

Godley Community Primary Academy SEND (Special Educational Needs and Disabilities) information report 2019 – 2020

<p>What types of SEN do we provide for?</p>	<p>Godley Primary Academy is a successful, thriving and happy academy, which aims to “deliver excellence in a happy and nurturing learning environment” 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. In order to achieve this, many steps are taken to support children through their learning journey. Godley Primary Community Academy 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. 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. We aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. 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.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>Our school’s Assessment Policy outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:</p> <ul style="list-style-type: none"> - is significantly slower than that of their peers starting from the same baseline. - fails to match or better the child’s previous rate of progress. - fails to close the attainment gap between the child and their peers. - widens the attainment gap.
<p>How do we assess and review pupils’ progress towards their outcomes?</p>	<p>Progress in areas other than attainment is also considered. Each child is discussed every half term in pupil progress meetings. Additional termly meetings form a cycle of consultation, based on the plan- do- review model takes place. These meetings are also an opportunity to decide whether there needs to be an involvement with Specialist Advisory service. School commissions the services of the Academy SEND consultant team, an independent Educational Psychologist or advisory teacher.</p> <p>Parents/carers are always informed if school staff consider that their child has an additional need and parents/carers and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to disregard these aspects as possible underlying causes of learning issues. When a teacher has a concern they would raise this with the parents/ carers and place on cycle 1 of the graduated approach. After a term, if needs are not met the SENCO would become involved and the child may be placed on the SEND register. When children are assessed by the SENCO (Special Educational Needs Coordinator) or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets.</p> <p>Godley Primary Academy will, in consultation with the child’s parents, request a statutory assessment of SEND where a child’s needs cannot be met through the resources normally available within the school. This will result in an Education Healthcare Plan (EHCP). The school will meet its duty to respond to any request of information relating to a statutory assessment, to the local authority, within six weeks of receipt. An Annual Review is held for children holding Education Health Care Plans and interim reviews can also be arranged throughout the year if deemed necessary. Further information relating to identification and assessment of children with SEN can be found in our SEN Policy document.</p>

<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Children's progress is tracked by the teacher and monitored by the SENCO. The SENCO monitors their progress and discusses regularly with the IIPL (Inclusion and Intervention Project Lead) and class teachers. Progress of slow movers is also monitored. Records are kept to show the children's behaviour, attainment and achievement at the beginning and end of an intervention.</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>What is our approach to teaching pupils with SEN?</p>	<p>The aim of our school is to enable each child to be all that they can be. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, and use appropriate assessments and set suitable targets for learning.</p> <p>Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage – information relating to results obtained over recent years is available on the website. All children's progress and needs are discussed during Pupil Progress meetings. This covers English, Maths and behaviour for learning, (where needed).</p> <p>All teachers are teachers of children with SEND</p> <ul style="list-style-type: none"> • A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements. • Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and English needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour and emotions in order to take part in learning effectively and safely. • At Godley, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made.

	<ul style="list-style-type: none"> • In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum. • We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum. • If a child is causing concern, the class teacher would monitor and observe, before commencing cycle 1 of the graduated approach and speaking to parents, if difficulties persist the child may move to cycle 2 and the SENCo would be involved and the child is placed on the SEN register, if this continues to persist then outside agencies may be involved and the child is moved to cycle 3 if an EHCP is awarded.
<p>How do we adapt the curriculum and learning environment?</p>	<p>The Godley Primary Academy curriculum has been designed with the children at the centre of their own learning. The curriculum is scaffolded and differentiated to meet the needs of all our children.</p> <ul style="list-style-type: none"> • Differentiation • Flexible groupings (e.g. small group, 1:1, ability, and peer partners). • Content of the lesson. • Teaching style (taking into account that children may be visual, auditory or kinaesthetic learners). • Lesson format (e.g. thematic games, simulations, role-play, discovery learning). • Pace of the lesson. • Provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs, ICT etc.). • Outcomes expected from individual children. (E.g. success criteria). • Resources used. (E.g. use of pencil grips, fiddle toys, wedge cushion or posture pack). • Support level provided. • Provision of alternative location for completion of work. <p>School always acts upon advice received from external agencies. We endeavour to ensure that all class- rooms are dyslexia and ASC (Autism Spectrum Condition) friendly.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<ul style="list-style-type: none"> • All extra-curricular activities are available to all our children. • Before and after school care is available to all our children. • School trips and all the residential trips are available to all children. • We use flexible groupings throughout our teaching.
<p>How do we consult parents of pupils with SEN</p>	<p>Throughout the year there are Parents' Evenings and an end of year annual report to parents; Parents of children on the SEN register are invited to review their child's progress on a termly basis – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting.</p>

