

SEN Information Report

What is SEN?	SEN stands for 'Special Educational Needs'
How do we know if a child has SEN?	A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her or if their needs cannot be met through quality first teaching (QFT).
How do we know if a child has a learning difficulty or disability?	<p>A child or a young person has a learning difficulty if he or she:</p> <ul style="list-style-type: none"> • 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 facilities generally provided for others of the same age in mainstream school. <p><i>The Plymouth Local Offer and SEN Code of Practice (Revised 2015)</i></p>
How do we identify children with SEN?	<p>The Code of Practice (2015) identifies 4 broad areas of need:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and learning 3. Social, emotional and mental health 4. Sensory and/or physical <p>Early identification is achieved through teachers observing and talking to children and parents, and consulting with other professionals where necessary. Some children arrive at school with an existing special educational additional need.</p> <p>Following pupil progress meetings or on entry to school, children working significantly below expected levels or with an identifiable need will be placed on the SEND Register.</p> <p>In the Foundation year as soon as possible after baseline assessment, children with an identifying need will be placed on the SEND register. Further information about assessment and identification of SEN can be found in the school's SEN Policy</p>
How do we help children with additional SEN needs with their learning?	<p>In addition to quality first teaching (i.e. good inclusive practice), your child may benefit from their learning being differentiated to meet their individualised needs.</p> <p>These additional requirements are detailed on a School SEN Support plan, sometimes called an IEP - Individual Education Plan.</p> <p>Goosewell follows a tiered approach of Universal, Targeted and Specialist provision as modelled in the 'Graduated Approach' and detailed in the Plymouth Local Offer and SEN Code of Practice.</p>
What expertise and training do you have within school and how is specialist expertise secured?	<p>As a large school, we have a wealth of experience amongst the school staff with expertise in all curriculum areas. All teachers are teachers of SEN. The school is able to access a number of outside agencies and professionals such as Educational Psychologist, Speech & Language Therapists and Advisory Teachers to support communication needs and Sensory Support. School can also access counsellors and therapists through Multi-Agency Support Team (MAST) referrals. We also support families with requests for multi-disciplinary assessments via the Child Development Centre.</p> <p>Support staff also access training to develop their curriculum knowledge and pastoral support skills.</p>

Who can I speak to about my child's SEN needs?	Both the class teacher and school SENCO are available to discuss your child's needs. Your school SENCo is Julie Mills. To make an appointment with the SENCo please phone Plymouth 482960. Under current COVID guidelines virtual calls can be arranged.
How do we assess and review pupil progress?	The school uses a termly cycle of 'plan / do / review' using our SEN support plans. SEN support plans (IEPs) are formally reviewed with parents and carers at least three times a year.
How do we support pupils moving between phases of education?	Prior to starting school, teachers and the school SENCo liaise with early years and pre-school settings. For pupils with additional needs, transition meetings are held between all practitioners and parents to ensure a smooth transfer to school. Within school, at the end of each academic year, there is a sharing of information between teachers before children move to a new year group. Finally, before leaving school there is an enhanced transition programme from Key stage 2 (Primary) to Key Stage 3 (Secondary) for some children, which offers additional visits to their chosen secondary school.
How do we help SEN and disabled pupils prepare for life beyond primary school, including the development of confidence, resilience and independence?	We plan early for transition. Pupils, parents and carers are at the centre of decision making. When needed, we use a 'person centred planning approach' i.e. for children with EHC plans. Teaching Assistants are trained to work and support children with specific needs.
How do we secure the expertise of teachers and other professionals to support children with SEN?	All teachers are teachers of SEN and receive appropriate training to meet individual needs. Teachers regularly share good practice and receive support from the non-class based SENCo. The school accesses specialist support from a range of outside agencies including:- The Speech and Language Service, Communication Interaction Team, Educational Psychology Service, Therapists and Family Support Workers. Involvement from outside agencies is often documented on Multi Agency Support Plans known as TAMs (Team Around Me) meetings or EHATs (Early Help Assessment Tool). The school PSA (Parent Support Advisor) is also available to signpost families to other community based support networks.
How do we assess and evaluate the effectiveness of our SEN provision?	Feedback from children and parents, teacher observations and pupil progress meetings provides feedback on the effectiveness of our SEN provision. The monitoring of pupil progress is linked to our assessment cycle and review of SEN support plans.
How do we enable children with SEN to access facilities and extra-curricular activities within school?	Breakfast and After School club is available for all children through the Gosling Trust. After school clubs are currently suspended due to the COVID outbreak. Activities for children with SEN are normally available through Routeways as part of PIASS (Plymouth Information Advice and Support). Information can be found on the school website on the SEN or PSA tabs for when normal activities resume.
How do we support the emotional and social development of pupils with SEN?	Trained staff are available to support children with emotional needs including those with SEN. This may include access to the Parent Support Advisor (PSA) and ELSA trained support staff (Emotional Literacy Support Assistant). However, all staff members are able to promote the positive, emotional well-being of our children. The school also accesses support through outside agencies such as MAST (Multi Agency Support Team), School Nurse and the Educational Welfare Officer. The school can also support families seeking a one off consultation meeting with CAMHS (Child & Adolescent Mental Health Service). Feedback from pupils i.e. 'pupil voice' also allow children to express their views.
What support services or groups can I contact to provide additional advice and support for my?	Free and impartial advice is available from :- <u>Plymouth Information, Advice & Support for SEND</u> Telephone: 01752 258933 Email: pias@plymouth.gov.uk Website: http://www.plymouthias.org.uk/

	Links to other independent support services including Friends and Families of Special Children, Routeways and Plymouth Parent Carers Voice can be found on the school website (PSA page).
How do I make a complaint regarding the school's SEN provision?	Please contact the school SENCo in the first instance with any concerns you have regarding your child's SEN provision. We hope to resolve any issues quickly. Further discussions can be held with the head teacher and SEN governor by appointment.
	Additional information is available from:- Plymouth Online Directory and the Plymouth Local Offer for SEND. Link Policies include:- Accessibility Action Plan Admissions Policy 2020 – 21 Equalities Policy SEND Policy
SEN Information Report updated March 2021	
The school would like to thank the families who contributed to this report.	