



**GOLDFINCH PRIMARY**  
Building Excellence

# **The School SEND Information Report Goldfinch Primary School September 2020**

September 2020

Review date: September 2021

Signed

A handwritten signature in blue ink, appearing to read 'S. K. ...', is positioned above the 'Chair of Governors:' label.

Chair of Governors:

A handwritten signature in black ink, appearing to read 'E. Hast', is positioned above the 'Headteacher:' label.

Headteacher:

# Goldfinch Primary School

## The School SEND Information Report

At Goldfinch Primary School, our SENCO is the Assistant Headteacher, Mrs O'Connor. She can be contacted by phone on 0208 769 6486 and by email: [oconnor.a@goldfinchprimary.org.uk](mailto:oconnor.a@goldfinchprimary.org.uk)

### How does Goldfinch Primary School know if my child needs extra help?

At Goldfinch Primary School, our pupils are identified as having Special Educational Needs and Disabilities (SEND) through:

- liaison with previous school or pre-school setting;
- pupils performing below 'age expected' levels or equivalent;
- concerns raised by a parent;
- concerns raised by a teacher, for example, an area of need that is affecting performance, or
- liaison with external agencies that support children who have physical, sensory or speech and language needs.

We support the needs of the pupils with SEND according to the four categories outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years. They are:

- Cognition and Learning;
- Communication and Interaction;
- Sensory and Physical needs,
- Social, Emotional and Mental Health.

We work together in partnership with parents to explore strategies to support our pupils to access the curriculum. We track pupils' progress through termly assessments. The Class Teachers review maths and English assessments and consider pupils' understanding, participation in class, as well as their social and emotional well-being. Half-termly pupil progress meetings with senior leaders ensure that children's progress is monitored effectively and identifies areas of concern in a timely manner. We follow the graduated response (Assess, Plan, Do, Review) when evaluating the impact of additional classroom support that is offered to our pupils.

At times, when additional or different support or provision is required for a pupil, we work closely with parents and carers to ensure:

- they understand why we are concerned,
- our role in supporting the pupil's area/s of need, and
- how home and school will work together to review the impact of the additional support given to your pupil, after the intervention period has taken place.

We support all pupils in class to access the curriculum and where appropriate offer small group and individual interventions for pupils with special educational needs. We also obtain advice and support from external agencies, including the learning behaviour and language specialists, the educational psychologist team, speech and language therapists, Early Years inclusion team, visual and hearing impairment services, sensory processing specialists, occupational therapists, physiotherapists, our school nurse, CAMHS (Child and Adolescent Mental Health Services), Place2Be (P2B), NHS staff and a range of private medical specialists and therapists, as required - depending on the needs of your child.

### What should I do if I think my child may have SEN?

Please speak to your child's class teacher about concerns relating to your child's academic progress or well-being. If your concerns are ongoing, please speak to the Special Educational Needs Coordinator (SENCO).

If you are unsure of the relevant person to contact, please ask us and we will direct you to the relevant member of staff. Staff are on duty in the playground before and after school each day. You can also contact us by telephone or via the school email.

We will arrange a mutually convenient meeting time, so that we can discuss your concerns and agree on the next steps to support your child's learning.

### **How will I know how Goldfinch Primary School supports my child?**

We will meet with you to discuss your child's progress and provision at termly Parents' Evenings. For children who have been identified as having special educational needs, these will be discussed at the meeting. The SENCO may also be present at the meeting to discuss your child's needs with you.

Support plans are developed by your child's class teacher and the SENCO in consultation with pupils, parents or carers. During times when your child needs support which requires a high level of funding beyond that available in our school's budget, the school and/or parents/carers may apply for top-up funding from the High Needs Funding held by our Local Authority. Ideally, school and parents work together to make this request, which is called a request for Statutory Assessment. If the request is accepted, statutory assessments will take place and the level of funding your child needs will be considered. If funding, which is called High Needs Funding, is granted, then an Education, Health and Care Plan (EHCP) will be written; this will outline the aims for your child. An appropriate package of support is decided on by considering your child's attainment, rate of progress and what they find difficult. We use termly assessments and observations of your child's work to help us consider what level of support will benefit your child's individual needs at school.

