

Godley Community Primary Academy SEND (Special Educational Needs and Disabilities) information report 2021 – 2022

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| <p>What types of SEN (Special Educational Needs) do we provide for?</p> | <p>Godley Community Primary Academy is a successful, thriving, and happy academy, which aims to “deliver excellence in a happy and nurturing learning environment.”</p> <p>It is our belief that every child is an individual who can grow and excel; inclusion and equality are at the core of all we do.</p> <p>To achieve this, many steps are taken to support children through their learning journey. Godley Primary ensure all groups of children, regardless of their specific needs make the best possible progress in school and are fully prepared to achieve the next goals in their learning journey.</p> <p>We believe in a fully inclusive environment where the needs of the children with special educational needs or disabilities are met within the mainstream setting where appropriate and possible.</p> <p>We aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.</p> <p>Our school’s SEND policy document is available on our website, detailing our philosophy in relation to SEND. Additional and/or different provision is currently being made in school for children with a range of needs. (SEN Code of Practice DFE (Department for Education) 2014)</p> |
| <p>Who is our special educational needs coordinator (SENCO) and how can they be contacted?</p> | <p>Helen Linder (SENCO) can be contacted on 0161 368 3162 or h.linder@godleyprimary.co.uk</p> |
| <p>How do we identify and assess pupils with SEN?</p> | <p>At Godley we appreciate that every child is an individual and so we use a wide range of strategies to help us identify if a child has SEN. These may include:</p> <ul style="list-style-type: none"> - looking at how well your child is doing and how quickly they are making progress from baseline/previous assessment information we have. - discussions with previous settings such as Nurseries/previous schools and working closely with other professionals such as Health Visitors, as well as meeting with Parents to ascertain if concerns are shared. - a variety of different screening tools and programs which may help identify any difficulties or provide a good opportunity to monitor changes in children’s presentation. - observing your child in the classroom and supporting teaching staff with ways in which they might be able to help your child. <p>If you think your child may have special educational needs, please come in as soon as possible and chat with your child’s class teacher.</p> <p>Usually, we check to see if there are any other reasons that may be contributing to the concerns raised (such as poor attendance or family circumstances) before deciding if a child has additional needs. The class teacher will usually monitor a child for a half term to see if any alterations/intervention that have been put in place have improved the situation. If concerns are still held by either staff or parents after that time, then the possibility of the child being identified as having SEN will be discussed. It is important to note that parents must give permission for their child to be added to the SEN register and are an integral part of the process.</p> |
| <p>What is our approach to teaching pupils with SEN?</p> | <p>At Godley we believe that most children learn successfully within the classroom when the correct support is put in place for them. Wherever appropriate, children with SEN and disabilities will be taught with their peers and work towards similar objectives from their year group curriculum within each lesson.</p> <p>To ensure that as many children as possible stay on track and can access their year group curriculum, it may be necessary to teach children in small groups throughout the day to help close any gaps in learning (called an intervention) or to give children the opportunity to revise topics before they move on in class (called a pre-learning session).</p> <p>In some cases, it may not be appropriate that your child accesses aspects of their year group curriculum and may need an individualised approach to each lesson. Where this occurs, staff will</p> |

