

Education Offer at Goodmayes Primary School

Overview

An overview of the school

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and Learning**, for example, dyslexia, dyspraxia
- **Social, Emotional and Mental Health** difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or Physical Needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, muscular dystrophy
- Moderate/severe/profound and multiple learning difficulties

Identifying children's needs

Identifying pupil's additional needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The first response to progress that is less than expected is high quality, teaching targeted at the child's areas of weakness. Most pupils will have their needs met through quality first teaching. This may include appropriate adaptations of learning tasks, adaptations to the curriculum and learning environment, time-limited interventions and the provision of additional practical or visual resources. We focus

on early intervention to ensure 'gaps' are targeted, and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work alongside the SENCO to assess the child further. The SENCO will gather information from the pupil, parents/carers and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, discuss any parents' concerns and the next steps.

Our school believes that early intervention is crucial, and all staff are aware of the importance of raising and sharing concerns regarding a child's learning or development with the SENCO and parent/carer.

The school will assess each child's current levels of attainment on entry in Nursery/Reception. If the child already has an identified special educational need, this information may be transferred from the Early Years setting. The SENCO and the child's class teacher will then:

- Provide starting points for the development of an appropriate curriculum
- Identify ways in which the child will be supported within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment is taking place
- Provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents and carers in implementing a joint learning approach at home
- Make a referral to the Early Years SEND Support Service (EYSENDSS) if appropriate.

When a pupil is identified as having SEN, we act to identify specific barriers to learning and put effective special educational needs provision in place – SEN Support.

Quality first teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions, which are carefully monitored and targeted to their individual needs.

We adopt the graduated approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice 2015 p86. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will then involve appropriate specialists and Outreach Services.

Dedicated contacts

Dedicated contacts at the school

If parents/carers have any questions or concerns about their child, the first point of contact is always the class teacher.

Parents/carers can make an appointment to meet with the class teacher who will be happy to discuss any concerns and answer any questions.

If parents/carers then require additional information or guidance, they can contact the school to make an appointment with the SENCO if necessary.

Involving children and their families

Involving pupils and parents/carers in planning support

- Planning and review meetings x Individual pupil/teacher conversations
- Advice on how to support learning at home x Mentor, e.g. adult or peer mentoring.
- Regular contact between home and school, e.g. home/school book, email or text.
- Parent/carer Support

The school adheres to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs. Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs are treated as partners and supported to play an active and valued role in their child's education.

Parent/carers are informed as soon as there is concern about their child's progress and an initial consultation meeting is held. This may be with the class teacher or the class teacher and SENCO. Concerns are discussed and, if appropriate, an individual education plan (IEP) may be formulated. Permission may be obtained for the child to be observed or assessed by the Educational Psychologist or for a referral to be made to an outside agency to further support. Support and reassurance are given to parent/carers at all times and they are encouraged to contact the class teacher or SENCO if they have any concerns regarding their child's learning or development.

All parents/carers and children with IEPs are formally invited to meet with the class teacher every term. During these meetings reviews of the IEP are carried out. Targets are reviewed and achievements celebrated. New targets are agreed and a new IEP is formulated.

Parent/carers of children who have an EHCP are invited to attend a progress review meeting each term. The class teacher and SENCO are present, and where applicable any additional adults who support the child. Representatives from outside agencies may also be present or they may send in a report. Targets are reviewed and achievements celebrated. New targets are agreed, and a new support plan is formulated.

An Annual Review meeting for children who have an EHCP is held during the term that the EHCP was issued. The purpose of the meeting is to review progress against the outcomes in the plan and promote continuity of learning. Parent/carers and representatives from outside agencies are invited to attend the meeting. A copy of

the review notes and any recommended changes to the EHCP are sent to the Local Authority in which the EHCP was obtained.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our pupils with SEN to express their views.

Range of support available

Range of support available to pupils with SEND

- Curriculum adaptations/differentiation
- Groupings of pupils
- Specific teaching interventions x specific individual support
- Support for behaviour
- Support for health needs
- Support for communication needs/assistive technologies

Measuring children's progress

Measuring pupils' progress

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed regularly, and the Governing Body's Annual Report will report on the implementation of the policy.

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress meetings are held termly, attended by the class teacher, SENCO and assessment coordinator, at which actions are planned to address any pupils identified as having slow progress.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's individual need and that we respond quickly to any evidence of inadequate progress.

Support and training for school staff

Support and training for school staff

The school carries out an annual audit of training needs for all staff considering school priorities as well as professional development. The school is allocated funding from the Individual School Budget each year that it may use to meet

identified needs. Particular support is given to Early Career Teachers (ECTs) and other new members of staff.

We identify training needs regularly and have SEND training/support that covers the four areas of SEND: Cognition and Learning, Social Emotional and Mental Health, and Sensory and / or Physical. This is provided alongside our services and specialist providers, such as our Educational Psychologist, Speech Therapist and Special Education and Training Support Service team (SEaTSS).

Accessibility of the school

Accessibility of the school

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use e.g. physiotherapy, occupational therapy, SEaTSS.

Inclusion

Inclusion

It is our duty to make sure that we:

- do not to treat disabled pupils less favourably for a reason related to their disability
- will make reasonable adjustments for disabled pupils
- will plan to increase access to education for disabled pupils
- do not discriminate against anyone as explained in the DDA, 1995
- do not allow any form of harassment of people with a disability
- will promote positive attitudes towards anyone living with a disability
- will remove barriers which may discourage disabled people from playing a full part in school life
- will encourage full participation by everyone in our school activities

Our school's Disability Equality and Accessibility plan can be found on the school website.

Transition arrangements

Transitions - starting or changing schools

Advanced planning for pupils in Year 6 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. Goodmayes Primary School run an effective transition programme to support any child who feels unprepared for moving to another school.

Support and training for parents and carers

- Parent/Carer learning/support groups
- Parent/Carer Support

Further information

Further information for parents/carers, pupils and practitioners:

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