

Goldsmith Primary Academy

Information Report

At Goldsmith Primary Academy, all parents can expect their child to receive High Quality Teaching (HQT), early identification of need, and, swift, timely intervention to fulfil their academic and personal potential.

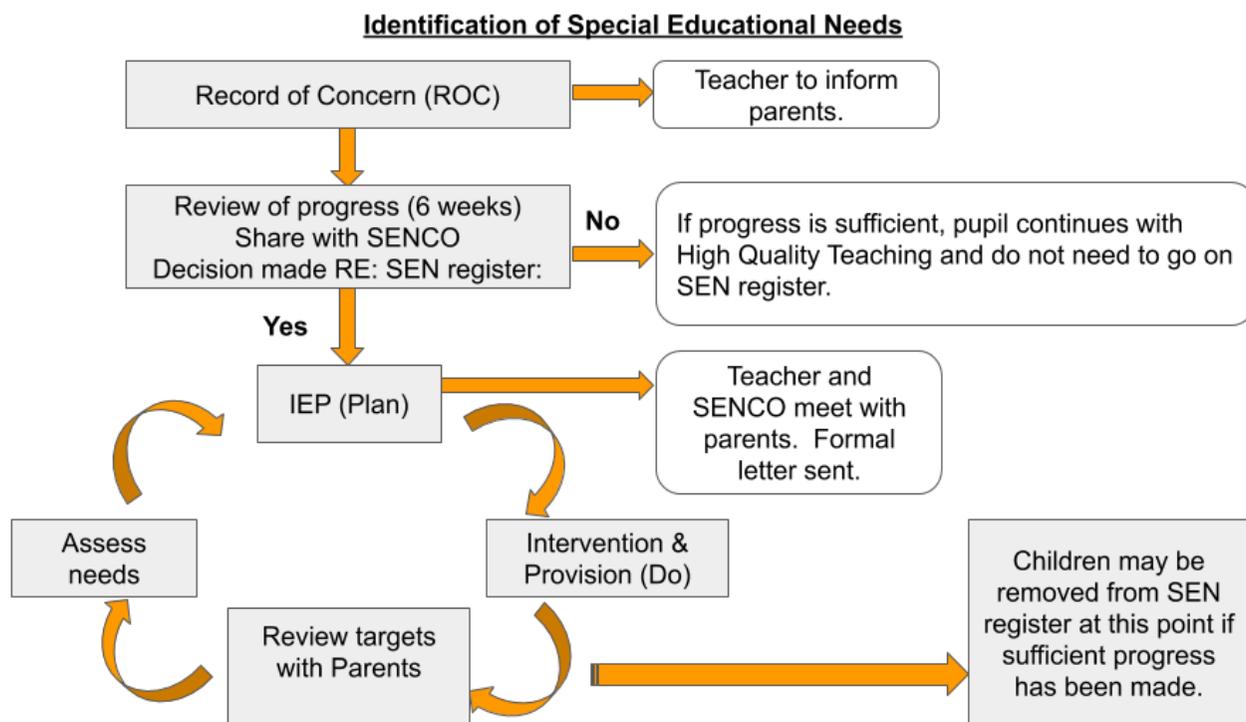
Early identification	Teaching and learning	Intervention
<p style="text-align: center;">Parental engagement</p> <p style="text-align: center;">Parents as our first and most valued partners are informed at each stage of the process and their views are taken in to account.</p>		
<p>At Goldsmith primary academy we welcome:</p> <ul style="list-style-type: none"> ● Open and honest dialogue with parents and other settings to enable appropriate provision to be put in place. ● All pupils on entry to the reception year group are assessed against the Wellcomm criteria to inform provision ● At all points of transition, school staff complete a data scrutiny and engage in professional dialogue regarding pupil needs. ● At any point in the school year, pupils are identified using the identification flow chart. ● There is a 6 week period of identification of SEND needs. 	<p>At Goldsmith primary academy:</p> <ul style="list-style-type: none"> ● All children benefit from explicit modelling and explanation in every lesson, using the ‘I do, we do, you do’ model. This model is based on direct instruction, which is an evidence-based approach to teaching. ● Individual needs are addressed through universal strategies and differentiation of activities and appropriate scaffold support to ensure access to the curriculum. ● The WAT learning cycle builds in ongoing formative assessment to ensure pupils are making rapid progress through lessons with any misconceptions addressed immediately. ● Parents are involved in the setting of individual education plan targets and the subsequent review of these. 	<p>Goldsmith primary academy believes that:</p> <ul style="list-style-type: none"> ● For the majority of children, in class differentiation and personalised learning strategies enable children to make good progress. ● Some children, however, may have gaps in their learning that require short periods of intervention to ensure success in the classroom. ● When interventions are put in place, these are delivered by trained members of staff, and overseen to ensure quality by the school’s Special Educational Needs Coordinator. ● As a matter of course if a child is supported through a specific intervention then parents will be informed as part of the regular review process.

