

Goldington Green Academy



Special Educational Needs and Disability Report July 2022

At Goldington Green Academy we are an inclusive school and use our best endeavours to support all pupils with all types of special educational needs, to achieve the best possible outcomes. We recognise that pupils have needs which span

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory or physical needs.

We have a particular expertise in Autism and Social communication needs and have a specialist provision on site. We also have an Inclusion Team who provide well-being and therapeutic support from children who need it. Our Family Worker supports families and chat with them; they provide support and signpost families to other expert agencies if appropriate.

Policies for identifying children and young people with SEND and assessing their needs

Our Inclusion and SEND policy (available on the website) gives further details, and all school procedures meet and support the expectations of:

- The Special Educational Needs and Disability Regulations and Code of Practice 2014
- Children and Families Act 2014
- Equality Act 2010

A child is deemed to have a Special Educational Need if they have greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/ her from making use of the facilities of a kind generally provided for others of the same age. We use this definition to identify those pupils who need additional support.

Early identification:

All staff have a good understanding of a range of special needs and are experienced in using a variety of ways to identify them. To implement the SEND policy we use an 'assess, plan, do, review' cycle. This means that we carefully assess pupil's needs, decide on targets and types of support, implement it and then evaluate the success. This assessment then leads to next steps to build on children's successes.

We have high expectations of all pupils; targets are set by class teachers in conjunction with senior leaders. Pupils know their targets and have newly designed target cards to help them know how these targets help them develop skills they need to fulfil their own hopes and

dreams. If a pupil is not able to progress as expected, we quickly begin to explore why. We know a child needs help when

- There is a change in the pupil's behaviour or progress
- The child's rate of progress slows down
- The gap between the achievement of a child and their peers does not close
- The gap between the achievement of a child and their peers widens

Initially class teachers' assessments are used to identify a pupils needs; any concerns will be shared with the parents and their views sought. Pupils' views will be sought using whatever means they can best communicate. The SENDCO will also observe the pupil and advise. In addition the SENDCO will use relevant assessments such as

- 'strength and difficulties questionnaires',
- English and Maths diagnostic tests
- social skill profiles
- sensory profiles
- dyslexia screening
- full cognitive assessments
- A range of specialist diagnostic assessments implemented by specialists such as the Education Psychologist, the Autism Advisory team, Speech and Language Therapists or supplied by the Paediatrician team.

If a parent has a concern they can raise it with the class teacher or SENDCO. This can be done in person by asking for an appointment, by email or by telephone.

SENDCo: Provides day to day strategic support and advice, oversees SEND provision and monitors impact

Until end of July 2022 Rachel Timms rtimms@goldingtongreeacademy.co.uk

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What does the school do if they have a concern about a child's progress?

- If the school has a concern about a child's progress in any area of learning, the class teacher will invite the parents in to school to discuss it.
- Parents/carers will be encouraged to give their opinions about their child's strengths and difficulties.
- The class teacher, pupil and parents will then decide on some targets which will help the child to make progress. They will also decide what they will each do to help the pupil achieve them.
- A record of what has been discussed and the targets agreed will be made and a copy will be given to the parents.
- A date will be set for reviewing progress towards the targets, usually after a maximum of one term.

If a child responds well to the intervention given at this stage, it may not be necessary for him/her to have a SEND Support plan (known as an Individual Pupil Plan) and be entered on

to the SEN Support Register. If the school does decide that a child has Special Educational Needs, the parents will be informed straight away and their consent sought.

A graduated approach to support will then be taken. This involves a four part cycle:

- ✓ **Assess** : The SENCO carries out an assessment of the child's needs, including the class teacher's assessments and the parents' views.
- ✓ **Plan** : An Individual pupil plan is created based on the needs of the learner, targeting specific areas.
- ✓ **Do**: The plan is carried out.
- ✓ **Review**: Progress made towards achieving the targets is discussed at a meeting with the parents each term. Changes in the support provided will be discussed and then recorded in a new plan.

Throughout this process appropriate support will be planned and put in place; this will be reviewed at least termly. As appropriate external specialists such as Educational Psychologists, Autism Advisory Teachers, Medical Professionals, Child and Adolescent Mental Health team and others will be involved.