Specialist external agencies such as speech and language therapists or occupational therapists may also work with the class teachers and support staff to show them how to use specific programmes of support with the children.

The SENCO meets with each class teacher and support staff on a half-termly basis at a SEND surgery. This is to look at what improvements have occurred in attainment and progress as a result of the additional support that a pupil has received. We discuss the pupil's updated attainment levels, progress, as well as whether the current level of support being delivered is supporting them to 'catch up' with their peers. This helps us to develop the next support plan, which may include continuing with the same level of support, or the addition of a new type of intervention. The SENCO shares assessments and reports from outside professionals, plans for next steps and together the team identifies where the level of support needs to increase due to sustained progress.

Governors have assigned a SEND Governor who regularly liaises with the Senior Leadership Team and with the SENCO. Updated reports are produced to report back to the full Governing Body on progress relating to SEND across our school. Governors are made aware of staffing needs and issues to do with managing the support that is provided for children with different levels of SEND funding.

### **How will the curriculum be matched to my child's needs?**

We carry out home visits or induction meetings for all new children to the school from nursery to year 6, so that we can quickly establish good relationships and identify any additional support that may be needed. Wherever possible, Early Years Foundation Stage practitioners also liaise with the previous setting of all children joining our nursery or reception classes. Information is shared from the previous school – this may include a face to face meeting and/or a telephone discussion. This informs provision plans for children new to the school.

Teachers use a range of teaching and learning styles to ensure that pupils of all abilities are able to access the curriculum, as they set appropriate and challenging tasks. When they are planning lessons, they include teaching strategies to support children on the SEND register, including children who are performing at, above and below age related expectations. We break tasks down as needed, and we also use other means, such as challenging independent activities and extension work, differentiating through pace, task and dialogue, and including higher order questioning skills.

If a child needs specialist equipment, we will ensure that it is made available, and that our staff members are able to support the child to use it during lessons. The class teacher is responsible for the overall planning and management of support and supports either an individual or a group of children in class at any one time. The class teachers and TAs are given additional training, as necessary, to ensure that they can deliver the optimum levels of support for the pupils in our care.

Please also see our SEND Policy for more detailed information.

### **How will the school know how well my child is doing?**

We track whole school attainment and progress in reading, writing and maths. We look at the attainment and progress of various groups including our pupils with SEND, our children eligible for Pupil Premium, our pupils with English as an Additional Language, our more able pupils, ethnic groups and gender groups.

We track attainment and progress of pupils by recording and analysing the percentage of progress that the children make on a half-termly basis. In some areas of the school, depending on the pupils' needs, we observe the pupil by way of incidental and targeted observations; these observations inform us of how the pupils are functioning, and supported, in their environment. We also use teacher observations, monitoring of behaviour logs, the Boxall Profile (which assesses how our children manage their own behaviour and feelings, how they respond to other children and interact with adults and how much they value themselves), our PSHE (Personal, Social, Health Education) lessons and social skills groups to identify and respond to need.

We have a qualified team of TAs and Nursery Nurses in each of the key stage phases across the school. They work with children who benefit from additional support and deliver high quality interventions.

### **How will I know how well my child is doing?**

We hold Parent and Teacher Consultation Events each term. We communicate with parents on a more personal level in a range of ways, including by phone, email, notes in your child's book bag, letters and in person. The frequency of communication depends on the needs of a child at any given time. Children with particular individual needs may have an alternative communication procedure in place as necessary.

For children on the SEND register we write individual support plans which highlight the support that your child is receiving. These are shared and reviewed with parents regularly. We also hold meetings between parents, school and a range of professionals, as appropriate to review provisions and decide on next steps for the pupil. Children that are on the SEN register work towards achieving individualised targets based on professional recommendations and these are reviewed termly by class teachers and parents. New targets are then set and agreed with parents.

### **How will you help me support my child's learning?**

We hold meetings for parents to inform them about the Phonics check (Year 1) and SATS for Year 2 and Year 6 as well as transition from the Early Years Foundation Stage to KS1 and from Year 6 to secondary school. We also offer regular curriculum workshops for parents.

We offer consultations for parents, with our Educational Psychologist, School Nurse and P2B manager, on subjects such as promoting positive behaviour, sleep, healthy eating, transition, and dealing with bereavement, separation and divorce.

