



## Golden Flatts Primary School

### SEND Information Report 2022-2023

#### 1. Who can I talk to about my child with SEND?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress or you feel that they need additional support you may wish to speak to the Head of School who has responsibility for **Special Education Needs/Disabilities Co-ordinator (SENDCo)**. Our School SENDCo is Miss. Kathryn McIntyre. She has a range of experience working with children with additional needs both in schools and within the community.

Our SEND Governors are Mrs.L Cairns and Mr.C Simmons

#### 2. What kinds of special educational needs is provision made for at our school?

Golden Flatts Primary School is an inclusive school where every child matters; we aim to address children's needs and support their development in the best and most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or bespoke provision is currently being made in school for children with a range of needs including but not limited to:

**Cognition and Learning** – moderate learning difficulties; specific learning difficulties - dyslexia, dyspraxia.

**Sensory, Medical and Physical** – hearing and visual impairment, sensory processing difficulties, epilepsy.

**Communication and Interaction** – Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties.

**Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder and trauma.



### 3. What are the school's policies with regards to the identification and assessment of children with SEND?

Our school's Assessment Policy (which is available on this website) outlines the range of assessments regularly used throughout the school. The small steps assessment framework may be required when children are making less than expected progress, which can be characterised by progress which:

- 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.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying special educational needs and/or difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher or a member of the Inclusion team, would gather information about incidents occurring, at what time of day, during which lessons and CPOMS records may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class or during unstructured times of the day to record behaviours and allow us to consider involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEND Policy, Mental Health and Behaviour Policy for further information relating to behaviour support (available on this website). Parents are always informed if school staff consider that their child has an additional need and parents 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 discount these aspects as possible underlying causes of learning needs.

We also have a medical register, which registers children's medical needs and ensures that they are met. Children on this register also have an Individual Health Care Plan which lists in detail the medical need and action to be taken. This information is updated annually with parents by **Mrs Clare Taylor**. Health Care Plans may be updated more frequently as needs alter. Parents are asked to sign annual updates which are then made available to all relevant staff. Further information on the school's procedures relating to medical needs can be found in the Medical Conditions at School, including the Administration of Medication in School Policy.

Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document (available on this website).



#### **4. What are the school's policies for making provision for children with SEND whether or not they have an Education, Health and Care Plan?**

##### **i. How does the school evaluate the effectiveness of provision for children with SEND?**

- use of a provision map to measure progress and achievement. This is evaluated half termly for impact by teachers and members of the Leadership Team through the Pupil Progress Meeting Cycle.
- review of Assess, Plan, Do and Review (APDR) plans and Behaviour Plans at least 3x yearly in collaboration with parents/carers and the child (each term).
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEND across the school - part of whole school tracking of children's learning looking at National Curriculum Age Related Expectations and rates of progress (See Assessment Policy for more information).
- Boxall assessments to measure emotional and social wellbeing of pupils – 3 x yearly for pupils with identified need
- Academic and parental Strengths and Difficulties (SDQ) will be used to support the assessment of pupils accessing Play Therapy.
- monitoring by SENDCo and, when appropriate, in conjunction with relative external agencies.

##### **ii. What are the school's arrangements for assessing and reviewing the progress of children with SEND?**

- our school's Assessment Policy (available on this website) outlines the range of assessments regularly used throughout the school
- evaluation of Assess, Plan, Do and Review plans 3x yearly
- tracking of pupil's learning in terms of National Curriculum Age Related Expectations and progress.
- Half termly phonic screening for pupils accessing the school's phonic programme.
- progress of children with speech and language needs and hearing impairments is assessed and reviewed throughout the year by SALT and The Hearing Impaired Services
- a cycle of consultation meetings, based on the planned annual review is held for children with Education, Health and Care Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENDCo 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.
- when assessing children with SEND, consideration is given to recording needs e.g. if a reader, scribe, additional time or rest breaks may be necessary - generally whatever support is provided in the classroom is provided as far as is permitted during tests. The school's SENDCo submits concessions for Year 6 SATS examinations.
- initial concerns about a child's progress are discussed with the SENDCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.



- for children whose main area of need is Cognition and Learning, consideration will be given for the appropriateness of assessments being carried out using the federation Small Steps Assessment framework.

