



SEND INFORMATION REPORT 2023 – 2024

Goldsworth Primary School

What kinds of SEND are provided for at our school?

Goldsworth is an inclusive school that is committed to meeting the needs of children with Special Educational Needs and Disabilities through Quality First Teaching, so children benefit from learning in the classroom alongside their peers, with additional support if necessary. We aim to provide an abundance of experience and activities for all children to access so that by the time they leave our school they are independent, confident learners who are well prepared academically, emotionally and socially for the future.

Goldsworth currently provides additional and/or different provision for all four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

How can I let the school know I am concerned about my child's progress?

- If you have any concerns about your child, the school encourages parents/carers to speak to the class teacher initially, and if necessary a meeting could be arranged with the Special Educational Needs Coordinator (SENDCo) for further advice.

Key Contacts:

Headteacher	Gill Kozlowski
Assistant Head of Inclusion	Emma Knight
SENDCo	Jo Foley
SEND Governor	Emily Berge
School address	Goldsworth Primary School Bridge Barn Lane Woking Surrey GU21 6NL
School telephone number	01483 771321
School email address	admin@goldsworthprimary.co.uk

Key Information:

- SEND policy is available on our website: <http://goldsworthprimary.co.uk/about-us/polices> □
The local offer, which contains information for parents can be found at:
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Surrey SEND Information Advice and Support Service (SENDIAS) can be found at
<https://sendadvicesurrey.org.uk>

How does the school know if a child needs extra help?

- A child's individual SEND needs may be identified prior to starting school or may be identified whilst at Goldsworth
- Pupil's progress and well-being are regularly and systematically monitored by class teachers, subject leaders and senior management, with pupil progress meetings being held termly.
- At the meetings, progress of all children is considered, including identifying those children who are not making the progress expected.
- Where necessary, appropriate support may be put in place using a graduated response, including further assessment if required.
- When deciding if special educational provision is required, the views of the parents and child (if age appropriate) will be considered and following this, the child may be placed on the SEND register.
- If necessary, more in-depth assessments may take place by local authority professionals, such as educational psychologists, specialist teachers, speech and language therapist or occupational therapists, who can offer advice and support to ensure effective provision is put in place to meet the child's individual needs.
- If a child has a sensory or physical disability, the school will work with parents and outside agencies to ensure that the learning environment is accessible. Please see the school accessibility policy. <http://goldsworthprimary.co.uk/about-us/polices>
- If a child has medical needs, the appropriate documentation will be completed in accordance with our Administrations of Medicine policy. For parent information go to:
<http://goldsworthprimary.co.uk/parent-information/medicines>

How will school staff support your child?

- The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone in our school. Every teacher is a teacher of every pupil including those with SEND as set out in the Special Educational Needs and Disability Code of Practice (2015). <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class and Quality First Teaching is our first step in responding to pupils who have SEND.
- We adopt a graduated response to meeting a child's needs using the assess, plan do, review cycle. Additional provision may be put in place as part of this graduated response and details of the types of provision on offer at the school can be found in the Whole School Provision Map. <http://goldsworthprimary.co.uk/about-us/special-educational-needs>
- Specialist advice may also be sought to identify more specific support if required.
- The nominated governor responsible for overseeing the school's provision for pupils with SEND meets with the SENDCos regularly and reports back to the Governing body on the impact of provision.

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

- Quality First Teaching, including appropriate and manageable differentiation is embedded in our curriculum. Teaching staff are trained to develop their understanding of how best to support children with SEND, using their best endeavours to give pupils the support they need.

- All our teachers are clear on the expectations for classroom provision and this is monitored regularly by the leadership team. Best practice is shared across the school and assessment of pupil's learning is used to inform ongoing provision.
- Provision is based on individual need using a graduated response including adaptations to the environment, use of specific resources, evidence based interventions, either within or outside the classroom, or additional support from an adult.

