



## Special Educational Needs and Disability (SEND) School Offer 2019-2020

# SEN INFORMATION REPORT

The team at Goldfield is committed to working in partnership with parents and providing a fully inclusive curriculum that fits the needs of all pupils. We value diversity and individuality, recognising that some children face significant challenges to their learning; offering additional support where needed. Hopefully this report will answer questions that parents may have, for further information, please contact the school.

### 1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The team at Goldfield build close, supportive relationships with the children. The attainment and progress of all pupils is monitored closely through high quality teaching in the classroom, and the curriculum planned to meet individual needs. Children who are making slower than expected progress and require additional support to attain age related expectations are identified and the school works in partnership with parents to establish differentiated provision to meet the needs of the child. This may take the form of adapted planning within the classroom, working within a small group of children for some activities, one to one support from a Learning Support Assistant or intervention strategies planned and monitored by our Special Educational Needs Coordinator (SENCo). If there is an indicator of a specific learning difficulty or more complex need the child will be recorded as having special educational needs (SEN). Communication between home and school is crucial during this process and parents are fully informed and involved throughout. Parents who are concerned about the progress their child is making or about SEN issues should talk to their child's class teacher.

### 2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted to develop the specific areas of difficulty. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with additional needs in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the



interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCO provides advice, monitoring, and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

### 3. How will I know how my child is doing?

High expectations for each child, coupled with skilled differentiation, usually ensures that children are making at least expected progress and frequently higher than expected progress. However, some children still require additional support alongside this. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENCO and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly as appropriate. Goldfield has an 'open door' policy and encourages ongoing communication to ensure effective partnership.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

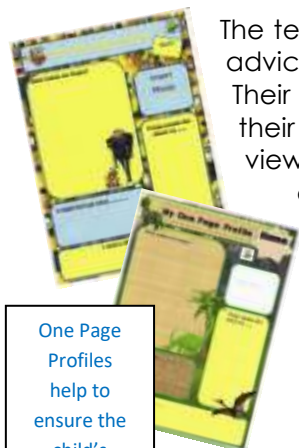
### 4. How will the learning and development provision be matched to my child's needs?

The teacher's detailed assessment and experience of the child, along with advice and guidance from the SENCO, will shape the planned provision. Their previous progress and attainment, development in comparison with their peers, the views and experiences of parents and the pupils' own views are also important factors as appropriate support is developed. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Our personalised approach to teaching and learning is centered

around the child's 'one page profile' which highlights strengths and challenges and ensures that provision is directly matched to their needs. A wide selection of blank profile formats are available on the website for parents and teachers to complete with the child. The SENCO, Teacher, parents and child all work together to identify and review targets or 'MITs' based upon an assessment of the child's individual needs.

### 5. What support will there be for my child's overall wellbeing?

All staff are here to provide support for children's social, emotional and mental health needs. The class teachers and support staff are skilled in implementing effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. The schools 'TLC' (Talk Listen Care) and 'BLP' (Building Learning Power) initiatives promote caring relationships and good behaviour along with self-confidence, self-esteem and independence. Our SHANARRI characters represent the 8 wellbeing indicators (safe, healthy, active, nurture, achieving, respected, responsible, included) supporting the children's understanding of the elements which support feelings of wellbeing.



One Page Profiles help to ensure the child's views and needs remain at the centre of our provision.



Goldfield has a consistent behaviour policy across the school which is published on the school website. A dedicated leader for emotional wellbeing leads play therapy and talk sessions for small groups and individuals who would benefit from additional care. Our Music Garden offers the opportunity for children to express their feelings and emotions through music. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is an assigned Speech and Language Therapist and Educational Psychologist that works closely with the school. The school also has access to advice and support from Dacorum Educational Support Centre (DESC), The Thomas Coram Support Base, Woodfield School and SENDIASS.

At Goldfield we endeavour to provide the very best care and support for all of our children, the dedicated team are keen to work in partnership with parents and professionals. The class teacher, SENCO and Headteacher are here to address any concerns, however small. In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy available on the website.