### **iii. What is our approach for teaching children with SEND?**

- The motto of our school is 'The more you try, the higher you fly' and our fundamental aim is to enable each individual child to do this by realising their potential and removing barriers to learning. 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, use appropriate assessments and set suitable targets for learning.
- High quality teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Executive Head Teacher, Head of School, SENDCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND and plan lessons that focus on their individual needs and how to support children with SEND to meet the intended outcome or objective.
- 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 which is adapted, additional to or different from the provision made for other children. All of our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy 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 in order to take part in learning effectively and safely and they help children to manage their emotions in order to take part in learning effectively.
- 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 SENDCo, Inclusion team, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that some children often require additional challenge to extend and fully deepen their understanding.
- Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum. (See the website for the EAL policy)
- We acknowledge that not all children with disabilities necessarily have special educational needs. All teachers take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from Local Authority Special Needs Team if appropriate), without the need to be disapplied. 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; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

#### **iv. How do we adapt the curriculum and learning environment?**

- Our school drivers are centred around inclusion and the curriculum is scaffolded and differentiated to meet the needs of all of our children. Differentiation may occur by adaptation's to resourcing in order to support understanding or reduce cognitive load by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children maybe 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 etc); materials used; support level provided; provision at alternative location.
- The school always acts upon advice received from external agencies (e.g. most advantageous positioning of HI children within the classroom and use of aids as recommended; exercise programmes from occupational health; use of brain breaks and sensory resources).
- We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary. We commission additional Speech and Language Therapy time in addition to our core allocation.
- Hearing Impaired Service, Speech and Language Therapy Service, Educational Psychologist, Play Therapist, Mental Health and Support team and Occupational Health to work directly with children in our school and provide training, support and advice to staff
- Children who find the classroom environment challenging and require a quieter space to work in order to support their emotional needs may be given access to an individual safe space (see safe spaces for parents on the website)

#### **v. What additional support for learning is available for children with SEND?**

- There are currently 117 children on roll at Golden Flatts Primary School of which 26 are registered as having SEND and 1 of which have an EHC. We have 5.5 (FTE equivalent) teaching assistants employed in school, most are trained to deliver a number of intervention programmes throughout the school. Most TAs are deployed in classes to support children as an additional adult or on a small group basis.
- We follow the Code of Practice for SEND
- We teach a differentiated curriculum focussing on supporting children to meet intended outcomes to ensure that the needs of all children are met.
- We implement Assess, Plan, Do and Review plans x3 yearly with tight measurable targets.
- A large number of intervention programmes are in place for children who require additional support e.g. Welcomm, BLAST, Theodorescu writing support, Mastery in Number, ELSA and small group tutoring, based within the classroom environment so that they receive high quality first teaching.



- For children who require it we formulate trauma informed plans to meet their individual learning and SEMH needs.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. Educational Psychologist, Play Therapist, Speech and Language Therapists, Occupational Therapists). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.

**vi. What additional support is available for improving the emotional and social development of children with SEND?**

- Specialist advice from our Educational Psychologist through the school service level agreement
- Specialist advice from colleagues at CAMHS
- A Play Therapist is employed for 2 days per week for children who require support to express their feelings and emotions in a safe space with a 1:1 therapist.
- Areas designated as 'quiet areas/safe spaces' within or outside classrooms
- Bespoke safe spaces identified for individual pupils
- A trauma informed approach to provision
- Support from Parent Support Advisor Mrs Clare Taylor, who supports parents in gaining guidance and help in working with their child
- Mentoring/ELSA provided by 2 Teaching Assistants Mrs. Michelle Ezeala and Mrs. Bryoney Measor – we offer sessions as and when required being responsive to the needs of the children. Referrals for support can be made by staff, parents and individual children can self-refer.
- Butterflies Nurture group catering for 10 children, Reception to Year 4. Overseen by Mrs Carolyn Lakin (Head of School Lynnfield), led by Mrs. Michelle Ezeala (Nurture Group Leader) and Miss. Emma Croft.
- Individual Trauma Informed Behaviour plans
- Individual Risk Assessments to identify potential risk factors and reduce the severity of the risk.
- Individualised work stations
- A multi-agency team of staff providing a package of support for individual children
- Mental Health support Team offering 1:1 CBT, parent led CBT and small group support focussing on anxiety.