Throughout the school year, we work with the parents to discuss their child's needs, as well as any support that could further benefit them. We encourage parents to adopt similar approaches at home to those used in school to provide consistency such as using a visual timetable to help keep your child with routines. Where external professionals are supporting a child's needs, for example, an educational psychologist or an occupational therapist, we offer support to parents and carers – to equip them to implement the tasks set for their child at home via invitations to specific workshops or individual meetings, as appropriate.

### **What support will there be for my child's overall wellbeing? How will my child's personal or medical needs be met?**

The strong inclusive ethos in our school ensures children are kept at the heart of all we do. Our child centred approach to teaching and learning encourages and supports children to become enthusiastic, positive, reflective, resourceful and resilient learners. We have a clear focus on raising standards in all aspects of the curriculum by inspiring children in their learning whilst also ensuring children develop the personal and social skills, they need to be successful in life.

We know that children learn more effectively if they feel valued, happy and secure. We aim to ensure that our children are respected as individuals and feel good about themselves so that they can achieve their very best within a safe, caring and supportive environment. We have an excellent team of experienced staff who are fully committed to working in partnership with families and the local community to ensure that every child in the school achieves excellence. Our children benefit from an environment where all children achieve success in both their learning and personal achievements.

At Goldfinch, P2B is embedded and recognised by all. Our in-school mental health service supports the wellbeing of pupils, families and staff. Children are able to independently refer themselves for emotional support or staff and families are able to refer on their behalf. 1:1 counselling and play therapy is available to children.

Our offer includes:

A child centred approach to teaching and learning which encourages and supports children to become enthusiastic, reflective, resourceful, and resilient learners who are willing to have a go and are not afraid to ask for help.

A focus on key skills and a curriculum that, whilst encompassing the National Curriculum 2014, is rooted in talk for learning and the development of growth mindset which leads to relevant, meaningful and motivational learning experiences that are tailored to the needs of each individual and ensures every child develops confidence and learns in an exciting and stimulating way.

A warm and positive atmosphere where children and adults alike take pleasure from the excitement of learning and where emphasis is placed on developing confident attitudes to learning and positive relationships with others.

A strong school ethos where all types of achievement are celebrated and where everyone has the confidence to share experiences and ideas. At Goldfinch, diversity of experiences, cultures and individual qualities are enjoyed and appreciated and everyone is treated with a sense of equality and dignity.

An excellent physical environment that includes a large multipurpose sports arena, a sensory garden, climbing equipment outside, a mud kitchen, a large EYFS playground with ample opportunities to develop fine and gross motor skills and inside offers a library, three large halls, spacious and well-equipped classrooms and a number of smaller learning hubs.

At Goldfinch, children grow in a safe and secure environment, and become responsible and increasingly independent members of the community.

The Headteacher and Admin Officer liaise with the educational welfare officer (EWO) to support with any issues that may affect a child's attendance. Our class teachers talk to parents about absence concerns, and we are able to offer support such as breakfast club, after school club and suggest a range of strategies to help children to get into school on time. Our allocated Early Help Worker can also offer additional support to families who are experiencing difficulties.

### Supporting Children's Medical Needs

Goldfinch has an allocated school nurse who provides support to targeted children and works with the school to provide individual health plans where necessary.

Our staff team are trained in managing day to day medical requirements such as epilepsy and allergy medication. Our school nurse can help us develop medical risk assessments for children who have diagnosed medical conditions. Our class teachers (with the support from the SENCO) completes, or updates risk assessments as required. Children with significant medical needs risk assessments are signed off by the school nurse in collaboration with the NHS Specialist Nursing Team and shared with all relevant staff members.

All support staff and our admin team have received first aid training across Goldfinch Primary School

### **How will my child be able to contribute their views on how things are going?**

Members of the senior leadership team are in the playground before and after school, and at playtime and lunchtime, for children to approach with their views.

On-going monitoring by school lead, including governors, involves the collection of pupil voice about a range of school issues including their views on what it is like to be a pupil at the school, as well as ascertain their view of the learning that takes place within their classroom - this may be general or subject specific. The monitoring may also relate to considerations to do with behaviour management across the school or playtime and lunchtime experiences, depending on the focus of the monitoring at the time, for example, health and safety or subject specific learning.

