



Goldenhill Primary Academy



SEND Information Report



Meet our team at Goldenhill Primary Academy

Miss Woodward
(SENCO)

Mrs Howden
(Link governor)

Mr Martin
(Designated Safeguarding Lead)



Our Vision

Our vision is for Goldenhill Primary Academy to be an inspiring, creative and innovative environment that develops the whole child, encouraging and challenging them to achieve their potential; providing them with the tools to grow into effective citizens of the future.



Who are the best people to talk to at Goldenhill Primary Academy about my child's educational difficulties and / or special needs?

Initially, parents may wish to speak to their child's class teacher regarding their comments or concerns about their children.

The class teacher can then liaise with the SENCo (Special Educational Needs Coordinator) or other appropriate staff, where applicable.

The SENCo, Miss Woodward, can be contacted through the school office.



How can I talk to someone about my child if I need to?

You can contact your child's class teacher or the SENCO by telephoning or visiting the Academy to make an appointment.

As an Academy we welcome regular communication between parents and ourselves to discuss any matters of concern.



What kinds of Special Educational Needs are provided for at Goldenhill?

Goldenhill aims to provide a broad, balanced and inclusive curriculum for all children. We strive to make reasonable adjustments to all aspects of Academy life in order to achieve this. The kinds of Special Needs we provide for are varied but may include children with:

Visual impairments

Hearing impairments

Medical requirements

Autism / ASD

Dyslexia

ADHD

Moderate Learning Difficulties

Speech, Language and Communication Difficulties

Social, Emotional and Mental Health Difficulties

Physical Disabilities



How does Goldenhill Primary Academy know if children need extra help and what should I do if I think my child may have special educational needs?

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous Academy or pre-school
- the child's progress and/or attainment is significantly below age related expectations
 - there is a significant or prolonged change in the child's behaviour
 - a child asks for help



Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. Please talk to your child's class teacher, the Special Educational Needs Co-ordinator (SENCO), or the Head Teacher if you have any concerns or think that your child may have special educational needs. At Goldenhill, Miss Woodward, is the SENCO. Your concerns will always be taken seriously - your views on your child's development and progress are always valuable.



How will Goldenhill Primary Academy staff support my child?

All children have individual needs. Children in our Academy with SEND will receive support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- other staff in the Academy
- working with staff who will visit the Academy from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- working with staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service or Occupational Therapists (OT)
 - an assessment by an Educational Psychologist or other specialists
- working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, nurture groups etc
- providing special equipment/resources as required to support your child's learning and development



How will teaching approaches and the curriculum be matched to my child's needs?

Our curriculum is designed to match your child's needs by offering personalised learning which is adapted according to their ability and their style of learning. Your child will have an Individual Education Plan (IEP) which will outline their own personal learning targets. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEN, their work will be adapted by the class teacher to enable them to access the curriculum more easily.



How will both you and I know how well my child is doing and how will you help me to support their learning?

Class teachers are always happy to discuss how well your child is doing; IEP reviews are held termly and are an opportunity for you to ask questions about how well your child is doing and for us to advise you in how to support your child's learning at home.

However, these discussions do not need to be limited to the regular IEP meetings. You are always welcome to simply drop in and ask your child's class teacher.

Annual reports and Parents evenings also provide information about academic progress. Some children may also have a home/Academy communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.



How can I evaluate how effective the Academy provision for SEND is?

There are a variety of ways in which you can evaluate the effectiveness of our provision. These include:

- Most recent OFSTED report (available on the Academy website)
- The academic progress your child is making, please see your class teacher if you want to know more
 - The progress made toward their targets on their IEP.
 - Your child's end of year report.



How will my child be included in activities outside the classroom including Academy educational visits?

Activities and Academy visits are available to all children.

For activities off Academy premises, risk assessments are carried out, and procedures are put in place to enable all children's participation. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity/visit.



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

The well-being of all of our pupils is our primary concern at Goldenhill.

Children are supported with their social and emotional development throughout the Academy day, through the curriculum and extra-curricular activities.

Children access Zumos daily which is our online wellbeing platform.

Small group well-being sessions may be timetabled into the school day for children who require social and emotional support.

Where there are significant concerns, a referral to CAMHs (Child and Adolescent Mental Health Services) may also be made.

We have members of staff who are available for children to go to if they need to talk about a problem or issue.

Any toileting or eating issues are managed sensitively and in consultation with parents.



What training opportunities are there for staff supporting children with SEND?

The Academy has an Academy development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole Academy training on SEND issues or to support identified groups of learners in the Academy, such as ASD, dyslexia etc.

Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.



How accessible is the Academy environment?

We have toilet and changing facilities adapted for disabled users.

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010

Please refer to the Accessibility Plan for Disabled Pupils on the Academy website for more details on how we are able to support your child in school.



How will Goldenhill Primary Academy allocate resources to support my child's needs?

The SEN budget is allocated each financial year. The money is used to provide additional support and resources.

We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available. This may include the allocation of additional TA support in 1:1 or group situations, intervention teacher input and /or specific resources to meet individual needs. The budget is allocated on a needs basis in consultation between the Head Teacher, SENCO and Senior Leadership Team.



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

Each child is assessed individually and a personalised package of support provided dependent on need. Provision is regularly adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase in support and/or resources.

If a child joins from another Academy, information provided by the previous setting, along with our own assessments, will enable us to allocate resources/support for the child.



How can I be involved in discussions about and planning for my child?

We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.

Parents are invited to attend IEP reviews each term. These give you the opportunity to review your child's targets and work together with your child and staff to set new targets for the next term.

If your child has an EHCP (Educational Health and Care Plan) these meetings will take place half termly.

Your child may also have a home/school diary/communication book.



What specialist services can the Academy access?

We have access to a range of specialist services as follows:

CAMHS

Educational Psychologists

Occupational Therapists

Academy Nursing Team, Paediatricians and GPs

Social Care teams

Child Protection Officers

Speech and Language Therapy

Children Missing Education Officers

Inclusive Learning Service (including hearing and visually impaired services)

Physiotherapy

Parent Partnership



How will Goldenhill Primary Academy support my child's transition to and from Academy?

Induction for all Early Years children usually takes place at the end of the Summer Term, and includes visits to the Academy, and an induction meeting for parents.

The Academy offers optional Home Visits where the Early Years team will visit parents and their children in the home environment.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary Academy, and additional meetings between parents and SENCOs are arranged as necessary.

If a child has a current Early Help assessment, we ensure that all professionals are involved in supporting the transition process.



What do I do if I want to make a complaint about the SEND provision for my child?

In the first instance, please make an appointment to see the SENCO who will be happy to hear your complaint and endeavour to resolve the issue as soon as possible.

If you are still not satisfied with the outcome, please refer to the Academy complaints policy which can be found on the Academy website.



Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The SENCO (Miss Woodward)
- Head Teacher (Mr Martin)
- The SEND governor (Mrs Howden)

Please contact the Academy if you have any further questions.

Tel: 01782 235790



Local Offer

In order to access Stoke on Trent's Local Offer please click on the hyperlink below:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/organisation.page?id=JDfCUFJvJcE&familychannel=0>