#### **6. What specialist services and expertise are available at or accessed by the school?**

The school has a SENCO along with a team of experienced Teaching Assistants and Learning Support Assistants who are led by the SENCO. The dedicated Nurture Group leader provides individual and small group support within a well-equipped sensory activity space (The Nest). Staff have undergone training in different areas of SEN to develop specialisms to ensure that there is a wide range of skills and expertise along with the ability to lead specialist intervention programs such as those for literacy and mathematics e.g. Wave 3 Maths, Big Maths, Read Write Inc, Early Literacy Support and Fischer Family Trust. The school has a link to specialist support teachers in specific areas such as Downs Syndrome and Autism through Hertfordshire County Council, as well as professionals including Educational Psychologist, Speech Therapist, Counsellor and school nurse to whom they can directly refer to. Goldfield also has access to advice and support from Dacorum Educational Support Centre (DESC) and The Thomas Coram Support Base. There is a close relationship between all local schools and our local Children's Centre – The Orchard Children's Centre, information can be found on the website [www.goldfield.herts.sch.uk](http://www.goldfield.herts.sch.uk)

#### **7. What training have the staff, supporting children with SEND, had or are having?**

All staff are trained in safeguarding children and a large number also in first aid. There is a specially trained pediatric first aider leading each class within the Foundation Stage along with a team of four designated members of staff (one DSL and three DDSL) responsible for safeguarding concerns. Staff have attended training in Speech and Language Support (Elklan, WellComm and Makaton), autism, dyslexia, literacy and maths interventions (including Numicon which is a highly valued whole school resource), reading intervention, behaviour strategies, Clicker/computer resource packages. Teaching Assistants have gained NVQ levels 2 and 3, all support staff working to support specific needs are led by the schools highly experienced SENCO who provides in-house training and support. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.



## 8. How will you help me to support my child's learning?

Parent Consultation Evenings are held each term to keep parents fully informed of their child's learning, BLP termly reports detail progress and an annual report is written for each child in the Summer Term. In the Foundation Stage parent and child attend a



The Parent Partners pages on the website offer information to help parents support their child's learning at home.



Learning Journey meeting in the first term as well as regular open classroom events every half term. Pupils with Special Educational Needs have additional meetings and their own targets or 'MITs' (My Individual Targets). These are shared with parents, who are involved in the review process, parents views are sought at every opportunity to ensure we work in partnership to support their child's learning.

Open Classrooms enable parents to join their children in class and learn alongside them. Children are given activities and special 'challenges' to complete at home regularly so that parents are able to see what their children are able to achieve independently and support them with their learning.

Information leaflets are handed out each term so that parents are informed which topics will be covered and a meeting is held for all parents at the beginning of each new year group. Parents are invited to meet their child's new teacher informally at an Open Evening in the summer term. The Family Support Worker (based at the Orchard Family Centre) has access to a wide range of support from local agencies and services and is able to signpost parents effectively. Coffee mornings are arranged for parents of children with special educational needs, both in school and joining with our local network of schools in Tring. These social groups offer time to chat and also allow enable us to facilitate professionals and other support groups to offer advice and information.

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

There are formal occasions, such as parent consultation evenings, where parents are involved in discussions about their child's education and targets. However, we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Working parents are able to call to arrange for a teacher to phone them back or email via the school office if there is a particular issue they wish to discuss at any time. Parents are represented on the school governing body and there is also a very active PTA in school. Parents of children with SEN are regularly involved in discussions through reviews.

## **10. How will my child be included in activities outside the classroom including school trips?**

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children.

## **11. How accessible is the school environment?**

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment. Areas have been created, and resources provided, to meet sensory needs, such as 'The Nest' a sensory active area which includes equipment such as a ball pit, soft play cushions, trampet, weighted blankets, timers, sand/water. The school's beautiful outdoor environment, with extensive nature trails and opportunities to engage pupils are accessed by all children to inspire and promote learning.



## **12. Who can I contact for further information?**

Full information about provision at school can be found on the website at [www.goldfield.herts.sch.uk](http://www.goldfield.herts.sch.uk) full contact details are also available here. The SENCO/Headteacher is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries.

## **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

There is a detailed transition program in place for children new to the school, moving to new classes or leaving the school. Please refer to our school prospectus. The level of support offered is dependent on each child's needs, age and development. A comprehensive range of activities support all children in the transition to Bishop Wood Junior School. This includes attending assemblies, time in classrooms and joining lunch times. This is personalised further for those children who benefit from photo books and additional individual or small group visits. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher. The school also supports parents in seeking specialist provision through the ECHP process.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority (Exceptional Needs Funding).

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the program of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

The authority's local offer of services and provision for children and young people with SEN can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)



At Goldfield we are building our learning power together through our four 'superpowers' (perseverance, resourcefulness, co-operation and reflectiveness) each child is an individual – a true superhero!