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

- At the beginning of each year, we host a number of curriculum evenings/learning events to help families understand the expectations for learning and how they can best support their child's needs. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website.
- Pupil voice is important to us and pupil profiles and pupil conferencing support us to understand the pupil's own perspective of how they learn best.
- We hold Open Afternoons each term, to celebrate children's learning, and Parent Consultation Evenings twice a year, where parents/carers can discuss their child's progress and well-being. At these meetings (and through other means), we share what can be done by families at home to further support the learning in school.
- An Annual Report goes home to parents at the end of the summer term with details of attainment, progress and next steps
- All children on the SEND register have an Individual support plan (ISP), which clearly states the individual targets and strategies in place to meet their needs. These are shared with parents/carers at Parent Consultation Evenings. For children with an EHCP, an annual review of their plan is held yearly. Should more regular contact be required, our staff are happy to discuss possible arrangements to facilitate.
- Where outside specialists are involved, parents/carers may be invited to attend meetings to discuss their child's progress and the support in place. Any copies of reports are sent to parents/carers.
- We believe in supporting the development of parenting skills and work in collaboration with other agencies to offer advice and support. Where possible, we offer a variety of parenting courses and workshops. Further details 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, through our PSHE curriculum, 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, including run a mile in KS2.
- Emotional and social development, including understanding what makes a healthy relationship, is also part of the PSHE curriculum. The Zones of Regulation and emotional coaching are used throughout the school. 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 voice is central to our ethos, with weekly meetings leading to changes across the school, including their responsibility towards the wider community. We have an active Pupil Parliament and we promote and teach the importance of values including respect, truth, love, courage, ambition and responsibility as well as the British values.
- Our Behaviour Policy is reviewed each year as part of the Induction process for all staff. Children discuss their rights and responsibilities, and create a class charter which is displayed in each classroom.
- Our anti-bullying policy is updated each year and 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.
- All our staff are regularly trained to provide a high standard of pastoral support including using emotional coaching and the impact of early developmental trauma as well as training in safeguarding and child welfare.
- Pupil's social interactions and emotional well-being are regularly monitored and support is 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 and Relational Support Worker who can support families.
- We offer a Chilli Out club at lunchtime as well as a wide range of lunchtime and after school clubs.
- Forest Schools takes place across the school, providing opportunities for team-work and the development of communication skills and self-confidence.
- Advice and support from Mindworks (Child and Adolescent Mental Health Services) is available where needed.
- 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.
- The school has an up-to-date medical policy in place and staff are trained to meet the requirements of children with 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.

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

- The school has some staff with expertise in particular areas of SEND need and actively seeks the advice of external professionals where necessary.
- 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

- Mindworks (Child Adolescent Mental Health Services)
- Physiotherapy and Occupational Health Services
- Surrey Young Carers
- Family Support Services/Early Help
- Regular meetings are held with external professionals to discuss individual cases where it is felt that further support beyond what the school is able to offer is necessary. Where it is deemed that external support is necessary, we discuss any referral with parents first and gain full consent.
- Many of these external partners also provide relevant training for staff supporting pupils with additional needs and are all vetted in terms of safeguarding.
- We have a particular duty in ensuring that Looked-after children are given the appropriate support and care to ensure their progress and engagement with the learning environment. Our Designated Teacher (Mrs E Knight) 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?

- We aim to ensure that all staff working with our vulnerable learners including those with SEND possess a knowledge of the child's needs to help them in supporting access to the curriculum.
- 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 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.
- We also have several members of staff trained in Forest schools and a trained ELSAs (Emotional Literacy Support Assistant). Our Pastoral and Family Support Worker and Relational Support Worker have attended training in methods 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. We also carry out yearly audits to identify training requirements, which may be led by outside specialists.
- Our Assistant Head of Inclusion Mrs Knight and SENDCo, Mrs Foley, have completed the National SENDCo Award and are qualified teachers.

