

Special Educational Needs and Disabilities (SEND) Information Report

Date of next Review: April 2020 plus as and when changes happen.

This SEND information report was written and agreed with governors, staff, parents and pupils.

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Telephone No. 01983 840246

Executive Head teacher: Mr. Mark Snow

Lead Teacher: Naomi Tombleson

SENDCo: Mrs. Gail Eagar

SENDCo support: Mrs Dawn Groves

Family Liaison Officer: Rosie Harrison

Governors responsible for SEND: Mrs Diane Barker

All Isle of Wight providers will use their best endeavour to adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Education Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has an Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)/ DIFFICULTIES WITH LEARNING

IN THIS SCHOOL:

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1.a) Who are the best people to talk to in the early years setting about my child's development needs?</p> <p>1.b) Who are the best people to talk to at Godshill about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Kirstie Mace (Manager)</p> <p>Marie Seaman (Pre-school SENDCo)</p> <p>Child's class teacher</p> <p>Gail Eagar (SENDCo)</p> <p>Dawn Groves</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the running of the Pre-school • Liaising with SENDCo <p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the SEND policy in Pre-school • Co-ordinating the provision for children with SEND • Managing and supporting staff with the delivery of interventions • Overseeing records of children with SEND • Liaising with parents of children with SEND • Liaising with external agencies • Monitoring the achievement and progress of SEND children • Liaising with School SENDCo <p>He/she is responsible for:</p> <ul style="list-style-type: none"> • Meeting the needs of all children in the class • Liaising with the SENDCo <p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the SEND policy • Co-ordinating the provision for children with SEND • Managing and supporting staff with the delivery of interventions • Overseeing records of children with SEND • Liaising with parents of children with SEND • Liaising with external agencies • Monitoring the achievement and progress of SEND children

		<p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting SENDCo • Monitoring and the upkeep of medical files
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HOW COULD MY CHILD GET HELP at Godshill? :

Children and young people at Godshill will get support that is specific to their individual needs. In addition to the class teacher, support may be provided by one, or a number of people/agencies including:

- Other staff in the Pre-school
- Staff who will visit the school from the Local Authority central services such as the Sensory Service (for students with a hearing or visual need) or Island Learning Centre Outreach Team.
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with Special educational needs and disabilities at Godshill?	Pupils with SEN can have a range of needs: Communication and Interaction Cognition and Learning Social Emotional and Mental Health Sensory and/or Physical Needs <i>(See Appendix 1 for explanations)</i>	Quality First Teaching: Individual needs will be met through tailoring learning to suit individual need, resources and strategies that are used on a regular basis. Lots of visuals are used to help support learning new vocabulary and create tools to promote independence. These strategies are dependent on the area of need.	
	Types of Group Support Could Include: Language Groups		Communication and Interaction:

	<p>Supporting Memory Groups</p> <p>'Chill and chat' social group</p> <p>Social skills/Emotion/Friendship Groups</p> <p>Vocabulary lists</p> <p>Use of visuals to support understanding and expressive language.</p> <p>Class visual timetable</p> <p>Individual Support Could Include:</p> <p>Visual strategies to support emotional understanding and regulation e.g. 1-5 scale</p> <p>Individual visual timetable</p> <p>Individual interventions, e.g. Toe by Toe</p> <p>Aids to social understanding, for example, Social Stories and Comic Strip Conversations</p> <p>Preparing pupils for change, for example, the 'oops' card</p> <p>Individually tailored phonics and language programmes</p> <p>Individually tailored strategies to support a pupil on the Autistic Spectrum.</p>	<p>Speech, Language and Communication</p> <p>Autism Spectrum Disorder</p>
	<p>Types of group support could include:</p> <ul style="list-style-type: none"> • Phonics (Letters & Sounds) • Frequent reading • Coloured overlays 	<p>Cognition and Learning:</p> <p>Moderate Learning Difficulties</p>

