



Growing Together – Opportunities for All

Learning for Life – Daring to Dream

What can Goldsworth Primary School offer to Pupils with Special Educational Needs?

How does the school know if children need extra help and what should you do if you think your child may have special educational needs?

Pupil progress is regularly and systematically monitored by class teachers, subject leaders and senior management. Progress meetings are held termly following assessments to celebrate achievement and identify additional needs. In addition to these meetings, class teachers continually monitor pupil progress.

The school has an Open door policy to encourage parents/carers to speak to the class teacher about any concerns initially, and then arrange to meet with the Special Educational Needs Coordinator (SENCo) for further advice. We have some in-house expertise in special educational needs.

More in-depth assessments may take place by local authority specialist teachers. These specialists then support the school to secure the best provision for the pupil's individual needs. Meetings with parents/carers are arranged as appropriate to discuss this provision and how support can be provided at home.

Following assessment we plan appropriate support which is monitored and then reviewed. We continue the cycle of Assess Plan Do and Review to ensure the intervention meets your child's needs.

Achievement is celebrated with regular Reward Assemblies and certificates for achievement and effort, and demonstrating the values promoted by the school.

How will school staff support your child?

All teachers are provided with information about the needs of individual pupils so that they can differentiate the learning within the curriculum and ensure that all pupils make progress - all our teachers are teachers of inclusion and special educational needs. For some pupils with specific needs, we seek to match specialist provision to meet this need and reasonable adjustments are made to help include all children.

More details of the interventions used at the school can be found on our School Provision Map. If we do not have an intervention to meet a pupil's need, specialist advice is sought.

We have specialist teachers for Reading and Mathematics who support and advise class teachers. We have several members of staff who are Forest School trained, two ELSAs (Emotional Literacy Support Assistants) and a Pastoral and Family Support Worker to support children with emotional/social difficulties and their families.

We monitor the impact of interventions through regular meetings and tracking of pupil progress. The SENCos lead on the education provision with the support of the head teacher and senior leadership team, who help to monitor the quality of provision.

There is a nominated governor responsible for overseeing the school's provision for pupils with SEND. The governor meets with the SENCo regularly and reports back to the Governing body on the impact of provision.

Most interventions we put in place are based on research and we monitor the impact and attendance against expected rate of progress. Where we feel something isn't working, we respond quickly and find alternatives through discussion with the child and their families.

How will the curriculum be matched to the needs of your child?

Differentiation is embedded in our curriculum and practice as part of Wave 1 Quality First Teaching. The pupils provide input into the curriculum by discussing how they feel they learn best. Each year group plans and evaluates their curriculum and decides how best to meet the needs of all pupils.

All our teachers are clear on the expectations of classroom provision and this is monitored regularly by the leadership team with classroom observations. Best practice is shared across the school. Assessment of pupil's learning is used to inform ongoing provision.

Children have personal targets so that they know their next steps. Support for pupils will often be through adaptation of the teaching materials but, for some pupils, additional support from adults is provided to ensure they can meet their targets successfully, which may be within or outside the classroom.

Some pupils will require support above and beyond the differentiated learning and these children will have an Individual Support Plan (ISP). Advice from specialist support teachers is included in these ISPs and discussed with the pupils and their parents/carers.

How will you know how your child is doing and how will we help you to support their learning?

We regularly share progress with all our pupils and their families. At the beginning of each year, we host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website.

We hold Open afternoons each term and Parent Consultation Evenings twice a year, where parents/carers can discuss their child's progress towards the end of year expectations. At these meetings (and through other means), we share what can be done by families at home to support the learning at school. For children with an ISP, we hold a further meeting at the end of the academic year to review progress and plan support for the following year.

Should more regular contact be required, our staff are happy to make suitable arrangements to ensure this is put in place. For some pupils, a home-school communication book is used or regular e-mails are sent home to keep parents informed.

An Annual Report goes home to parents at the end of the summer term with details of attainment, progress and next steps.

Where outside specialists are involved, parents/carers are invited to attend meetings to discuss their child's progress and the support in place.

We believe in supporting the development of parenting skills and, as such, work in collaboration with other agencies. Details of these are available at school.

What support will there be for the overall well-being of your child?