For a small number of children, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care needs assessment.

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2014)'

The SENCO will always discuss this with parents first and only proceed with their permission in writing.

At any point parents can contact the SENDIASS (SEND Independent Advice Service) which offers free confidential information, advice and support on Special Educational Needs and Disabilities to children, young people and parents.

Borough Hall,
Cauldwell Street
Bedford MK42 9AP

Tel: 01234 267 276

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=U6sLFysy6qc>

Alternatively the Independent Parental Special Educational Advice (IPSEA) offers free confidential support for parents and carers of children with special educational needs.

www.ipsea.org.uk

Tel: 0800 018 4016

Arrangements for Consulting Parents/ Carers of children with SEND and involving them in their children's education:

We believe that parents / carers are at the heart of their children's education. If we have concerns, we will involve parents by informing them of our concerns and by involving them in the process. This will be through written reports, informal and formal discussions. We will inform parents that school is making special provision and how their child is being supported. Parents can expect us to:

- Hold termly (at least) meetings with you
- Involve pupil views as appropriate to each child
- Set clear outcomes together and share progress towards these
- Plan personalised support to meet a child's individual needs, listening to parent's views as we do this
- Support pupils with transition between classes and schools
- Move through stages of support, Involving specialists and creating an individual pupil plan. If we feel it is needed we will request statutory assessment to get an Education, Health and Care plan. Your consent is always sought to do this as we always work in partnership with parents and carers.
- We also meet all statutory requirements of the SEND code for pupils eligible for Education, Health and Care plans

Consulting young people:

We believe that pupils must feel a sense of ownership over their own learning. We will give them a range of opportunities to share their views about their needs and progress. This will be personalised to the child so may be done verbally, using visual resources, writing or any other media which the child can access in a meaningful way.

Our approaches to teaching young people with SEND

- We believe all our pupils are entitled to a broad and balanced curriculum as outlined in our School Prospectus, available on the school website, it is our responsibility to ensure pupils can access this.
- The learning needs of every child are catered for in the class teacher's planning, which is differentiated to meet a pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a child has needs related to a specific areas of their education, then they may spend a short while each day, or a few times a week, in a small group. This will be taught by a teacher or teaching assistant and will be focussed on achieving specific targets.
- Individual pupils may have specialised teaching for example TEACCh (a specific style of support for pupils with autism) or PECS (picture exchange communication system for children with severe communication difficulties.)

- Robustly monitoring and supporting children’s emotional wellbeing. We ensure that all children with SEND have support in this area alongside academic and social skills.

We believe that all children need access to a variety of learning opportunities and closely match all lessons to pupils’ next steps. Teachers know their students well and carefully differentiate learning to best support them. At times pupils may need access to a completely different approach such as outdoor forest school’s learning or a social skills group. We will endeavour to ensure this is catered for. We will also make adaptations to the curriculum and learning environment based on pupils needs for example, including braille resources or a hearing loop.

We take all reasonable steps towards ensuring young people engage with activities available to those who do not have SEND. This may include providing additional adult support, extra resources or specific programmes to develop skills pupils need in order to access activities. Teachers and the SENDCO undertake risk assessments for trips and plan additional support strategies for pupils as needed. This is shared with parents and agreed by the Educational Visits co-ordinator.

We believe that all pupils with SEND need additional social and emotional support even if this is not their prime area of need. This may be very low key, with teachers simply overseeing friendships and self-esteem. It may involve specific social skills teaching, therapeutic support, mentor style support or reward systems to acknowledge achievements.

All class teachers actively teach anti bullying, celebration of diversity and all staff challenge all forms of bullying including racist, homophobic or transphobic behaviour. The Deputy Head monitors all incidents and all staff will implement the anti-bullying policy to ensure the prevention of bullying.

Transition arrangements

We recognise that times of transition can be a cause of anxiety for all pupils, especially those with SEND. We ensure that teachers liaise closely in order to ensure information is passed between staff when pupils move classes, or move to new schools. The SENCO also provides support at these handover meetings. Pupils are given many opportunities to visit new classes and will be given personalised support such as social stories to explain to them what is happening and why. We also link closely with other schools to support transition and ensure the best experiences for pupils as they change schools.