	<ul style="list-style-type: none"> • Focussed reinforcing/overlearning of key concepts • Small class teaching for Literacy and Numeracy <p>Individual Support Could Include:</p> <ul style="list-style-type: none"> • Needs led specific individualised programmes e.g. Alpha to Omega 	Specific Learning Difficulties
	<p>Quality First: All staff are friendly and welcoming and do their best to meet individual needs. A rigorous Personal, Social, Citizenship, Health Education curriculum is taught. A 'nurture' room is available for those who need it.</p> <p>Types of Group Support could include: Friendship Club 'Chill and chat' social group Forest School Self Esteem Group Learning groups</p> <p>Individual support could include: Emotional Literacy support- Support based upon the individual needs of the pupils focusing on safety, happiness and belonging. An open door policy for children so that they know that they are always welcome to discuss any concerns 'My Reducing Anxiety Plan' and/or 'Traffic light tracker' for those children who need it. Counselling</p>	Social, Emotional and Mental Health
	<p>There is limited disabled access at the moment. However, we have planned building work to make it more accessible e.g. ramp & accessible toilet.</p> <p>Individual adaptations as required; for example, enlarged print, adapted toilets and specially bought cutlery.</p> <p>Individual support plans may include extra support at lunch times.</p>	<p>Sensory and/or Physical Needs:</p> <p>Visual Impairment Hearing Impairment</p> <p>Multi- Sensory</p>

	Children who need them have full health care plans and staff are trained to help meet specific needs such as diabetes training.	Impairment Physical Difficulty
3. How can I let Godshill school know I am concerned about the progress of my child in school?	<p>Talk to us! At Godshill Primary School we have an open door policy, which means you can come and talk to us. The best time to catch teachers is at the end of the school day, or if you prefer, you can make an appointment for a longer chat. We have formal parents evenings twice a year and send out information about ways that you can help your child learn.</p> <p>You can also choose to meet with our SENCo to discuss any concerns – just phone or pop into the office to make an appointment.</p> <p>You can also email Gail Eagar SEND@stenburyfederation.co.uk</p>	
4. How will Godshill let me know if they have any concerns about my child/young person?	<p>At parents evenings and in the end of year School report, teachers will tell all parents how their child is doing.</p> <p>If your child has a Special Educational Need, you will also have the opportunity to discuss the targets set for your child at least once every term. The targets are reviewed at least termly. There may be other meetings with you during the year, such as annual review meetings, or transition meetings, where we talk about how your child is doing. Some children have a home/School book to provide additional information and some parents pop into school daily for an update.</p> <p>We will help you to support your child’s learning by providing home learning, such as reading books or learning letter sounds. We sometimes provide information meetings to explain how we teach things like phonics in school. We will also give you suggestions, during parent meetings, about things you can do at home to help.</p> <p>If your child has an Educational Health Care Plan, they will also have a pupil passport.</p>	
5. How is extra support allocated to children and young people and how	Your child’s class teacher will support your child by planning work which interests your child, teaches your child new skills, gives your child the chance to practise and apply skills independently and is at the right level for your child.	

<p>do they move between the different levels?</p>	<p>Teachers assess the children through observation and looking carefully at their work. Regular assessments help to ensure pupil's needs are addressed. Some children are assessed using our 'Small steps' assessment so that you and your child can celebrate each step of their learning.</p> <p>Teaching assistants (TAs) work closely with the children and sometimes work 1:1, 1:2 or in small groups with children who have additional needs. They follow the teacher's planning and talk to the teacher about the children regularly.</p> <p>Teaching assistants look after the children at lunchtime. They are aware of any children with Special Educational Needs and how this may affect them during lunchtimes. Teaching Assistants receive regular training (e.g. behaviour, medical) to help them support your child. Teaching Assistants will always give feedback information about playtime to teachers and/or SENCo.</p> <p>In addition, we have a 'Butterfly room' where children can go to who need to have time out, so that they can be in the right frame of mind to return to class to learn.</p> <p>The Special Educational Needs and Disabilities Co-ordinator will ensure that everyone who works with your child is aware of their needs and any adaptations that need to be made. She will ensure that your child is safe, happy and able to learn.</p>	
<p>6. What specialist services are available at or accessed by Godshill?</p>	<p>A. Directly funded by the school</p>	<p>The 'Inclusion team' offers:</p> <ul style="list-style-type: none"> • Behaviour support • Emotional support (ELSA) • Parent support • Termly 'Inclusion Team' meetings with parents
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Barnardo's • Youth Trust • Wight Dash • Early Help • KissyPuppy (Bereavement service) • Youth Offending Team • Speech and language support • Island Learning Centre outreach support

