



Golden Flatts Primary School



SEND INFORMATION REPORT *For Parents and Carers*



Creation Date:
To be reviewed annually.

Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites, Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

Our SEND Mission... *what do we want to be remembered for?*

The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.

PARENT CHARTER

Our promise to parents of children with
SEND in Lingfield Trust

As a parent and/or carer in our trust, we pledge to try our best to make sure that you experience us as:

P	Positive: We will focus on the can dos and offer solutions.
A	Approachable: We will make it easy for you to talk to us.
R	Reliable: We will give you the most up to date advice and guidance.
T	Transparent: We will always be open and honest.
N	Non-judgemental: We will not make assumptions, judgements or criticisms.
E	Empathetic: We will always see things from your child's point of view.
R	Resourceful: We will use the assets that we have to best support our children.
S	Supportive: We will be there to give help, assistance and encouragement.

Lingfield
Education Trust

What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

What is a 'SENDco', who is it and how do I contact them?

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. Kate McIntyre. She has a range of experience working with children with additional needs both in schools and within the community. Our SEND Governor is Mrs. L Cairns

What kinds of SEN are provided 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 our 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.

How do we identify children who may have SEND and assess their needs?

Our school's Assessment Policy 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 our website).

How do we consult with parents of children with SEN and involve them in their child's education?

- 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.

How do we consult children with SEN and involve 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

How do we assess and review children's progress?

- 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

What additional support for learning is available to children with special educational needs?

- There are currently 111 children on roll at Golden Flatts Primary School of which 35 are registered as having SEND and 8 of which have an EHC. We have 4.5 (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, Mastery in Number, ELSA, ELSEC support 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.

How do we support children moving between phases of education and in preparing for adulthood?

- Transition is planned for at key transition points including Y6 – Y7. School completes a 'transition toolkit' document that supports the secondary schools in identifying support and resources for the new Y7 pupils. Meetings are held between the primary and secondary schools to discuss individuals and aid transition. In the last week of the summer term, Y6 pupils spend 4 days at their new secondary school.
- Next class transition is scheduled for this week and children in school spend some time with their new class teacher.
- Teachers meet together to pass on information and strategies to the receiving teacher to ensure a seamless transition into the next class.
- Pupils are given the opportunity to develop skills for adulthood through school council, eco-warriors, librarians etc
- From Y5, parents and carers may allow children to walk home from school and complete a 'walking home' letter to enable them to do so
- Transition from setting to school - EY Team, EP, SEN Team Head of Children's Services Louise Allen CETL Brierton Lane Hartlepool 01429 523209

What is our approach to teaching children with SEN?

- The motto of our school is 'Nurturing hearts, inspiring minds, changing futures' and our fundamental aim is to enable each individual child to realise their potential and remove 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. The Lingfield Teaching Compass aims to embed a 'SEND from the Start' approach – to ensure that the core offer caters for as many children as possible
- 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 act 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.

What adaptations are made to the curriculum and the learning environment of children with SEN?

including building design information

- 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 adaptations 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)

- The building is designed to be accessible with ramped areas where there are steps to access from the outside. Yellow paint is used to demarcate areas of the grounds such as steps for those who have VI needs.
- *How are equipment and facilities to support children special educational need 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.

What expertise and training do staff have in order to support children with SEN?

- Our Headteacher has responsibility for SEND (Miss Kate McIntyre). She 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. Miss McIntyre is currently accessing the National Professional Qualification in Special Educational Needs (NPQSENCO)
- The school employs a team of 5 (FTE equivalent) TAs who are trained to deliver a range of interventions on a small group and 1:1 basis.
- 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' 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.

How is specialist expertise, such as educational psychology, secured?

- The school commissions the services of an 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.

How do we evaluate the effectiveness of our provision made for children with SEN?