Pupil's well-being is important to us and we promote healthy lifestyles by helping children understand the importance of sleep, a healthy diet and keeping physically fit. The children exercise on a daily basis and have frequent movement breaks, many running a mile!

All our staff are regularly trained to provide a high standard of pastoral support. This includes training in safeguarding and child welfare. Several staff have First Aid training and a few are trained in Paediatric First Aid. All staff are trained in the use of EpiPens. For children with more serious medical needs, we have Individual Health Care Plans and relevant staff are trained to support specific medical needs.

We follow the Surrey Young People's Health and the Administration of Medicine Guidelines so procedures are in place for the safe administration of medicines.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is reviewed each year as part of the Induction process for all staff. Children discuss their rights and responsibilities, and create class rules and rewards and these are displayed in each classroom. We have a zero tolerance approach to bullying in the school and ensure the children are involved in helping the school to be a happy and safe environment. Anti-bullying week includes providing the children with life skills to deal with bullying should it occur and these are reinforced throughout the year.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. If a pupil is absent due to long-term illness, arrangements are made to support their education at home.

Children learn about emotions on a regular basis through a progressive programme designed for each year group. We run a Keeping Safe and Well week every other year to help children develop a greater understanding of emotions and self-regulation, friendships and relationships and how to stay safe. E-Safety is taught each term.

Pupil's social interactions are monitored and support provided as necessary. We have two ELSAs (specially trained Emotional Literacy Support Assistants) who work with children to discuss their feelings and concerns and a Pastoral and Family Support Worker who can support families. Forest Schools provides opportunities for team-work and the development of communication skills and self-confidence. For some children we set up a Circle of Friends support group to help them discuss social skills. Advice and support from CAMHS (Child and Adolescent Mental Health Services) is available where needed.

Pupil voice is central to our ethos, with weekly meetings leading to changes across the school, including their responsibility towards the wider community. We promote and teach the importance of values including respect, truth, love, courage, ambition and responsibility.

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

We hold meetings where professionals from outside the school are invited to attend. During these meetings, we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents/pupils will be consulted and consent sought.

All external partners we work with are vetted in terms of safeguarding and the impact of their support is evaluated. Many of these external partners also provide relevant training for staff supporting pupils with additional needs.

We have a number of established relationships with professionals in health and social care, including:

- Educational Psychologists
- Speech and Language Therapists
- Learning and Language specialists
- Behaviour specialists
- Physical and Sensory Support Service
- Freemantles School Outreach Service (for pupils on the Autistic Spectrum)
- REMA (Race Equality and Minority Achievement)
- School nurse and community paediatrician
- CAMHS (Child Adolescent Mental Health Services)
- Physiotherapy and Occupational Health Services

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with the learning environment. Our Designated Teacher (Miss A Simpson) meets with Social Services and the Virtual School to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child with realistic and aspirational targets.

What training have the staff supporting children with SEND had or are having?

Our Inclusion Leader/SENCo, Miss Simpson, has completed the National SENCo Award and is a qualified teacher. Mrs Jobe is a qualified teacher and in the process of completing her qualification.

All teachers have Qualified Teaching Status and many of our Teaching Assistants have completed qualifications to enhance their knowledge and skills, some having specialised in the Early Years. We aim to ensure that all staff working with learners who have SEN possess a working knowledge of the difficulty to help them in supporting access to the curriculum.

We regularly invest time and money in training our staff to improve classroom provision for all pupils and develop enhanced skills and knowledge through delivery of interventions e.g. First Class for Number, Fischer Family Trust, Better Reading Programme. We also have several

members of staff trained in Forest schools and 2 teaching assistants trained as ELSAs (Emotional Literacy). Our Pastoral and Family Support Worker is currently undergoing training to help families to develop strategies to support their children's social and emotional needs.

At staff meetings, our staff are regularly updated on matters pertaining to special educational needs and disability.

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

We believe that all children should have equality of opportunity and this is outlined in our Single Equality Act (2015) in line with the Equality Act 2010.

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is considered. Where applicable, parents/carers are consulted and involved in planning.