Staff expertise and training

All staff have regular training in supporting a range of types of special need. Staff regularly attend external courses in different aspects of SEND, led by internal staff or external specialists. The EAL Leader is an SLE for EAL (English as an additional language) learners, and provides training for meeting the needs of children who have SEND and are new to English. The Inclusion Manager and external specialists such as the Autism Advisory Teacher or

Speech and Language Therapist also lead in school training. Staff supporting individual pupils also go to specialist training sessions relating to pupils personal needs. The SENCO offers training and support for parents regarding areas such as anxiety, bereavement and loss and managing behaviour. We have three staff who form part of the Inclusion Team who provide specialist therapeutic support.

When and how external support is secured

If a child needs additional support beyond the school, we will refer the pupil to external agencies such as

- ✓ Speech and Language Therapists
- ✓ Educational Psychologists
- ✓ Child and Adolescent Mental Health Team
- ✓ Health Care (0 -19)
- ✓ CHUMS (bereavement and emotional support)
- ✓ Sensory communication team
- ✓ Others as appropriate.

All referrals include the parents' views and are done in agreement with parents/carers. We also recommend that parents contact various voluntary organisations for support, such as Bedford Parent Carer Forum <https://www.bbpcf.co.uk/>

Details of other organisations are available on our website. We also support parents one an individual basis, alongside, running training sessions for parents such as 'Supporting challenging behaviour', 'Developing sleep patterns' or sessions led by the School Nurse. Parents are invited to our regular coffee mornings, where they can gain support from our Family worker and each other. The Bedford Borough Local offer has lots of regularly updated activities on offer:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Complaints

In the first instance any complaints should be raised with the class teacher, if this does not resolve the issue the SENDCo will become involved. Further details of our complaints procedure is available on the school website.

Local offer is available via the web link on our website www.goldingtongreeacademy.co.uk

Number of children on our SEND register

	July 2022
SEND support	107
Education Health and care plans	35
Total	142

SEND support means that an increasing high level of personalised support is in place, and the child is likely to be having support from external specialists such as Educational psychologists, Speech therapists or other professionals as appropriate.

Education Health and Care plans (EHCPs) are given to children with high level needs. These identify specific outcomes and support the child will be given to achieve these.

This reflects a percentage of SEND in school of

GGA: 16.5 % SEND Support 5.4 % EHCP

National: 12.6 % SEND Support 4.0 % EHCP

Breakdown of diagnosis of SEND on register (please note some children have more than one need)

SEND & INCLUSION:

Although this group are working below the cohort in each Year group, individual pupils are making at least good progress. If a pupil is not making progress we review support until they do; if we feel we cannot meet the child's needs we are proactive in supporting them to gain a placement in a specialist school.

Breakdown of diagnosis of SEND on register

(Please note some children have more than one need)

	July 2020	June 2021	July 2022
Autistic Spectrum Condition	24	24	30
Social, Emotional and Mental Health	50	48	44
Hearing Impairment	3	4	3
Medical/ PD	3	5	2
Moderate Learning Difficulties	25	33	28
Specific learning difficulties	21	18	19
Severe learning difficulties	1	1	1
Speech, Language and communication	59	63	60
Visual impairment	1	2	2
Total	186	198	189

SEND Percentage group composition	
Eligible for pupil premium	43%
EAL	25%
Looked After	0
Gender - boys	76%
Gender - girls	24%

Evaluating the effectiveness of the provision made for children with SEND

- The SEN budget is allocated each financial year and allocated appropriately. Spending focusses on the best outcomes for each child; this may fund additional adult support, resources or access to extra provisions such as mentoring, angling, coaching or other things which will support the child's overall well being and progress.
- The Headteacher, Deputy Headteacher / SENDCO meet with class each teacher half termly to discuss the individual needs of pupils, their progress and allocate support based on the changing needs of children. Lesson observations and checking of work are also used to evaluate progress.
- Regular meetings are held with parents/carers to discuss any additional support that is being provided for their child.
- The progress of every pupil is carefully monitored so that we know the impact of additional support and resources are targeted effectively.

Governors monitor the effectiveness of the provision in place for pupils identified with SEND and they will receive regular reports from the SENDCO, via the Head teacher's report. The Governor leading on SEND also meets with the Deputy Head at least termly.