		<ul style="list-style-type: none"> • School nurse • Occupational therapist • Home Start • Strengthening Families • Early Years support (Pre-school)
<p>7. How are staff at Godshill supported to work with children with an Special Educational Needs and Disabilities?</p> <p>a) What training have the staff supporting children with SEND had or have available?</p>	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Speech and Language Therapy Service (for children 5 years and under) • Occupational Therapist • Physiotherapist • School Nurse • Child and Adolescent Mental Health Service (CAMHS) <p>Our SENCo has many years' experience working with children who have a wide range of disabilities and complex needs. She plans staff training based on the needs of our children, delivering bespoke training, arranging for other professionals to deliver training or arranging for specific staff to attend external training. The School regularly accesses support from other professionals to help us support children with specific needs. Other colleagues help us to provide support for pupils with a range of needs including speech and language therapy. We also take advice from Specialist Teacher Advisors, who offer vital information and resources for specific needs such as hearing impairment.</p> <p>Specialist nurses provide training and advice for pupils with severe conditions and illnesses.</p> <p>Pupils' emotional needs are supported through services such as CAMHS (Child and Adolescent Mental Health Services). We also have a counsellor who visits the School to support pupils with emotional needs or pupils who need help to cope with a change in their life.</p>
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a). How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my</p>		<p>At Godshill Primary School we ensure that all children are able to learn. Pupils may be taught as a whole class, a small group or individually. Pupils' needs are always considered and adjustments are made to address any barriers to learning.</p> <p>We will work with you to celebrate your child's strengths and identify small steps which will enable your child to make progress and feel successful.</p> <p>We strive to use different ways to present information to children and provide opportunities for children to record their understanding in a range of ways, for example, pictures, verbal and use of writing frames.</p>

<p>child is doing and how will you help me to support my child's learning?</p>	<p>We provide regular opportunities for you to talk to school staff about your child's needs and progress and, of course, you can phone or pop into the school to arrange to discuss your child as needed.</p> <p>We support parents who would like to discuss their child's needs further to contact the local Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) team who are there to further discuss your child's needs and how we can further support your child.</p>
<p>9. How will Godshill measure the progress of my child?</p>	<p>Every half term, teachers meet with the Special Educational Needs and Disabilities Co-ordinator for a Special Educational Needs review meeting. Children with Special Educational Needs and Disabilities are discussed. We look at their work and their needs are identified. The children are set individual targets and are given special help, resources or different work to help them achieve their targets. At the next meeting we check if the pupil has achieved the targets – has the special help worked? If it has we look at what the child needs to do next and set new targets. If a child has not met their targets we will discuss why. We may adapt the target into smaller steps or try a different approach to help them. Some children with Special Educational Needs are referred to outside agencies for further advice.</p> <p>The Senior Staff of the School, including Governors, ensure that children with SEN are making good progress. They look carefully at data to check this is happening. They also check that teaching is effective by looking at books and observing the learning in the classrooms. Any extra help given to the children should help them catch up with their peers. The senior staff will check that the extra help given is effective and that, as much as possible, children are making progress. This will include regular data checks, monitoring teaching and learning and book scrutiny.</p>
<p>10. What is the pastoral, medical and social support available at Godshill?</p> <p>a) What support will there be for my child's overall wellbeing?</p> <p>b) What support is there for</p>	<p>Every member of staff takes the wellbeing of our pupils seriously and does their utmost to ensure children are happy at Godshill Primary School. Staff are given regular Child Protection and Health and Safety training, to ensure all pupils are safe.</p> <p>Our ELSA trained member of staff works with our Family Liason Officer and are able to spend time with children who are emotionally vulnerable, including pupils with social difficulties. They work with groups of children as well as 1:1 when required. We think this work is very important because we believe that by having happy children they will learn as best they can. They also work with families experiencing difficulties at home and provides a strong link</p>