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| | <p>endeavour to cater for the child within the classroom and work on similar but more appropriate objectives to their peers.</p> <p>It is your child’s class teacher who has the responsibility for ensuring that the provision is appropriate for your child within lessons. The Senior leadership Team will oversee that the provision your child has is effective, and all staff are responsible for making sure that your child makes good progress throughout the year.</p> |
| <p>What kind of support might my child receive?</p> | <p>Support is decided on an individual basis depending on what the difficulties and targets are for your child.</p> <p>We also often work on targets set by other professionals, such as Speech Therapists.</p> <p>It is difficult to generalise how the curriculum might be adapted or made more accessible for your child, but all details will be recorded on their graduated approach, which is shared with you once a term. Examples of support may include:</p> <ul style="list-style-type: none"> - group work led by an adult to support work in class or to fill gaps in learning - sessions with a member of the inclusion team to support social and emotional skills, such as building self-esteem. - group sessions to work towards targets set by other professionals, such as speaking and listening, physical coordination and memory. - specialist resources, such as pencil grips and writing slopes, visual timetables, and iPads. <p>Wherever possible, this will be funded through the school notional SEN budget unless more specialist or costly equipment is needed which would require sourcing from elsewhere.</p> <ul style="list-style-type: none"> - adaptations to the learning environment, such as changing the layout or displays, seating position in class, use of assistive technologies or the creation of ‘time out’ spaces within the classroom. - additional adult to support your child at lunchtime/playtimes. - support via an Education, Health and Care Plan (a legal document to support children with the most complex needs that outline their provision and allows access to additional funding and/or resources from the Local Authority.) <p>The Inclusion Team at Godley Primary are very experienced and qualified to support your child. The SENCo holds a Post-Graduate Diploma in Inclusion and SEN and works with our Inclusion and Intervention Project Leads (Mr Hewitt and Mr Willerton).</p> |
| <p>How will I know how well my child is doing? How will my child be involved?</p> | <p>Tracking how well your child is doing is an important part of providing the right support for your child and your family.</p> <p>We set targets within school about progressing through various aspects of the curriculum. However, we recognise that children with SEN often require a more bespoke and long term approach to target setting which often includes working on aspects outside of the traditional subjects we teach in school. This may be a ‘life skill’ or a target which builds their confidence and self-esteem for example. At the end of each school year, your child’s teacher will review progress and set next steps, these will be shared with families and next teacher.</p> <p>Ongoing progress will be discussed each term with you at Parents’ Evening, but you are always welcome to contact your child’s class teacher or the SENCo at any time.</p> <p>It may also be appropriate to have review meetings with several professionals if your child’s needs are complex as it allows you to access expertise and information from everybody at the</p> |

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| | <p>same time, leading to a more streamlined approach to the support your child receives.</p> |
| <p>What happens if my child's progress does not improve?</p> | <p>It is unusual that children do not make good progress if they have the correct support in place. Every child's progress is continually assessed and recorded so that the effectiveness of any intervention or help your child is receiving can be monitored (and altered quickly if necessary). This is particularly important as every child is unique and what constitutes good progress for one may not be the case for another.</p> <p>The range of expertise amongst staff at Godley is vast, and the Principal and SENCo ensure that staff are trained in the relevant areas. If the SENCo feels that staff need further expertise to support your child, they will seek your permission to consult with an external agency, such as an Educational Psychologist, Speech Therapist, or Paediatrician for example.</p> <p>Occasionally, it may be appropriate for school to apply for more support, both in terms of finance and provision, from the Local Authority to meet your child's needs. This is called an Education, Health and Care Plan and is usually the result of a significant amount of coordinated expertise and provision still being inadequate in meeting the need of the child.</p> |
| <p>What other professionals might work with my child?</p> | <p>If school staff felt that more advice is needed from other agencies, we would always seek your permission and ask for your input in the application process (apart from child protection cases). Some of the other professionals we often work with are:</p> <ul style="list-style-type: none"> -Health Professionals (GP, Speech Therapist, Occupational Therapists, Physiotherapists, School Nurse, Paediatric Consultants) -Healthy Young Minds (Child and Adolescent Mental Health Service) -Social Care, including Tameside Families Together. -Educational Psychologists-Pupil Support Service (supporting difficulties in social communication(e.g. Autistic Spectrum Condition)and Specific Learning Difficulties such as Dyslexia) -Virtual School (supporting children who are in the care system). -consulting other highly skilled colleagues across the Enquire Learning Trust. |
| <p>Will my child have to do SATs tests and exams? My child is also very anxious about transition-what can you do to help?</p> | <p>Most children take the SATs at the end of Year 2 and 6. Whilst the ultimate decision is the made by the Principal, if parents and staff feel that taking the tests would be inappropriate due to a child's ability or mental health difficulty, then a child can be withdrawn. This happens very rarely as most children cope well in test situations as a range of access arrangements can be used to support them (e.g. they might have a reader, rest breaks, extra time etc.).</p> <p>Transition arrangements are extremely flexible and are not limited to children in Year 6.</p> <p>At Godley we include:</p> <ul style="list-style-type: none"> - extra visits to their new class/school, including at lunchtimes -setting up a key adult for your child to 'check in' with - Information booklet to take home over the summer with photographs of new adults and places. - dedicated transition lessons with the inclusion team as a whole class or in small groups. <p>Staff also undertake an extensive program of transition, including passing over pupil records, reports and graduated approaches and information regarding every child's learning. Close liaison with your child's previous/new setting is undertaken, including transferring all paperwork. If your child has an Education, Health and Care Plan then one of the review sessions will be used as a transition meeting and a representative from the new school will be invited.</p> |