<p>and involve them in their child's education?</p>	<p>We have an 'open door' policy; the SENCO is easily contactable via telephone or e-mail. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child. Progress and outcomes are also discussed with our Educational Psychologist or Advisory Teacher as required; parents are given a report and discussion takes place regarding the outcomes of any EP/AT assessments/observations; progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings. The progress of children holding an Education Health and Care Plan (EHCP) are discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA. At Y6, annual reviews the SENCO of the receiving high school are usually invited to attend.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<ul style="list-style-type: none"> • Specialist advice from our Educational Psychologist, Advisory Teacher • Specialist advice from CLASS, who support children with social communication/ interaction difficulties. • Specialist advice from colleagues at HYM (Healthy Young Minds). • We have two IILP, providing 1:1 sessions and group work.
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> • Our SENCO has over 10 years' experience in this role. • She has 2.5 afternoons each week to manage SEN in the school. Time is also given as required for training or meetings. • TA's are trained to deliver a range of interventions. Our team of teaching assistants have extensive experience and training in working with SEND children. • Three members of staff are trained as paediatric First Aiders. All other staff have been first aid trained. • Two Inclusion and Intervention Project leads, have extensive experience and training in working with SEND children. • All staff are trained each year on the needs of students within our school- this includes training from specialist agencies, health agencies or consultants, as well as from our SENCO or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students. • Any paperwork that would help staff support any child is shared with the relevant staff. • General support and advice from SENCO – e.g. with regard to the implementation of specific programmes, creation and monitoring of targets, tracking of children with SEN particular support is given to all staff routinely and as required. • Our Special Educational Needs Co-ordinator attends "Special Educational Needs Co-ordinator Cluster Meetings" locally and within "The Enquire Learning Trust" throughout the year. Affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school. • Regular contact with the EP. • At the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.

	<ul style="list-style-type: none"> • The SENCO meets with the SLT regularly to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children. Our SENCO organises training on a needs basis and also staff may request specific training. • The SENCO/ Inclusion lead has the National Award for SEN Coordination. • During the course of the year all staff receive SEN training in relevant areas.
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<ul style="list-style-type: none"> • Through discussion with specialist agencies involved, including SALT (Speech and Language Therapy), EP, EHCP advice. • Through discussion with parents. • Through discussion with our SLT (Senior Leadership Team). • Equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of equipment e.g. brain breaks for children with sensory issues • Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairment. • Additional time and support is applied for during end of key stage assessments for children with additional needs.
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<ul style="list-style-type: none"> • External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from an Educational Psychologist. Who assesses children who we have identified but also observes other children we have concerns about, providing school with recommendations. In addition, school may seek advice from specialist advisory teachers from Tameside Pupil Support Service and from expertise in ELT and other ELT schools. • The speech and language therapy and occupational therapy services (NHS) involved in individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children. • School maintains links with child health services, children's social care and education welfare to ensure that all relevant information is considered when making provision for our children with SEN. • The Local Authority's CAF procedures (including Early Help support) are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate. "Team around the Child " and "Team around the school " meetings engaging appropriate agencies to ensure positive outcomes for the children and their families.

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>It is in everyone's interests for complaints to be resolved as quickly as possible and our complaint procedure is available on Complaints Procedures Policy 2016</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>OKE - Offering support, information and activities to families with special needs children in Tameside and the surrounding area. www.ourkidseyes.org 0161 371 2084/2087 Email: ourkidseyes@ourkidseyes.org</p> <p>SEN Team Tameside - Tameside Council Offices, Shirley House, 5 Oldham Street, Hyde, SK14 1LJ. 0161 342 3805</p> <p>SENDIASS - Tameside Special Educational Needs and Disability (SEND) Information Advice and Support (IAS) Service - the service provide information, advice and support to children and young people with SEND and their parents. They aim to develop partnerships between children, parents, local authority, schools and other partners who are involved in working to identify, assess and meet the needs of children and young people 01613423383, email: sendiass@tameside.gov.uk, www.tameside.gov.uk/sendiass</p> <p>Educational Psychologist</p>
<p>What support services are available to parents?</p>	<p>SENDIASS - Tameside Special Educational Needs and Disability (SEND) Information Advice and Support (IAS) Service. The service provide information, advice and support to children and young people with SEND and their parents. They aim to develop partnerships between children, parents, local authority, schools and other partners who are involved in working to identify, assess and meet the needs of children and young people. 0161342338 email: sendiass@tameside.gov.uk, www.tameside.gov.uk/sendiass</p>
<p>Where can the LA's local offer be found?</p>	<ul style="list-style-type: none"> • School's Local offer can be found on the school website. • The Local Authority's Local Offer can be found at: http://www.tameside.gov.uk/localoffer