



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

Date: October 2020

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1. Making information about SEND available to the whole school community

The **SEND Policy** sets out our approach to provision for children with special educational needs and disabilities.

- The **SEND Information Report** is updated much more frequently, with formal publication of a new version three times a year in October, February and June. This report:
 - seeks to answer the questions that parents/carers may have
 - includes specific information on the needs of our children and the support we provide
 - sets out our plans and the progress we are making as a school.
- Both documents are **available on the school website**.
- Together, they include **all the information that our school must legally provide** – and quite a lot more.

If you, or anyone you know, needs the policy or this information report to be **available in a more accessible format**, please let the School Office know. We will do our best to make the information available in a way that meets everyone's needs.

2. Overview of SEND at Goose Green

At the time of writing, the school has 349 children on roll, including 35 children in the nursery. Of the 314 children attending Reception – Year 6 we have:

- 5 children with an agreed Education and Health Care Plan (EHCP).
- 53 children identified as requiring additional SEN support.
- In total, 17% of children in Reception – Year 6 at Goose Green are identified as having a special need or a disability. This is in line with the average of 17% of children attending mainstream primary schools in Southwark who have been identified with a special need or a disability.

3. SEND provision: plans and progress

Priorities for the development of SEND provision in 2020-21 include:

- supporting and driving **Quality First Teaching**
 - effective **deployment of adults**
 - engaging and working collaboratively with **parents**
 - **pupil** voice
 - systematic, accurate **assessment** of needs
 - **evidence-based** interventions subject to regular review to assess impact.
 - Training and development of staff to ensure best possible provision for children
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4. The SEND Operational Framework

- Strategic Leadership
 - School Strategy and Plan
 - SEND and Equalities Policies and Plans
 - SEND Information Report
 - Compliance with the SEN Code of Practice and the Equality Act
 - Governors

- High quality teaching and learning
 - Engage all staff to reflect on their practice
 - Advise, coach, train and model
 - Every child with SEND gets the individualised support that they need

- Identification, tracking and monitoring
 - Systems for early identification
 - Budget, resource and staff management
 - Accurate and up to date SEN register, assessment data, provision maps

- Collaboration and improving provision
 - Effective links with parents and carers
 - Effective links with other professionals, agencies and panel
 - Engage Local Offer
 - Transitions
 - Evidence-based interventions and CPD

5. Frequently Asked Questions

5.1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Pupils are identified as having SEND, and their needs assessed, through:

- information passed on from Nursery or previous schools
 - feedback from teaching staff and other members of staff working closely with the children
 - parental/carer concerns leading to discussions with the child's class teacher
 - baseline assessment in Reception, year 1 phonics screening, KS1 SATS and progress data
 - Advice and guidance from our Special Educational Needs Coordinator (SENCo)
 - specialist assessments recommended by our Educational Psychologist or Speech and Language Therapist.
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5.2 How will school staff support my child?

Our drive for **Quality First Teaching** includes:

- Ensuring all children receive quality first teaching
- The teacher will have the highest possible expectations for your child and all pupils in their class
- All teaching is based on building on what your child already knows, can do and can understand
- Ensuring that provision is made so that all children can access a broad and balanced curriculum. This may involve adjustments, differentiation or using more practical learning and resources which are specifically adapted for your child
- All lessons are differentiated to meet the needs of your child and the class
- Grouping of ability, mixed and independent work is used to support all pupils
- Careful planning of seating, pair work and peer support
- Putting in place specific strategies (which may be suggested by the SENCo, other members of our team or staff from outside agencies) to enable your child to access learning and make progress.
- An exciting and varied curriculum
- Regular discussions between the teacher and child about their learning.

The SENCo will assess your child's barriers to learning. The SENCo works closely with the Learning Mentor, the Pastoral Counsellor, Educational Psychologist, Speech and Language Therapy, Reading Mentor, and the parents of children.

A Referral may be made to outside agencies to advise and support the school and you to have a better understanding of your child's needs. Before a referral is made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional service.