We also ask the children to contribute to their one-page profile. A process that encourages children to share their strengths, identify how staff can help them at school and consider what others may value about them. These contributions are then included in their support plan.

Children are regularly encouraged to take part in pupil surveys which feed directly into the whole school improvement planning cycle.

### **What specialist services and expertise are available at or accessed by the school?**

The SENCO is currently undertaking the NASENCO accreditation at Roehampton University. There are a variety of other expertise and experience across our staff team; we work collaboratively and flexibly to ensure that this is fully utilised to ensure all children are happy, secure and make the best possible progress.

We obtain advice and support from external agencies such as learning behaviour and language specialists, educational psychologists, speech and language therapists, Early Years inclusion team, visual and hearing impairment services, sensory processing specialists, occupational therapists, physiotherapists, our school nurse, NHS Specialist Team, CAMHS, P2B and a range of private medical specialists and therapists.

### **What training have the staff supporting my child with SEN had or are having?**

Staff at Goldfinch Primary School are keen to undertake professional development to further develop their skills and knowledge.

Staff members are encouraged to explore training opportunities that will benefit them in their role. They receive the training they need to support the children with whom they work. We encourage staff to continually update their skills and knowledge and hold regular staff professional days.

Our staff team who work with children who have specific medical needs receive specialised training, as needed.

Some staff have received ASD training, Lego therapy training and ELKAN accreditations.

We have a comprehensive system of Continuing Professional Development for all staff and this takes accounts of whole school priorities as well as more specifically targeted needs. This takes the form of external training courses and internal training but can also include visits to other schools with specialist staff, as well as input from external agencies such as the school nurse and speech and language therapist.

We work collaboratively with outside agencies such as Occupational Therapist, Educational Psychologist, Speech and Language Therapist and The Pupil Referral Unit (PRU) to meet the variety of needs of our children.

### **How will my child be included in activities outside the classroom including school trips?**

We actively promote the involvement of all our learners in all aspects of the curriculum, including extra-curricular or activities outside of the classroom. Reasonable adjustments are made whenever necessary to ensure that all children are included.

Where there are concerns regarding safety and access arrangements, further consideration is put in place to ensure needs are met, such as making reasonable adjustments on school trips so that all pupils could access the learning outside the classroom. Risk assessments are carried out for all school trips, including non-typical activities or those activities that pose a challenge for a child with an additional need. If there is an issue around safety due to behaviour, we would act in accordance with our Behaviour Policy.

### **How accessible is the school environment?**

We value and respect diversity in our school, and do our very best to meet the needs of all our children and families. The school is accessible to wheelchair users. Ramps are provided to access all areas of the building. There is a disabled toilet on the ground floor and entrance doors are wide enough to enable wheelchair access.

Children with disabilities are encouraged to participate in after-school clubs and school visits are planned carefully to ensure they are accessible.

The PSHE curriculum includes issues of disability, difference and valuing diversity. The library resources include books that reflect the range of special educational needs issues and come from a disability equality perspective. Opportunities to teach children via signs e.g. using symbols on displays and around the class are optimised.

Our SENCO meets with the parents of children with specific medical needs in order to draft a risk assessment, and any reasonable adjustments that may be required to meet your child's individual medical needs. In cases where more specialist advice is required, our SENCO will liaise with our school nurse to ensure that the correct procedures are followed.

Families who are new to English (EAL), will be offered an initial meeting with our school staff so that we can obtain information about their child. We will arrange for the provision of an interpreter if required. We have a register of all the languages spoken by our pupils, and certain members of our staff team often act as interpreters.

### **How will the school prepare and support my child when joining Goldfinch, transferring to a new school or planning for the next stage of their education, employment or training?**

We carry out home visits or induction meetings for all new children to the school from nursery to year 6, so that we can quickly establish good relationships and identify any additional support that may be needed. Wherever possible, Early Years Foundation Stage practitioners also liaise with the previous setting of all children joining our nursery or reception classes. Information is shared from previous school – this may include a face to face meeting and/or a telephone discussion. This informs provision plans for children new to the school.

