

Gooseacre Primary Academy

SEN offer

How can I let the academy know I am concerned about my child's progress in school?

- If you have concerns about your child's progress, please speak to your child's class teacher initially. This can be done via the class dojo app in the first instance.
- If you continue to be concerned that your child is not making progress, you may wish to speak to Mrs Pearson, the Special Education Needs/ Disabilities Coordinator (SENDCo).

How will the academy let me know if they have any concerns about my child's progress in school?

If your child is identified as not making as much progress as would be expected, or if staff have a particular concern, the academy will set up a meeting with yourselves, class teacher and the SENDCo to discuss this in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals in order to support your child's learning

Who are the other people providing services to children with SEND at Gooseacre Primary Academy?

Academy provision:

- Teaching assistants
- Learning mentor (Miss Malkin)

Provision from outside agencies:

- Educational Psychology Service
- Visual impairment team
- Hearing impairment team
- Social, Communication & Interaction (SCI) team
- SALT (speech, language and communication)
- School nurses/Health Visitors
- Occupational therapy
- Physiotherapy
- CAMHS (Child & adolescent mental health)
- Compass Be (mental health support)
- Bev Senior (Art/play therapist)
- Astrea counsellors

How are staff in the academy trained to work with children identified as having SEND and what training do they have?

The SENDCo has undertaken the SEN award, and supports the class teachers in planning for all children with SEND in the academy. In addition to this:

- The academy provides training and support to ensure that staff are able to ensure that all children, including those with SEND, make progress and reach their potential. This includes whole staff training on SEND issues such as autism, attachment disorders, and speech, language and communication.
- Individual teachers and teaching assistants also attend training run by outside agencies that is relevant to the needs of the individual children they are working with, such as the speech and language service

How will the teaching and learning be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and during whole class teaching.
- Planning & teaching will be adapted daily, if needed, to meet your child's learning needs.
- Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups

How will we measure the progress of your child in the academy?

- Your child's progress is continually monitored by his/her class teacher
- Her / his progress is reviewed formally every term in reading, writing and mathematics by the Class Teacher, Senior Leaders and SENDCo in Pupil Progress Review meetings.
- All year 1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in year 2
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed. This is something the government requires all schools to do and are the results that are published nationally
- Children may have a school focused plan (SFP), with small targets which are reviewed termly. These children are on the SEN register at SEN support level.

- The progress of children with an EHCP is formally reviewed at an Annual Review, with all agencies involved with the child's education and care along with parents.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- School focused plans will be reviewed with your involvement, at termly meetings.

How is Gooseacre Primary Academy accessible to children with SEND?

- The academy is accessible in that it is single level throughout key stage one and two. Access into classrooms, halls and the outdoor areas is ground level and appropriate for use with a wheelchair or walking aids
- There is an accessible disabled toilet
- We ensure that, where possible, equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible to all children, including those with SEND
- Quiet areas are available to support children's emotional needs

How will we support your child when they are leaving the academy or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure s/he knows about any special arrangements or support that need to be put in place for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book to support them, we will create one with pictures of their new teacher and classroom etc.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. School focused plans will be shared with the new teacher.
- Your child will take part in transition within their new class in order to familiarise themselves with their new environment. This means they can get to know their new class teacher and, where applicable, any teaching assistants with whom they will be working.
- For some children with SEND, a transition booklet with photographs of their new classroom, teacher, teaching assistant etc will be created and sent home during the holidays.

When leaving in Year 6:

- The SENDCo and Y6 teacher will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will visit their new school during the summer term and in some cases staff from the new school will visit your child in this school.

How will we support your child's emotional and social development?

We recognise that some children have emotional and social development needs and may require support in school in order to develop these skills. We have a robust safeguarding policy in place at the academy. If you have any concerns regarding safeguarding, please contact Mr Moore or Miss Fieldhouse in the first instance. All classes in the academy follow a structured PSHCE (personal, social, health and citizenship education) curriculum to support their social and emotional development. The curriculum that we follow is based on the JIGSAW scheme of work. However, in addition to this, some children also take part in additional groups to develop and support their emotional development, which are implemented by the learning mentor.

What do I do if I have any concerns?

At Gooseacre Primary Academy children, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance, make an appointment to speak to their child's class teacher and seek to resolve any concerns. If you believe your concern has not been resolved to your satisfaction, and appointment should be made to see the principal to discuss the matter further.

K. Pearson

SENDCo

September 2023

To be reviewed September 2024