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| <p>Will my child be able to take part in everything? Will my child miss things if they need to be given medicine?</p> | <p>The school has a separate policy regarding the administration of medicine, but this rarely presents any problem in school as several members of staff are trained to administer a wide range of prescribed medication.</p> <p>Godley is an inclusive school and every after school club, residential trip and activity is open to every pupil to ensure that pupils with SEN and disability are not treated less favourably. More detailed information can be found in our Accessibility Plan, which is available on our website.</p> <p>The Accessibility Plan details how facilities have already been altered to allow pupils with disabilities to fully access all aspects of their education, as well as plans regarding making access consistent across all areas that make up our grounds and premises.</p> <p>Staff take an individual approach to enable pupils with SEN and disabilities have access to information readily accessible to their peers, but this may include: use of a hearing loop, modified/enlarged work (with support of the Visual Impairment Team at the Local Authority), use of recording devices for instructions, work 'chunked' in to manageable portions or provision of coloured paper or overlays. Occasionally, your child's needs may mean that school must complete an additional risk assessment for some activities and if this is the case then you will be consulted directly. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum will be provided in school.</p> |
| <p>What support is there to support my child's overall wellbeing? Who can I speak to if I need support at home?</p> | <p>At Godley, all staff have strong relationships with pupils and families and are always accessible and available to support with emotional health and well-being. We do assign key staff from our inclusion team to children if additional support is needed and work closely with other agencies who can offer support.</p> |
| <p>I would like my child to attend Godley Community Primary Academy - how can I apply for a place?</p> | <p>Children with special educational needs and disability will be subject to the same fair access and admission protocols as all children. This includes children with an Education, Health and Care Plan which names the school being given prioritised access regarding admissions. All children, regardless of SEN or disability, will be measured against the admissions criteria set by the Enquire Learning Trust in a fair and transparent way, including the right to appeal. Parents of children starting Reception or transferring from other schools are encouraged to contact school during the application process and are welcome to meet with the SENCo to ensure that they feel confident in their choices for their child. The Enquire Learning Trust Admissions Policy is available here https://enquirelearningtrust.org/key-information/admissions or via the office upon request</p> |
| <p>What can I do if I am not happy with the support my child is receiving at school?</p> | <p>Come and talk to us!</p> <p>There are very few problems or worries that we cannot sort out at school if we work together. Please just contact your child's class teacher or Mrs Linder, our SENCo. If you are not happy with the response you receive then please make an appointment to see Mrs. Clawley, the Principal. If you are still not satisfied with the response, please contact the office, and obtain a copy of official complaints procedure, which can also be found here https://enquirelearningtrust.org/key-information/policies. You may also wish to contact Parent Partnership, a free organisation who help mediate problems between parents and school.</p> |
| <p>Where can I find further information?</p> | <ul style="list-style-type: none"> - come and speak to Mrs. Linder, our SENCo. - look at our SEN policy on the school website. - look at the pages on the Local Authority Website, including details about their Local Offer for children with SEN. http://www.tameside.gov.uk/localoffer - contact IPSEA (Independent Parental Special Educational Advice) www.ipsea.org.uk |