If children join us mid-year, we will also arrange for you and your child to tour of the school and if necessary, we may arrange for another child to act as a buddy for the first few days that they are here.

As children move to a new year group, teachers have hand-over meetings at which they receive information about the attainment and progress of their new children and about any special needs and requirements.

We support the transition from Primary to Secondary school with supported visits to the secondary school, visits by the secondary SENCO to our school to meet the child, meetings for parents, and if required, support for parents and children from our P2B team. We have close links with local secondary schools, and in the summer term a meeting is organised for the SENCO to meet with the SENCO of each child on the SEN register.

### **How are the school's resources allocated and matched to children's special educational needs?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

Allocation of additional resources is flexible in response to children's changing needs across the school and may be reallocated termly after discussion with the class teacher and other staff who work with the children at pupil progress meetings or if a concern has been raised by them at another time throughout the year.

Resources may include: deployment of staff, access to specialist equipment or access to targeted programmes depending on the child's individual circumstances.

### **How is the decision made about what type and how much support my child will receive? How will I be involved?**

Allocation of additional provision across the school is flexible in response to children's changing needs. We discuss your child's progress and provision with you regularly at termly parents' evenings and as required.

If your child needs support which requires a high level of funding beyond that available in our school's budget, school and/or parents and carers can apply for top-up funding from the Local Authority. Ideally, school and parents work together to make this request (called a request for Statutory Assessment). If the request is accepted, Statutory assessments will take place and the level of funding your child needs will be considered. If funding is granted an EHCP (Education, Health and Care Plan) will be written which will outline the aims for your child. The EHCP will describe how we will know if your child has met these aims (called outcomes) and what support needs to be in place to help your child meet these aims.

For a child with an EHCP, in addition to the termly pupil progress meetings an annual review meeting is held to update home and school on how the child is working towards meeting the outcomes of their EHCP.

### **How will I be involved in discussions about and planning for my child/young person's education?**

We unreservedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations, and operate an open-door policy.

Parents are included in all aspects of the decision to request statutory assessment of a child for an EHCP - both in person and in writing. Parents attend Annual Review meetings which assess how the plan is working for the child. At these meetings the pupil is also invited to give their views and where possible, professionals involved with the care of the pupil. For children who do

not have an EHCP, but are on the SEND register, parents meet staff termly to discuss their child's Support Plan targets and review their provisions where necessary, our SENCO may also attend, if deemed necessary.

### **Who can I contact for further information?**

As a general rule, the class teacher would be the first point of contact for any matter and will either provide all the information required or refer parents on to our SENCO, Assistant Headteachers or to our Headteacher. In addition, to ensure easy access and rapid response, parents can speak to members of the Senior Leadership Team in the playground at the beginning and end of each school day. Class teachers bring the children to the playground at the end of the day and are keen to communicate informally with parents at this time.

Working parents are encouraged to use the school email to communicate with school staff, as well as the via the admin team to network out to our teachers. Our staff team are adept at promptly and proactively networking information in a variety of ways, if a concern may affect the well-being of any of our pupils. We aim to resolve any concerns as soon as possible.

The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 6000

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at [www.positiveparentaction.org.uk](http://www.positiveparentaction.org.uk) or telephone 020 8947 5260.

More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the THRIVE Wandsworth website - <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>

WIASS is a free service providing confidential and impartial information, advice and support to children and young people (aged 0-25) with special educational needs and/or disabilities and their parents.

It is part of the national [Information, Advice and Support Services Network](#) (IASSN for SEND).

All WIASS staff are legally trained on special educational needs and disability law by Independent Parental Special Educational Advice (IPSEA).

The service is for families who live in the borough of Wandsworth.

<https://www.wandsworth.gov.uk/pps>

### **What should I do if I am considering whether this is the right school for my child/young person?**

The Headteacher holds tours of the school for prospective parents, please contact the school office to organise a visit.

The London Borough of Wandsworth handles admissions to Reception - YR6 to Goldfinch Primary School. Please liaise with the school admin team who will be able to support and offer help once you have decided you would like your child to attend.

Admission to Goldfinch Nursery can be made through the school office.

**The information in this report is accurate on the date published, but we regularly review and make changes to what we offer and keep this information as up to date as possible, yearly as necessary.**