5.3 How will I know how my child is doing?

Your child's progress is continually monitored by their class teacher, SENCo and the Leadership Team

- Their progress is formally reviewed three times a year.
 - If your child is in Year 1 and above, but is not yet at operating within the expected level for their year group, a more sensitive assessment tool 'BSquared' is used which shows their progress in more detail. These may be smaller but significant steps of progress.
 - At the start of Reception and then at the end of each key stage (year 2 and year 6) all children are required by the government to be formally assessed.
 - Provision and support for children on the School SEND register will be managed by the SENCO. The SENCO monitors the children who require SEN Support in class termly to ensure they are being offered best possible provision.
 - Some children require a higher level of Support, those SEN Support plus children will have an Individual Support Plan. Parents will be invited to meetings to review that Support Plan termly. Children, Parents, teachers and any other relevant professionals will be invited to
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these meetings to ensure a collaborative and person centred approach to planning and reviewing.

- The progress of children with an Education, Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education, including parents/carers.
- The Leadership Team and SENCo will ultimately oversee and check that your child is making good progress with any individual work and in any group that they take part in.
- There will also be half termly reviews with adults running interventions And SENCo to review impact.

5.4 How will the learning and development provision be matched to my child's needs?

We use:

- A differentiated approach to teaching and learning which ensures that all children, regardless of need, can access a broad and balanced curriculum.
- Individual and collaborative learning opportunities to ensure that all children can be successful learners.
- Effective use and deployment of additional adults within a classroom to ensure that all children's needs are met.
- Interventions which maximise the child's time in class and are implemented under the supervision of the SENCo who is responsible for measuring impact.

5.5 What support will there be for my child's overall wellbeing?

Pupils are well supported by:

- Our caring school ethos which reflects the schools Values
 - Working closely with parents and carers to ensure a collaborative approach to supporting and offering provision to children
 - Teachers who work hard to build good relationships with each pupil and their families
 - The school is committed to adopting a child centred approach where the voice of each child is valued and heard
 - The school council who represent the views of the pupils
 - Close monitoring and management of attendance
 - The SENCo regularly reviewing and evaluating the impact of the SEND provision, with regards to progress and well-being of the child
 - Our 'Health and Safety' and 'Medical Conditions' policies that ensure children are safe within the school setting
 - Closely monitoring children's behaviour and proactively identifying changes which give rise to a cause for concern; we work together to focus on early intervention; working collaboratively with parents and carers to ensure children's wellbeing is high and to offer support when it is required.
 - extracurricular activities and off-site visits are always an option for all children
 - referrals are made to the Educational Psychologists, school nurse or other external agencies including CAMHS and Summerhouse if it is felt that these services would support the child, after having a conversation with the child's parents.
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5.6 What specialist services and expertise are available at or accessed by the school?

- School Nurse
- Child and Adolescent Mental Health (CAMHS)
- Integrated Therapy Services, including Occupational Therapy, Physiotherapy, Speech and Language Therapy
- Southwark Early Help and specialist teams
- Southwark SEN and Inclusion Monitoring
- Sunshine House Children and Young People's Development Centre
- Summerhouse Behaviour Support Service
- NASEN and the SEND Gateway
- Local SENCO network

5.7 What training have the staff, supporting children and young people with SEND, had or are having?

- The SENCo's priority is to support the class teacher in planning for and offering provision to children with SEND.
- The school has a school development plan, where training needs are identified for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by the SENCo, other staff with specialist training or outside agencies that are relevant to the needs of specific children they work with.

5.8 How will you help me to support my child's learning?

The school wants to work collaboratively with you to ensure that your child has the best possible learning experience at Goose Green. It is only by working together and listening to both you and your child that we can make a positive difference in their lives.

One of the best ways that you can support your child is by reading with them daily.

