedures during their induction. Staff are also trained in the following areas: Cool Characters, Cool Kids, Drawing and Talking, Dyslexia, ELKLAN and Precision Teaching. In addition to this all staff

receive annual PREVENT - Counter Terrorism Training and Safeguarding Level 1 Training. Safeguarding Level 3 Training has been completed by Designated Safeguarding Lead and Deputies - Mrs R Purshouse (DSL), Miss L Taylor, Ms C Tolley, Mr S Middleton, Mr K Pryce, Mr V Sandhi and Miss A Allen.

- **Who gets helped?**

Any pupils, regardless of their needs, are supported in order for them to access the full curriculum we offer at Goldthorn Park Primary. These include mild/moderate learning difficulties, hearing and visual impairments, Social Emotional and Mental Health issues, dyslexia, and dyspraxia. Provisions are also introduced for short periods to meet specific, time bound needs as well as to meet long-term needs such as pupils with Education and Health Care Plans.

- **How are children supported across school? Do they have a say?**

All staff has responsibility for the pastoral care of all pupils. Any concerns will be raised with the SENDCo who may then consult with other professionals and when appropriate, make referrals and seek or organise appropriate support if necessary. In addition to support given by staff, we encourage peer support e.g., peer supporters and class councillors. The school has 1:1, small group and whole class sessions delivered through support staff and teachers to support pupils with personal and social needs. Each year group from Reception to Year 6 elect two members to represent them on the School Council. Meetings are held on a regular basis to discuss suggestions, concerns and successes that have been raised through the week. Children from Year 6 have been selected as Peer supporters. These children have received training to help and support on the playground, they are identified by the badges that they always wear. This all helps to further support pupil voice and prepare for adulthood and transition to secondary school. Pupils with Age Related Expectation targets or Individual Learning Plans are encouraged to discuss their learning both with staff in school and

their families. Their voice is very much welcomed to help make the best choices for them.

- **What if my child is unwell?**

Children do get poorly from time to time. If your child is poorly, we ask you to contact us and let us know. Our Office Staff make 'first day absence' calls to the families of any children who are not in school on the first day of their absence. Attendance is closely monitored, and parents will be asked to meet with both the Headteacher and the Attendance Officer to discuss ways forward if a child's attendance is particularly poor. If necessary, home visits will be made as part of a supportive structure to get children into school and learning. Every week pupils with under 95% attendance are identified and receive a letter from the school formally highlighting their attendance, where appropriate. If attendance issues continue, parents/carers are invited to discuss problems with the schools Attendance Officer and the Headteacher. As part of this support, strategies will be discussed and put into place to enable pupils to attend more regularly. Attendance on a weekly basis is analysed by class teachers and shared with the children in the Friday assembly. The class with the best attendance for the week is displayed in the school hall on an interactive display. Certificates are given every term for 100% attendance. Also, at the end of the year, a reward is given to pupils who have maintained 100% attendance.

- **What is behaviour like? What do you expect?**

Everybody at Goldthorn Park Primary School has high expectations. We believe in a consistent approach which sets clear boundaries for all to follow. Please look at the Behaviour Policy on our website which outlines all the details.

- **What about trips?**

All pupils are invited to take part in visits and trips related to current learning. Regardless of additional needs we strive to make all activities fully inclusive and accessible to all. Additional arrangements for pupils with SEND are made as necessary in consultation with families and pupils. Pupils with SEND have full access to the afterschool clubs on offer and parents/carers give consent in the same way as all other pupils. If you would like more information, see our Equal Opportunities Policy, also on our website.

What about when they leave Goldthorn Park Primary School?

Information packs are given out to all Year 6 pupils in the Autumn Term and parents/carers are free to discuss Secondary school provision with adults in school as we do our best to support pupils in making school choices. We encourage pupils to attend taster and transition days and we actively liaise with Secondary schools to share information about our pupils. Pupils with an Education and Health Care Plan will discuss the options of Secondary Schools at their Annual review in Year 5. Again, this is family and person centred and focus on the needs of the individual. Secondary schools arrange transition days for pupils in Year 6 to attend the school and meet their peers. Schools make sure pupils are available to meet unfamiliar staff and class teachers hold meetings with receiving colleagues to discuss children's needs and pass on pertinent information. The SENDCo, when possible, meets receiving SENDCos to discuss specific needs and arranges for SEND information to be collected by receiving schools, all information is handled confidentially and is signed for upon collection. Extra transition days and resources are organised for any pupil who may require the extra support when preparing to leave Goldthorn Park Primary School.

• What about personal care?

We have identified First Aid trained staff in school. This Paediatric First Aid Training is updated every 3 years or as dictated by their training. In

In addition to this, annual training is given to all staff, the school nurse, with regards Asthma and the use of epi-pens. Any other specific medical training needs, related to the pupils in school, are given when necessary. We have a Medicines in School Policy which explicitly outlines how medicines are stored and administered in school. We do our best to accommodate the giving of medicines in line with our medicines policy. Medicines are securely stored in our School Office along with relevant guidelines for the administering of medicines. Asthma inhalers are kept in classrooms along with diabetic supplies, if appropriate, to the pupil in question. An emergency inhaler and spacer are also stored in the school Office. Parents/carers are required to fill out a medical consent form for any medication needed during the school day, this is reinforced in the Medicines in School Policy. Pupils with long term medical needs are listed in the Staff room for staff to access. As appropriate updates and training are given to meet the needs of the school community through the school nurse and specialist nurse teams. Any medication given is recorded. All staff can support pupils in the event of a 'personal accident' e.g., wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if they do not collect their child.

- **What qualifications do staff have?**

In addition to the training listed above, all teachers hold full Qualified Teacher Status (QTS). The Senior Leadership Team are also Safeguarding trained to the highest level. The SENDCo holds the Nationally Accredited SENDCo Award and undertakes regular updates on best practise. If we discover a skill is lacking, training will be provided by an outside agency.

- **Who might you ask for help or advice?**

We work closely with a range of agencies, professionals outside of school who provide support or advice to staff. Amongst them we are

currently working with: CAMHS (Child and Adolescent Mental Health Services) Educational Psychologist: Hearing Impairment Team Information, Advice and Support Service Local Authority SEND Team Occupational Therapy: Gem Centre Outreach Sensory Inclusion Special Needs Early Years' Service Speech and Language Therapy Service Strengthening Families Worker Visual Impairment Team The Information, Advice and Support Service works with parents to give them impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years. This service is based at the Gem Centre on Neachell's Lane, for more information follow their link <http://wolvesiass.org/>.

- **Will my child's needs cost me anything?**

Every school has its own budget and within it is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. If we find that a child's needs are costing more than the amount of money given in the budget, we can look at ways in which we can request additional monetary support to fund other things. These are ways in which we spend some of our budget to best support our pupils:

- * Educational Psychologist
- * ELKLAN release for trained staff to support with SALT programmes. *
- * Learning Support Assistant time for 1:1 support.
- * On-line Programmes 23 *
- * Outside Agencies
- * Resources – books, apparatus, and equipment
- * Specialist Teacher Inclusion Support Service
- * Training for staff

The way in which our budget is spent varies from year to year and term to term based upon the needs of the children in school.

- **Can my child come to Goldthorn Park Primary?**

We follow the Local Authority Admissions Guidelines and Multi Academy Trust Guidelines and so do not discriminate against pupils with disabilities and additional needs. As appropriate school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful career in school.

- **Any questions?**

If you need any further information, contact us directly on 01902 558730 or visit our school website on: www.goldthornpark.org.uk.