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

- We have a whole school approach to inclusion and believe that all children should have equality of opportunity as outlined in our School Equality Policy and Single Equality Scheme in line with the Equality Act 2010. <http://goldsworthprimary.co.uk/about-us/policies>
- Our Inclusion Policy promotes involvement of all learners in all aspects of the curriculum and children are encouraged to actively engage in clubs and activities. <http://goldsworthprimary.co.uk/about-us/policies>
- Any barriers to learning or engagement are reviewed, with discussions on what can be done to overcome these. As far as possible, we make reasonable adjustments so that children can access activities regardless of their needs.

- 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. Where applicable, parents/carers are consulted and involved in planning, which may include additional staff or parents accompanying children on trips or residential.

How accessible is the school environment?

- An Accessibility Policy and plan is in place (<http://goldsworthprimary.co.uk/about-us/polices>) and as such we consider our environment to be fully accessible to all pupils. We have wheelchair access, including a lift, and disabled toilet facilities as well as a disabled parking space if required. We make 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 best endeavours to meet the needs of all our learners.
- We work with a variety of outside agencies to provide specialist equipment and facilities where possible for children with SEND, to ensure that they full access the curriculum.
- We can access support from REMA services for those whom English is an additional language and can access translators if necessary.

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 and have a clear induction programme, which includes presentations to parents, school visits and individual meetings with parents. If applicable, the SENDCo/DSL would also attend these meetings.
- We have good relationships with feeder nurseries and local secondary schools, where children move on to, and share all relevant information to ensure a smooth transition.
- Children’s entry into Reception is staggered in order to help them adjust to school life successfully and for some children this may be extended.
- Within school, we arrange a handover meeting at the end of the year to ensure that the new class teacher is 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.
- For transfer to KS3, all children are prepared for the transition, using a transition programme, and visits to Secondary schools are arranged. Parents are provided with transition information and for some children, extra transition arrangements are put in place.
- We ensure that all relevant information is shared, including discussions with the SENDCo if necessary. For children with EHCPs or Personal Education Plans (PEPs), the SENDCO or Designated Teacher of the transfer school would be invited to attend the Annual Review or PEP meeting in the summer term.

How the school’s resources are allocated and matched to the SEND needs of the children?

- Schools receive funding for provision for all pupils, including those with additional needs. Each year, we review the needs of the whole school to prioritise how funding will be allocated, including the purchasing of resources, additional staffing and staff training.
- We endeavour to ensure value for money, so additional interventions are recorded on a whole school provision map and are monitored and evaluated.

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

- Quality First teaching is central to the ethos of our school and teachers plan appropriate support within the classroom to meet individual needs.
- Following assessments and pupil progress meetings, pupils who require additional support are discussed and, as part of the graduated response, appropriate support is put in place to meet the specific needs of the child. This may include group, paired or individual support. Referrals to external agencies are made according to need and with parental consent.
- Each year the children and parents, are asked to complete a One Page Profile which gives us a clear overview of the whole child including their strengths and needs.
- The SENDCOs oversee all additional support and regularly share updates with the head teacher and SEND Governor.

How are parents/carers involved in the school?

- Goldsworth has an open door policy, where parents are encouraged to contact the school if they have concerns about their child's progress or well-being. For children with SEND, this may include meetings with the SENDCO.
- Parents are kept informed of their child's progress via consultation evenings, which are held twice a year and the end of year report. Additional meetings may be held if necessary.
- For children who have an Education Health Care Plan, we hold an Annual Review to discuss the pupil's progress with parents/carers and set targets. External specialists may be invited where appropriate.
- 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. Parent questionnaires provide an opportunity to provide feedback to the school.

What should I do if I have a concern?

- If you have a concern, we encourage you to initially speak to the class teacher. Further information and support can be obtained from the school's Assistant Head of Inclusion and SENDCO.
- The school's *Complaint Procedure* outlines the formal steps the school will take in handling a complaint. This available is available on the school website under policies: <http://goldsworthprimary.co.uk/about-us/policies>