Risk assessments are carried out for all out of school trips and visits. The needs of vulnerable pupils, such as those with SEND, are considered as part of the process and appropriate arrangements made wherever possible.

All children are encouraged to participate in lunchtime and after-school clubs.

How accessible is the school environment?

We have an Accessibility Policy in place and as such we consider our environment to be fully accessible to all pupils. We have wheelchair access and disabled toilet facilities. We are vigilant about making reasonable adjustments, where possible, and continually review the needs of children.

Our policy and practice adheres to The Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

We can access support from the REMA for those whom English is an additional language.

How will the school prepare and support your child to join the school and transfer to a new school?

We aim to make all our pupils and their families feel welcome. We have good relationships with feeder Nurseries and schools and share relevant information to ensure a smooth transition. Children's entry into Reception is staggered in order to help them adjust to school life successfully – for some children this may be extended.

Induction is important to us and we invest time in welcoming our pupils in a way that makes them feel settled. Children who join us after Reception or mid-year are given a buddy for the first few weeks and then get to know everyone in the class by using our 'talk partners' system, where they work alongside a different member of the class every 2 weeks.

Within school, teachers meet for a 'handover' session to ensure that receiving teachers are aware of individual needs, targets and any additional support required. Children are prepared

for transitions by meeting their new teacher and visiting their new classroom. Some children are offered more support through small group visits and social stories.

We have very good relationships with the local Secondary schools that the children move onto and meet with the Year 7 teachers to pass on any information about the pupils who will be joining their school. Children visit the Secondary Schools and extra visits are planned, if necessary, to ensure transition is as smooth as possible. All children have sessions to prepare them for the changes they should expect moving from primary to secondary, including discussions to answer any concerns. Parents are provided with a transition booklet with guidance on how to make their child's start at Secondary School as smooth as possible.

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

The school receives a set amount of funding to allow us to make provision for all pupils, including those with additional needs. We use this funding in the best possible way to meet the children's needs – this may involve the purchasing of resources or for additional staffing and staff training.

Our finances are monitored regularly and we use resources to support the whole school aims as well as individual pupil needs. We seek to ensure value for money, so interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.

Each year we review the needs of the whole school to see if there is a change in the overall requirements to ensure the children reach their potential.

How is the decision made about what type and how much support your child will receive?

Quality First Inclusive Practice (Wave 1 support) is clearly defined in our setting and we expect all staff to deliver this - examples of this are included on the School Provision Map.

Each year the children, along with their parents, are asked to complete a One Page Profile telling us about their strengths, likes and dislikes, ways they learn best, and their aspirations. This gives us a clear overview of the whole child.

Pupil progress meetings highlight pupils who may need additional support and this is discussed with the pupil and their families. Referrals to external agencies are made according to need and with parental consent.

The outcomes of all interventions are defined at the start and monitored for impact. The SENCOs oversee all additional support and regularly shares updates with the SEN Governor.

How are parents/carers involved in the school?

We whole-heartedly believe in working with parents/carers in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy and take every opportunity to strengthen this dialogue. Parents/carers are invited to contribute through a number of means, including parent consultations or less formal meetings, which can be arranged at any time.

For children who have an Education Health Care Plan, we hold an Annual Review to which external specialists may be invited to discuss the pupil's progress with the parents/carers and future targets are set.

If outside professionals are involved, meetings are arranged to ensure parents meet and discuss the findings of observations and assessments, and are aware of the support provided at school and how they can help at home.

Our Governing Body includes Parent Governors and all parents can become involved in Goldsworth Friends. Each class also has a Classroom representative to help with communication and organise class events.

Who can I contact for further information?

Goldsworth Primary School
Bridge Barn Lane
Woking
Surrey
GU21 6NL
Telephone: 01483 771321
Email: admin@goldsworthprimary.co.uk

Headteacher:	Mrs Gill Kozlowski
Inclusion Leader:	Miss Alison Simpson
Additional SENCo:	Mrs Claire Jobe
SENCo Governor:	Mrs Joan Deans

If you have a concern, we encourage you to initially speak to the class teacher but if the matter cannot be resolved, then please contact one of the SENCos to arrange a meeting. A copy of the school's Responding to Parents Concerns Policy outlines the formal steps the school will take in handling a complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.