**vii. What additional support is available for improving the emotional and social development of children with SEND?**

- all extra-curricular activities are available to all of our children
- before school care is available to all of our children
- all residential trips are available to all children
- Active Play sessions



**5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?**

- Our Executive Headteacher is an experienced SENCo and holds a SEND diploma. She leads the school's Senior Leadership Team which includes leaders from within the Strategic Leadership, pastoral, SEND, Behavioural, Inclusion and the curriculum teams.
- The school's Head of School has responsibility for SEND (Miss Kathryn McIntyre) has completed the NVQ Level 3 Autism Spectrum Disorder. She has worked with children with a range of complex needs for over 20 years. Attended trauma related training and conferences to ensure the provision for children meets individual needs.
- The school employs a team of 5.5 (FTE equivalent) TAs who are trained to deliver a range of interventions on a small group and 1:1 basis.
- 1 member of staff are trained in the administration of medicines
- 1 TA is qualified to NCFE CACHE Level 2 Certificate in Understanding Autism.
- 1 member of staff have completed bereavement training
- 4 members of staff have completed the Paediatric First Aid (2 day) training
- 3 members of staff with Emergency First Aid training
- 6 are trained in Team Teach.
- CPD training which has supported the development of high quality teaching has included: Innovative Strategies to Support Pupils Complex SEND needs, Safeguarding Pupils with SEND needs, Effective Target Setting and working with pupils with hearing impairments. In addition to the face to face training each member of staff has access to The National College and National Online Safety training webinars, to ensure that specialist knowledge is secure
- All staff have received training on ACES
- SENDCos attend 'Special Educational Needs Co-ordinator Cluster Meetings' throughout the year funded by the L.A. These meetings support work in school and provide an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- At the close of each school year teachers hold meetings with the child's next teacher to discuss SEND and Medical information in preparation for the following year. The SENDCo meets with the Executive Headteacher at least once per half term 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. The SENDCo organises training on a needs basis and also staff may request specific training. The school is proactive in engaging with specialists in order to ensure that we are using best practice.
- When a child is transitioning to secondary provision a meeting is held with the receiving secondary school's SENDCo, parents, class teacher and Golden Flatts's SENDCo to discuss transition arrangements, support and preparations for Year 7.
- The SENDCo and class teachers meet with parents/carers annually at the end of the academic year to discuss progress and plans for the next academic year.





#### **6. How are the equipment and facilities used to support children with SEND secured?**

- Through discussion with specialist agencies involved
- Through discussion with parents
- Through discussion with our Head of School
- Equipment and facilities to support children with SEND are non-negotiable in our school; whatever our children with SEND require, within reason, they are provided with e.g. provision of writing slopes; provision of equipment e.g. balance boards, weighted boards, strength balls etc
- We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). 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 impairments.
- For children who have SEND or may be considered vulnerable to the transition process additional transition visits are designed to meet their needs and ensure transition is successful.
- The school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

#### **7. What are the arrangements for consulting parents of children with SEND and involving parents in the education of their child?**

- Throughout the year there are x3 informal meetings available for parents to evaluate their child's progress towards their termly targets on their Assess, Plan, Do and Review plans with class teacher.
- Parents may also attend the x2 yearly Parent Consultation Meeting and there is an end of year annual report to parents.
- Our parents appreciate the 'open door' policy whereby all school staff are easily contactable via the school office/telephone/email. 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 SEND. 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 during consultation meetings with our Educational Psychologist, parents are given a report and discussion takes place regarding the outcomes of any assessments/observations.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers from the LA)





- The progress of children holding an Education, Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Year 5 annual reviews/EHC plan reviews consider transition to secondary school and is discussed involving parents and the LA. At Year 5 and Year 6 annual reviews the SENDCo of the anticipated receiving secondary school is invited to attend.
- For children with an ASD diagnosis in Year 5 and Year 6 the LA's ASD protocol is used to help parents and carers make informed choices with regards to secondary provision.
- When desired, the Inclusion team will join parents and pupils to visit prospective schools.
- Parental survey forms are used at annual reviews and throughout the year to obtain
- parents' views about their child's SEND, support in place to address needs and any
- modifications to this support which parents feel may be appropriate.
- Early years parents will be invited to attend a baseline assessment consultation within the first six week of their child's new class across the rising 3's, Nursery and Reception and will be given the opportunity to agree assessments, make comments to contribute to assessment and plan next steps for their child.

#### **8. What are the arrangements for consulting children with SEND and involving them in their education?**

- Children with SEND are represented in proportion to their numbers in the school in our School Council. All pupils in Key Stage 1 and 2 take part in Class Council meetings and through pupil voice opportunities throughout the year.
- Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their targets set to support their development.
- Targets identified within the Assess, Plan, Do and Review plan are reviewed with children and their thoughts/feelings and wishes are recorded.
- Information sharing documentation is also reviewed with the children for personalised responses to how they feel about school and home.
- Coordinated support plans are reviewed termly with the opportunity to include each child's views and aspirations.