How does Goldsmith Primary Academy know if pupils need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or pupil's previous school
- there is a lack of progress
- there is a change in the pupil's behaviour
- a pupil asks for help

What is the process of identification of Special Educational Needs at Goldsmith Primary Academy?



Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist or Advisory Teacher. Referrals are then completed in conjunction with parents/carers and a programme of support to parents and schools is then put into place and regularly reviewed. This will be delivered through SEND Support (SEN Code of Practice 2014)

If further, specific support is required an assessment for an Education Health and Care Plan (EHCP) may be made. This will only be done after consultation with parents and a young person's views will be gained.

What should I do if I think my child may have special educational needs?

If you have concerns then contact your child's class teacher, Phase Leader or Mrs Ayres (SENCo). You can also contact the school's SEND Governor.

How will Goldsmith Primary Academy Support my child?

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

Goldsmith Primary Academy has a graduated approach to supporting all children in school. We use a four stage cycle of support to help identify needs. **Assess – Plan – Do – Review**. Pupils receive High Quality teaching in class. A requirement for additional support is identified by all staff involved with the child to identify their next steps. Parents and pupils are consulted in this process.

If appropriate, an Individual Education Plan (IEP) is drawn up by the class teacher. A copy of the IEP will be shared with parents and reviewed termly. To support targets outlined in the IEP, children may be included in intervention groups which may include:

- additional general support by the teacher or learning support assistant in class
- use of a particular resource (e.g. a writing slope.)
- 1:1 or small group support.
- assessment from an outside agency, e.g. Speech and Language

The length of time of the intervention will vary according to need. The targets and interventions will be regularly reviewed by staff, parents and the pupil to ascertain the effectiveness of the provision and to inform future planning.

These interventions are recorded on a provision map (for each year group). This is a record of the interventions, timings, cost of and the impact of the

intervention. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each half term. At these meetings, the class teacher will meet a senior leader to discuss the progress of individuals in their class. This shared discussion may highlight areas that require further support which can then be planned for.

How will the curriculum be matched to pupil's needs?

Class teacher input is given via targeted classroom teaching (High Quality Teaching) where individual needs are planned for. All staff have high expectations of all pupils. They use what the children already know and use a range of teaching strategies to involve every child in learning. This may include using practical equipment or specific strategies, e.g. use of a writing slope, colourful semantics, task slicing etc. Through reviewing children's progress, daily gaps in their understanding/learning can quickly be identified and support can be put into place to enable them to make progress.

Teachers plan and differentiate work by reviewing age related expectations and through our skills based curriculum. Work is closely matched to children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum.

How will I know how my child is doing and how can I support their learning?

Staff at Goldsmith communicate regularly with parents. This can be through curriculum newsletters, informal discussions, phone conversations, information on the school website or through parent's evenings. Class teachers are regularly available after school or alternatively appointments can be made to speak in more detail to the class teacher or SENCo by contacting the school office. For pupils on the SEND register, individual targets are sent home each term. Targets are usually set by the class teacher in conjunction with other support staff in school. These targets will be reviewed each term and shared with parents.

