



# Goodrich Church of England Primary School

**Special Educational Needs and Disability Information Report**  
**Date: March 2018**  
**Review: March 2019**

**Head teacher: Mrs. Karen Miles**  
**Governor: Mr Ben Bentham**

This document will be subject to a continual review process involving parents/carers. Parents/Carers wishing to provide feedback/comments on our SEND Information Report and Local Offer may contact the school via email [admin@goodrich.hereford.sch.uk](mailto:admin@goodrich.hereford.sch.uk) or in writing to Goodrich Church of England (VC) Primary School, Goodrich, Ross-on-Wye, Herefordshire HR9 6HY

# Goodrich Church of England Primary School

## The Special Educational Needs or Disabilities (SEND) Information Report

Our SEND information report forms part of the Herefordshire Local Offer for learners with Special Educational Needs or Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

At Goodrich, we value all members of our school community. This document has been produced with pupils, parents/carers, governors, and members of staff. We welcome your comments on it, so please do contact us. The best people to contact are:

Headteacher & Special Educational Needs Coordinator (SENCo) – Mrs Karen Miles  
Special Educational Needs Assistant – Mrs Anne Pye  
SEND Governor – Mr Ben Bentham

Contact details for the above 01600 890422 or [admin@goodrich.hereford.sch.uk](mailto:admin@goodrich.hereford.sch.uk)

More information about services available through Herefordshire Council can be found in their 'Local Offer' at <https://www.herefordshire.gov.uk/education-and-learning/local-offer>

We are an inclusive main stream school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

### ***SEND Definition***

The school is required to work in line with the Special Educational Needs and Disability Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

Some children may have a Special Educational Need, which could require additional resources and/or provision beyond that of the normal classroom. The school is committed to offering a range of support to those pupils with communication and interaction difficulties; cognition and learning difficulties; social, emotional and mental health problems; or sensory/physical needs. The range of support deployed will be tailored to individual needs following thorough assessment by internal and/or external agencies.

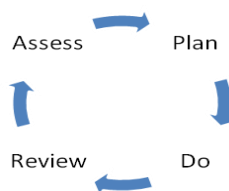
The school's Local Offer is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. It has been produced in line with the Children and Families Act 2014, the updated Code of Practice, and the Equality Act 2010. The Code of Practice (2014) defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." [They] "have a learning difficulty or disability if he or she: "has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools..."

### ***Identifying and Assessing SEND: A Graduated Approach***

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also

serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision is the graduated approach cycle of:



When providing support that is 'additional to' or 'different from' we engage in a four stage process.

**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes and details additional support to be provided to help overcome the barriers. Decisions will be recorded on an Individual Education Plan and will form the basis for termly review meetings with parents or carers, the class teacher, SENCo and the child.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – child, parents/carers, teacher and SENCo – contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs to discuss progress of learners are held regularly.

### **Education, Health & Care Plans**

If a pupil has lifelong or significant difficulties the family, LA, school and other stakeholders may produce an 'Education, Health & Care Plan.' There will be an annual meeting. The purpose of this is to review progress and promote continuity of learning. Parents/carers and representatives from outside agencies are invited to attend the meeting. A copy of the review notes and any recommended changes to the statement are sent to the Herefordshire SEND team. There are also two other termly meetings arranged within the year to review progress.

### **Quality First Teaching (Stage 1)**

The Code states that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- a) Any pupils who are not able to access the curriculum as dictated by their age related expectations in the National Curriculum 2014, may *possibly* have SEND. Attainment will be inputted to SPTO (School Pupil Tracker Online) and analysed by the SENCo and SMT on a 30 day cycle.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the pupil will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed fully of every stage of their pupil's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the pupil. These meetings are carried out on a half termly basis in school and termly with parents and pupils.

