

Goodleigh School SEND Report 2017

General Information

We are a mainstream primary school and pride ourselves on being an inclusive school where every child remains at the heart of all we do. The Headteacher and SENDco work closely with all members of staff to ensure that all children are able to achieve their full potential and are able to access all areas of a rich curriculum. Children with SEND are assessed and monitored systematically to ensure that the appropriate resources and procedures are in place to support their learning and well-being. Goodleigh School adheres to the 2014 SEND Code of Practice.

School Policies for SEND provision

The school's policy for SEND is reviewed regularly by our governing body and is available on our website. The school follows a graduated plan, do, review approach to meeting the needs of all children with SEND. To help us identify the particular needs a child might have, progress data is monitored rigorously and regularly. Parents and carers are fully involved in the process of needs identification and professional guidance is sought from a range of external agencies if required, for example, from an educational psychologist. If, after thorough assessment, SEN support is required then those children's needs are identified on a class provision map and they are tracked on our SEND register. Pupils with more complex needs have their needs, outcomes and interventions identified on an individual My Plan which will also include advice and provision from any external services. The range of support and strategies used over time are mapped out clearly outlining the plan, do and review approach and class provision maps are monitored at least termly by the SENDco. The observations of, cost analysis and monitoring of interventions is coordinated and carried out by the SENDco. The impact and success of these interventions is measured using pupil progress data and draws comparisons with peer and national equivalent data.

Goodleigh Primary School continues to use an adaptation of the Devon Assessment Framework (DAF) as an appropriate planning approach to identify, support and monitor children with SEN and their families.

Interventions and Strategies

In addition to high quality universal provision to meet needs within all classes, children with SEND have additional access to a wide range of interventions. These include small group activities, targeted support, 1:1 daily programmes such as Toe by Toe, precision teaching programmes, phonics intervention such as TRUGS, Counting to Calculating maths programme, Funfit and Forest School activities. A full list of these can be found in our whole school Provision Map. Children with complex needs might have access to a highly personalised curriculum. We take a graduated approach to meeting pupil needs by reviewing class teaching and removing barriers to learning within a classroom setting. If a child has complex and long term needs then assessment for an Education, Health and Care Plan (EHCP) will be requested. The school works closely with parents and agencies as part of this process and will also fully support parents who might wish to request an EHCP assessment for their child. Advice from a range of external agencies is sought throughout this process and the SENDco keeps abreast of developments within these agencies.

School Life

All pupils in Goodleigh School have access to high quality universal provision which takes account of pupils' differing needs. We make appropriate use of delegated budgets to support children with SEND. All children are encouraged to take part in the full range of extra curricular activities and to participate fully in all aspects of school life. A list of these activities can be found on our blog and school website.

We promote a positive attitude to SEND among all staff and we place a strong emphasis on the pastoral and emotional well-being of our children. We have embraced the Early Help for Mental Health drive this year. We promote a positive approach to behaviour management, more details of which can be found in our behaviour policy. We provide a safe environment for our children, including their physical, mental, emotional and social well-being.

Staffing

Our SENDco is responsible for coordinating and implementing the school SEND policy and the range of these duties and responsibilities can be found in our school SEND policy. Staff training needs are identified regularly and relevant training put in place. Staff are regularly informed about effective strategies both informally and formally at staff meetings. The school is up to date with all statutory moving and handling training.

Parents

We have close links with parents and carers. In addition to formal reporting, parents are encouraged to engage in regular discussions about their child's specific needs and what interventions are in place to support them. Parents of children supported with a My Plan or EHCP will meet termly, at least, to review these.

Parents are invited to attend routine open evenings, new parents' visits and informal consultations with the Head teacher, class teacher or SENDco. Parents of children with SEND are given access to advice and information through the parent partnership scheme and DIAS and other agencies if required.

We are committed to the local authority local offer, details of which can be found in the link below:

www.devon.gov.uk/send

Headteacher - Claire Grant

Head of Teaching and Learning - Kate Grant

SENDco - Maddy Yates

September 2017