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

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs Ayres or other professionals
- parents are encouraged to comment on their child's Individual Education Plan with possible suggestions that could be incorporated.

What support will there be for my child's overall well-being?

Goldsmith Primary Academy recognises that some children have additional emotional and social needs. These can manifest themselves in a number of ways, including behavioural difficulties and anxiety. The school has a variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties, in place. These include:

- Members of staff such as the class teacher, learning support assistants, SENCo, being readily available for pupils who wish to discuss issues and concerns.
- Mentoring sessions with individual children
- Staff in school organise Nurture groups which are targeting groups to develop social skills, self-esteem, emotional wellbeing and to offer support with anger management.
- Contact with the school nurse.
- Circle of friend groups
- Organised playtime activities

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers and medical professionals. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carer, medication may be given on completion of a medication form.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologists
- Advisory Teachers
- CAMHS (Child & Adolescent Mental Health Service)
- Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy
- Paediatric Services (Occupational Therapy/Physiotherapy)
- School Nurse

An Educational Psychologist is allocated to our school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. To help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and

parent/carers on how to best support the pupil in order to take their learning forward.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with parents, the class teacher, at pupil progress meetings or if a concern has been raised by them at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Educational Psychology). Funding may be used to buy in specialist support. Pupil Premium payments are used to support individual pupil's learning.

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

Staff in school are responsible, in consultation with parents, for the level of support needed. This may take the form of additional individual or small group support in class or in other targeted groups tailored to the pupils needs. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged. Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

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

Staff regularly meet with the SENCO to discuss individual needs. All staff receive training related to SEND. These include sessions on:

- Identification of SEND
- SEN and inclusion strategies
- Colourful Semantics
- Task slicing

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

Activities and school trips are available to all pupils. Risk assessments are carried out and procedures are put in place to enable all children to participate. These are shared with parents.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- toilet adapted for disabled users
- adapted keyboards
- extra-curricular activities are accessible for children with SEND.

How will the school prepare and support my child through transition periods?

Staff at Goldsmith understand what an unsettling time moving class and schools can be; therefore steps are in place to enable any transition to be as smooth as possible.

These include:

On entry

- A transition day in the summer term for pupils starting in September including a visit to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Where concerns are raised, meetings with the SENCO and parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school, such as a reduced timetable.
- Children start mornings only and are introduced to lunchtimes before staying full time.

Transition to new classes

Moving between year groups can be unsettling for some children. We therefore prepare children for this change by:

- A transition day in the summer term for pupils to visit their new classroom and teacher for the day.
- information sharing sessions between each teacher
- class teachers are always willing to meet parents/carers prior to the child moving to their class.

Secondary transition

Class teachers, the pastoral team and outside agencies work with children who may be anxious about the move. This provides them with the opportunity to discuss any concerns they may have.

- Secondary school staff visit pupils prior to them joining their new school.

- Staff in school meet with secondary schools to pass on information regarding pupils with SEND.
- Year 6 pupils attend a transition day to visit the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Science days at the secondary school etc)

Mid-year transition

- Currently we give all children a tour of the school with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Complete an admission form including any support pupils have required at their previous school
- Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns, the SENCo will be contacted by phone.

What is the Local Offer?

From September 2014, Local Authorities and schools are required to publish their local offer. This offer will keep under review information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. The Local Offer aims to improve choice and transparency for families. It is also a resource for parents in understanding services and provision in the local area. The local offer can be accessed by following the link <https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Who can I contact for further information or if I want to make a complaint?

If you wish to discuss your child's educational needs or make a complaint about the provision for your child, you can contact your child's class teacher, phase leader or SENCO (Mrs Ayres).

Reviewed: September 2020

Next Review: September 2021