### **Stage 2**

- a. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Stage 2, the school puts provision in place without resource to regular external advice or additional resources provided by the local authority. Pupils become Stage 2 after performing below their age expected academic level in Reading, Writing or Mathematics for three consecutive half term assessment periods.
- b. Class/subject teachers collaborate with the SENCo on evidence gathering and identification.
- c. Once the SENCo has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or assessing the pupil in class. With this knowledge the SENCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- d. The school provision map details interventions to be carried out across the school. Individual Education Plans (IEPs) are drawn up through collaboration with class teachers, parents/carers, pupils and Teaching Assistants that have been working with them. They detail provision and how it will be coordinated, often being part of normal classroom practice. Parents are encouraged to discuss the plans with pupils and pupils and parents will be asked for their thoughts at school during the review process.

### **Stage 3**

- a. When a pupil has been identified as having SEND and steps have been taken for provision under Stage 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- b. Following the school's previous assessment under Stage 2, external professionals will be called to make their own assessments of the pupil and provide support in the planning of extended provision, continued assessment and revised action points.
- c. The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

### **Transitions**

The transition process is managed to make the process as smooth as possible.

#### **New pupils and in year transitions**

For pupils with very specific needs, the SENCo will arrange to meet with parents/carers, teachers and any support staff involved with the child.

We have established links with local nurseries to ensure smooth transition and visit them before children enter our school.

## **Year group transitions**

Carefully planned transitions take place between year groups at the end of every school year.

## **High school transition**

All Year 6 pupils have the opportunity to experience “taster days” at their preferred high school. For children with SEND, the SENCo liaises with the high school SENCos and ensures all relevant information and documentation are passed on. If required, the SENCo will arrange a separate meeting for parents/carers and the high school SENCo to discuss particular needs and transition into Year 7.

## ***Resources and Equipment***

All classes are equipped with interactive whiteboards to support our multi-sensory approach to teaching and learning. Appropriate resources and equipment are available or acquired to support a range of needs throughout our school.

## ***Accessibility***

The school is built all on one level and has wheelchair access throughout the main areas, playground and field track. There is also a toilet for the use of disabled pupils. Herefordshire Council Accessibility Rating = 2 Mainly accessible: “Will meet the needs of most disabled pupils: all standards are met including all curriculum areas accessible (may be achieved by timetabling) but no hygiene room.”

## ***Activities Outside the Classroom and School Trips***

All such activities are available to all our children following risk assessments and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and pupils when planning activities and trips so that every one is clear about what will happen.

## ***Reasonable Adjustments to meet the Learning Needs of SEND Pupils***

The school’s budget allows for specialist support to be provided for any pupil should they require it whether it be in the form of staff time, equipment or specialist resources to facilitate effective access to the curriculum.

## 1. School entitlement offer to pupils with additional needs

<p>Communication and Interaction Needs:</p>	<p>Autistic Spectrum Disorders Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> <li>• Use of IEPs – pupils, parents/carers and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child.</li> <li>• Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils.</li> <li>• Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.</li> </ul>
<p>Cognition and Learning Needs:</p>	<p>Moderate Learning Needs Severe Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success.</li> <li>• Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• All staff complete CPD in relation to meeting pupils' needs within their classroom.</li> <li>• All support staff are effectively deployed to ensure pupil progress, independence and value for money.</li> <li>• The SENCo undertakes regular CPD including regular meetings as part of a network of local schools. She seeks and provides child specific advice and guidance to staff.</li> <li>• Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes.</li> <li>• Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils.</li> <li>• All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils.</li> <li>• Communication with parents is of paramount importance and is judged to be highly effective.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. Interventions are within their 'normal' classroom setting as much as possible.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• The engagement of parents/carers in formulating plans to support their children is central to the work of the school.</li> </ul>
<p>Social, Emotional and Mental Health Needs:</p>	<p>Behavioural Needs Emotional Health and Well-being Attachment issues Social Needs</p>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils and their diverse abilities are equally celebrated.</li> <li>• The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.</li> <li>• Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• Support is offered and signposted to families in order to reduce the impact of any disadvantage.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li>• The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves.</li> </ul>