<p>behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<p>between home and School.</p> <p>In addition, the school's SEN support (who is ELSA trained) works 1:1/paired/small groups with pupils to help them to identify how and why they are feeling in a particular way and help pupils to identify and implement strategies to manage their emotions. She is also available to support throughout the day if emotional and/or behavioural needs arise.</p> <p>All children are encouraged to develop independence appropriate to their age and skills. For example, in all lessons, we encourage our pupils to contribute enthusiastically in discussions and talk openly with their peers and adults. School councillors, which include pupils with Special Educational/additional needs, represent each class' viewpoints in School council meetings.</p>
<p>11. What support does Godshill have for me as a parent of child with a Special Educational Need and Disability?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<p>At Godshill Primary School we are committed to working in partnership with parents and carers to bring out the best in your children. We understand that you know your children best and we want to use that expertise to ensure all children can learn well. We want you to be fully involved in School life. We have an open door policy and welcome parents into School every day. We have a very active 'Friends and Relatives of Godshill School (Frogs) who work together to support our children in lots of exciting ways. For example, school fairs and discos. We hold information evenings and regular parent meetings and send home a School Report.</p> <p>Many of our parents help the School in lots of different ways. If you would like to be involved in any way, or would like more information please speak to your child's class teacher, the School office or contact our SENDCo.</p> <p>a) For pupils with SEN, the relationship between home and School is vital. In addition, we provide meetings with our SENDCo at parents evening. But, most important of all, the SEND team say: "We are here to listen, don't wait for it to be a big problem just come and talk!"</p> <p>Some pupils with SEN will need a home/School communication book or daily contact with the teacher or LSA. We understand that parents who have a child with SEN may find parenting challenging at times. We are always willing to listen and advise where we can or signpost you to additional home support.</p> <p>If you feel that the whole family needs support, we are able to consider putting in place an Early Help Plan. This</p>

	<p>helps everyone, professionals and families to work together to support the child and the family.</p> <p>We listen very carefully to our pupils and strongly believe that by fully involving children in their education they will be more motivated, more independent and take more responsibility for their own learning leading to better progress. Our children have brilliant ideas and we fully involve them in school life and decisions through our School Council.</p> <p>Pupils with SEND are often given additional opportunities to have a say. We ask the pupils what helps them learn best and what will help them achieve their targets. Where appropriate we will include pupils in meetings, for example, either by the pupil coming to the meeting or telling us what they would like us to say.</p>
<p>12. How does Godshill manage the administration of medicines?</p>	<p>Some pupils need medication whilst in School. Regular training is provided for staff to ensure that these needs are met. If your child has additional medical needs we regularly review how best to support them. We need you to come into School to let us know when, or if, there are any changes to your child's medical needs.</p>
<p>13. How accessible is the Godshill environment? (including after school clubs and school trips)</p>	<p>There is limited disabled access at the moment. However, we have planned building work to make it more accessible e.g. ramp & accessible toilet.</p> <p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone stays healthy and safe.</p> <p>(Please see Accessibility Plan)</p>
<p>14. How will Godshill support my child when they are leaving? OR moving to another Year?</p>	<p>We have a full induction programme for children transferring into Reception. Pupils with Special Educational Needs may have an annual review meeting or transition meeting to discuss strengths and any support the child needs. We encourage new pupils with additional needs to visit the school on a number of occasions, perhaps after school when it is quieter in order to get to know the school before attending daily.</p> <p>If pupils with a Special Educational Need and/or Disability transfer to a different School we will always send information to the receiving School.</p> <p>When pupils are transferring to secondary School we have a meeting with the Special Educational Needs and Disabilities Co-ordinator of the new School so that they are prepared for the pupils. If the pupil has an Educational Health Care</p>

	<p>Plan, then the new Special Educational Needs and Disabilities Co-ordinator will attend the last annual review and meet the pupil. All pupils visit their new secondary school on transition days and we arrange additional visits for pupils who need them. A member of staff will also work through a 'transition' booklet to help them know what to expect. A tailored program for transition is adapted to suit the needs of the individual child. For example, walking to new school from home or taking photos of the new school and presenting this information to the rest of the class/year group.</p>
<p>15. Where can I get further information about services for my child?</p>	<p>If you would like any further information about Godshill Primary School please pop in and see us or visit our website: http://GodshillprimarySchool.co.uk</p> <p>The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: http://www.iwight.com/localoffer</p> <p>If you are thinking that you might like your child to come to Godshill Primary School, please contact the School Office so that you can meet with the Head teacher or Special Educational Needs and Disabilities Co-ordinator. Both will be happy to discuss how the school could meet your child's needs.</p>

Appendix 1: (From the SEN Code of Practice 2015)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.