#### **9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made by the school?**

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.



- If the matter remains unresolved, the complaint is dealt with by the Head of School with responsibility for Inclusion.

If there is still no resolution:

- The Executive Headteacher should become actively involved.
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

**10. How does the Governing Body involve other bodies, including health services and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?**

- The school commissions the services of a Educational Psychologist, Speech Therapist and Play Therapist to work directly with children in our school and to provide advice and support to staff in addressing needs throughout the school.
- 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 a member of specialist services such as CAMHs and Occupational Therapy to help us shape the provision we offer for children.
- When necessary the school seeks advice from specialist advisory teachers from the LA.



**11. What are the contact details of support services for parents of children with SEND, including those for arrangements made in accordance with clause 32?**

- Head Of SEND 0-25 Children's Services Louise Allen CETL Brierton Lane Hartlepool 01429 523209
- Educational Psychology Service, Dr. Kathryn Crowder CETL Brierton Lane Hartlepool Kathryn.crowder@hartlepool.gov.uk

**12. What are the contact details of support services for supporting children with SEND in transferring between phases of education?**

- Transition from setting to school - EY Team, EP, SEN Team Head Of Children's Services Louise Allen CETL Brierton Lane Hartlepool 01429 523209

**13. Where is the Local Authority's Local Offer and school's Local Offer published?**

- The Local Authority's Local Offer can be found on the website or at [www.hartlepoolnow.co.uk](http://www.hartlepoolnow.co.uk)

**14. What are the admission arrangements for children with SEND?**

- To view the SEND Admission arrangements for Golden Flatts Primary School please refer to the website or alternatively :

[https://www.hartlepool.gov.uk/info/20014/schools\\_and\\_learning/314/school\\_admissions\\_and\\_transfers](https://www.hartlepool.gov.uk/info/20014/schools_and_learning/314/school_admissions_and_transfers)



## SEND impact Statement

### 2018-2019 End of Key Stage 2 Results

The government will not publish KS2 school level data for the 2021 to 2022 academic year. They have archived data from the 2018 to 2019 academic year because they recognise that the data from that year may no longer reflect current performance.

The following are the results achieved from 2018-2019 statutory assessments.

#### 2019 End of Key Stage 2 Results

Number of children in the cohort: 17

SEND Support number and percentage of children: 7 children / 41% SEND

EHC Plan number and percentage of children: children 2 / 11.8% SEND

#### Maths, Reading and Writing Working at Expected Standard

	School	National
SEND Support	14%	26.4
No SEND	40.0%	77.6

#### Maths- working at expected standard

	School	National
SEND Support	28.6%	45.4%
No SEND	70.0%	89.8%

#### Reading - working at expected standard

	School	National
SEND Support	28.6%	41.0%
No SEND	40.0%	84.1%

#### Writing- working at expected standard

	School	National
SEND Support	57.1%	38.6%
No SEND	90.0%	91.3%



## 2018-2019 End of Key Stage 1 Results

The government will not publish KS2 school level data for the 2021 to 2022 academic year. They have archived data from the 2018 to 2019 academic year because they recognise that the data from that year may no longer reflect current performance.

The following are the results achieved from 2018-2019 statutory assessments.

Number of children in the cohort: 11 children

SEND Support number and percentage of children: 2 children / 20% SEND

EHC Plan number and percentage of children: 0 children / 0% SEND

### Maths - working at expected standard

	School	National
SEND Support	0%	35.9%
No SEND	66.7%	84.2%

### Reading - working at expected standard

	School	National
SEND Support	0%	31.3%
No SEND	66.7%	83.1%

### Writing - working at expected standard

	School	National
SEND Support	0%	25.8%
No SEND	66.7%	80.7%

## 2018-2019 Phonics screening results

The government will not publish KS2 school level data for the 2021 to 2022 academic year. They have archived data from the 2018 to 2019 academic year because they recognise that the data from that year may no longer reflect current performance.

The following are the results achieved from 2018-2019 statutory assessments.

### 2019 Phonic Screening Results

Number of children in the cohort: 13 children

SEND Support number and percentage of children: 0 children 0% SEND

EHC Plan number and percentage of children: 0 children / 0% SEND

### Phonic Screening

	School	National
SEND Support	0%	Not yet available
No SEND	76.9%	Not yet available