		<ul style="list-style-type: none"> <li>• Access to information and support is provided within school for behavioural, emotional and social needs.</li> <li>• External support from professionals such as educational psychologists is sought and any advice implemented to support individual pupils' needs.</li> <li>• Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement.</li> <li>• Social, Moral, Spiritual and Cultural development is central to all teaching and learning within school.</li> <li>• The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated.</li> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.</li> <li>• Outdoor learning (including Forest Schools) offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.</li> <li>• Counselling, play and art therapies can be offered on a 1:1 basis to support children with social, emotional and mental health needs.</li> </ul>
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Sensory and/or Physical Needs:	Hearing Impairment Multi-Sensory Impairment Physical and Medical Needs	<ul style="list-style-type: none"> <li>• Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed and from their specialist teams for hearing, visual and medical needs.</li> <li>• ICT is used to increase access to the curriculum where appropriate.</li> <li>• Additional adults are deployed to increase pupil success and independence.</li> <li>• Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes, epilepsy, cerebral palsy.</li> <li>• Staff understand and implement the medicine administration policy.</li> <li>• The SENCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.</li> <li>• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</li> </ul>
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<b>2. School offer to pupils who require support that is “additional to and different from” that received by other pupils</b>	
Pupils with English as an additional language (EAL)	As for 1 plus involvement of EAL team
Children in care	As for 1 plus involvement of social work team/ Herefordshire Virtual School for LAC
Traveller pupils	As for 1 plus involvement of GRT service
Refugee and asylum seekers	As for 1 plus involvement of Herefordshire Virtual School for LAC
Minority ethnic and faith groups	As for 1 plus involvement of EAL team
Pupils with medical needs	As for 1 plus involvement of Health services
Young carers	As for 1 plus involvement of Young Carers Team/CAMHS
Pupils at risk of exclusion	As for 1 plus involvement of the Behaviour Support team, Educational Psychologists, Education Welfare Team.
Pupils from alternative gender groups	As for 1
Pupils from families under stress	As for 1 plus involvement of CAMHS

## Glossary:

LAC	Looked After Children	GRT	Gypsy, Roma and Traveller
EAL	English as an additional language	SENCo	Special Educational Needs Co-ordinator
SMT	Senior Management Team	CAMHS	Child & Adolescent Mental Health Service
MASH	Multi Agency Safeguarding Hub		

### ***Specialist Services and Expertise accessed by the School***

Educational Psychologist	Learning Support Specialists
CAMHS	MASH team
Speech and Language Therapists	Behaviour Support Team
English as an Additional Language Team	Local Authority SEND team and Inclusions Officer
SENDIAS SEND Information, Advice & Support Service	Herefordshire Virtual School for LAC
Chance2Learn Educational Assessments	The Communication Train (SALT)
Butterflies Child Counselling and Play Therapy	
Local health services, including School Nurse, Occupational Therapists, Physiotherapists	

### ***Staff Expertise***

All relevant staff are trained to meet the needs of children with SEND and undergo internal training through staff meetings and INSET days.

All staff have training in Team Teach (techniques for physical restraint), Safeguarding and Prevent (to identify children who may be vulnerable to radicalisation, and know what to do when they are identified).

Some staff have undertaken training in the following:

Elklan Training	Catch Up Literacy
Autism Awareness	Speech & Language Training – Reception/KS1
Paediatric First Aid	Assessments for specific difficulties, eg Dyslexia
First Aid at Work	Epilepsy Awareness
Administering specific medication for medical conditions	Emotion Coaching
Attachment Theory	Theraplay

Relevant policies underpinning this report are: SEND Policy, Equality Policy, Complaints Policy, Accessibility Policy and can be accessed online <http://www.goodrichprimariesch.co.uk/about-us/key-information/> or by contacting the school on 01600 890422.

If you would like any further information about what we offer at Goodrich Church of England Primary School then please do not hesitate to contact us directly.