To ensure support and strategies in place are meeting individual needs and enabling progress, SEND support plans and EHCPs are reviewed in line with national standards. This involves you as parents, teachers, specialists and the child where appropriate. Academic and personal development progress is monitored using assessments, observations and reports. We use provision mapping to review progress and attainment to identify which interventions and strategies have had the most impact. Pupils on the SEND register have an APDR (Assess, Plan, Do, Review) Plan which is reviewed termly with the child and with the parents. Pupil voice is gathered to understand your child's views on their support and progress. The SENDCO and school leadership teams use this evidence to adapt and improve the provision to ensure it remains suitable and effective. Regular reviews with governors and Ofsted inspections form part of this evaluation process.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN, including physical activities?

We believe all children including those with special educational needs should be offered a broad, balanced and inclusive curriculum. Children with SEND are supported to take part in all activities alongside their peers, including physical activities through the planning and implementation of reasonable adjustments. To enable this, a range of differentiated strategies will be considered, such as additional adult support, adaptive equipment and resources, simplifying instructions and vocabulary, adjusting tasks or using visual aids or assistive technology to suit specific needs. In order for these support strategies to be successful, teachers and the SENDCO carefully plan and introduce these to the children for them to participate safely and confidently. Where necessary, risk assessments and individual support plans will be used to ensure children can access activities and feel valued and included.

We invite all children including those with SEND to participate in our range of after school which are also differentiated and adapted to meet the individual needs of children as well as promote inclusivity. Our clubs offer opportunities to develop a range of academic and social skills as well as

developing independence, communication, resilience and self-help skills. Additional provision is available for a small number of identified pupils with sensory needs to access resources in the community.

What support is available for improving emotional and social development?

Emotional and social skills are delivered through weekly PSHE lessons which include lessons on bullying – including online bullying. Our anti bullying policy clearly states how bully is prevented and dealt with. In addition to this, we offer a range of support to promote the development of emotional and social skills.

- Specialist advice from our Educational Psychologist through the school service level agreement
- Specialist advice from colleagues at CAMHS
- Specialist support from Alliance – Mental Health Support team
- A Play Therapist is employed for 1 day 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 teaching Assistants– 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.
- 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.
- 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

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families?

The School is committed to working in partnership with services and signposting families to services that can support them. We promote communication from the local SEND services on the school social media and invite services such as the School Nurse and Alliance into school for parents and carers to meet with in a familiar environment. Where bespoke support is needed we work in partnership with families to identify services that will best help them.

How do we support children who are looked after by the local authority and have SEN?

Each SEND child who is looked after through the local authority will have a personal education plan (PEP). This ensures children are offered support tailored to their individual needs. School work with the local authority, health and social care and carers to review the plan regularly. A designated teacher for looked after children works closely with the SENDCO to ensure the child's

needs have been identified and their needs are being met. We also work with carers, virtual schools and social workers to provide a consistent, nurturing learning environment with an aim to promote stability and inclusion.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us! We want to get it right, and work with you to do so. Often, our SENCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here:

<https://lingfieldeducationtrust.com/governance-policy/trust-policies/>

What is the Local Authority 'Local Offer' and how do I find it?

The Local Offer is information provided by the local authority that outlines the services and support available for children and young people aged 0 - 25 years with SEND and their families. It offers information, advice and guidance about the types of services and support available to you in our local area. The aim of the local offer is to help families understand what support is available in their area and how to access it.

The Local Authority's Local Offer can be found on the website or at www.hartlepoolnow.co.uk

Are there any support services for the parents of pupils with special educational needs?

- Head Of SEND 0-25 Children's Services Louise Allen CETL Brierton Lane Hartlepool 01429 523209
- Hartlepool Special Educational Needs and Disabilities information, advice and support service (SENDIASS) provides free confidential, impartial support and advice to Children, Young People (aged 0 – 25 years) and their Parent/Carers, about matters related to their or their child's Special Educational Needs and Disability (SEND), including matters relating to health and social care and can be found here: <https://www.hartlepoolsendiass.co.uk/contact/>
- Educational Psychology Service, CETL Brierton Lane Hartlepool
- Hartlepool Bubble of Support documents details all services in the local area. And can be found here: <https://www.1hart1mind1future.co.uk/bubble-of-support/>