In addition you could support them in:

- learning their number bonds and times tables
 - using maths and literacy skills in real life situations
 - going on a variety of trips and enjoying events with family and friends
 - Engaging in the class topic and helping your child to complete some of the suggested activities from the class teacher.
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- Playing a variety of games at home such as board games, cards, completing puzzles together, word play and memory games.
- If your child is identified as having SEND, the class teacher, SENCo and other professionals may provide you with specific activities to complete with your child or guidance as to how to work with them at home.
- We provide training and information sessions on specific topics and let parents know when these are due to begin.
- We have developed a number of specialist parent support groups where the parents of children with similar needs such as autism or EAL, can get together to share experiences and benefit from training or advice, if they so wish. If you would like to be involved in setting up one of these groups, please get in touch with our SENCo or Family Liaison Officer.

5.9 How will I be involved in discussions about and planning for my child's education? How will my child's voice be heard?

Parents' views about SEND support are sought in:

- meetings with the class teacher or SENCo these include ISP (Individual Support Plan meetings)
- Parent View <https://parentview.ofsted.gov.uk>
- parent evenings
- whole school parent survey
- an open door policy for parents to voice any matter they would like to discuss regarding their child's class teacher

- Communication books as and if required

The **views of pupils with SEND** are sought through:

- The school believes the voice of the child is vital and central successful learning and is what we strive to build provision around.
- discussion with the pupil and Senco to complete the child's view on ISP, Children are encouraged to attend ISP meetings when it is deemed appropriate and they would like to
- Pupil Voice surveys of the school
- School Council meetings
- Annual Review meetings (person centred)
- response to marking and peer assessment

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

- We make sure activities outside the classroom and school trips are inclusive and available to all.
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- PE lessons are planned to accommodate the needs of all pupils; pupils with SEND are encouraged to provide input to plans and feedback on lessons to help to improve our provision and better support their needs.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- School clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits are conducted as and when appropriate.

5.11 How accessible is the school environment?

- The school building is housed in a three storey Victorian building; however the ground floor is easily accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Specific equipment and alternative coloured paper is available for pupils and staff with dyslexia.
- For children who benefit from the use of information technology to aid their learning, equipment such as as lap-tops and iPads are readily available.
- We offer children who become overwhelmed by school and have sensory needs opportunities for movement breaks, calming time, time in the sensory tent, ear defenders.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.

5.12 Who can I contact for further information?

- Our SENCo and School Nurse are contactable via the School Office.

Contact a family

Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

<http://www.cafamily.org.uk/southwark>

Family information Service and Family Information Directory

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

Registered childcare providers
Help towards childcare costs
Free early education

http://www.southwark.gov.uk/info/200017/children_and_families/545/family_information_service

Parent Partnership Service

The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs and disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process.

<http://www.southwarkparentpartnership.co.uk/>

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

We work hard to ensure that transitions from one educational setting to another are as smooth as possible. Children entering the early years enjoy an integration process that helps them to get to know their teacher and other adults. The teacher will visit the child in their own home and may visit them in their nursery setting.

Similar transition arrangements exist between primary and secondary schools, with taster days and visits taking place before the children start their new school.

5.14 How are the school's resources allocated and matched to children's special educational needs?

We evaluate our provision through:

- Frequent discussions between all staff members working with the child, including the class teachers and SENCo, to ensure the provision is appropriate for the child
- Regular analysis of the attainment and progress of each child
- Reporting progress to the Headteacher and SEND Governor
- Ensuring members of staff are trained and confident in their work
- Carrying out learning walks and observations of whole class teaching and interventions
- Annual report to the Governing Body with the SEND Information Report posted on our website.

5.15 How is the decision made about how much support my child will receive?

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the **Southwark Local Offer**. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an **Education, Health and Care (EHC) Plan**. The EHC Plan will outline support your child will receive from the Southwark, acting as the Local Authority, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHC Plan

5.16 How can I find information about the local authority's Local Offer of services and provision for children with SEND?

For further information about Southwark's Local Offer for SEND:

<http://localoffer.southwark.gov.uk/>
