



## SEND Information Report

### Goodwyn School

The following related policies can be accessed on our school website.

- The local Offer for Barnet Schools
- Inclusion and SEND Policy

The Senior Management Team together with the SENCO is responsible for the implementation of the school's policy for pupils with SEND.

#### Introduction:

This SEND information report is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). Following the Code of Practice, independent schools have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND.

At Goodwyn School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We create an inclusive culture in our school and we thrive on being responsible to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and monitor teaching and learning in our school, working closely with parents and specialist agencies to enable each child to achieve their potential.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all our learners, with staff continually assessing their pupil's learning, ensuring that it is challenging. Our whole school system for monitoring progress includes: intervention reviews, data analysis, flexible and targeted interventions and pupil self-assessment.

#### How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- a) **Have a significantly greater difficulty in learning than the majority of others of the same age or**

**b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post – 16 institutions.”**

There is a range of SEND within the school. These include:

- Physical needs
- Emotional needs
- Visual and Auditory impairment
- Sensory perception
- Communications
- Autism and Asperger’s spectrum
- Global learning delay
- Speech and language difficulties
- Behavioural needs

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for a variety of reasons. They may have been absent from school, have health problems, have attended different schools and not had a consistent opportunity to learn or there may be other external factors. In addition to this, they may not speak English fluently or at all or they may have worries that distract them from learning.

At Goodwyn School, we are committed to ensuring that all learners access high quality opportunities across the curriculum and, for those who are at risk of not making expected progress, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

#### Assessing SEND at Goodwyn School

Class teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with progress. At Goodwyn School, we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course, the teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning in the consultation with the above people. A Pupil Concern Form will be filled out by the class teacher (or any member of staff) to highlight any initial concerns. This will then be passed onto the SENCO.

We use a range of standardised assessments to determine areas of most needs for our pupils. For some learners, we may want to seek the advice from specialist teams. In our school, we have access to various specialist services through BPSI. In addition to that, the social, emotional and mental wellbeing of all our children is extremely important. Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Children are encouraged to speak to a member of staff they feel comfortable

with. The designated Safeguard Leaders are familiar with changes and updates and attend courses. The SENCO makes referrals to CAMHS and/or liaises with the family GP.

Furthermore, outside agencies such as The Early Years Advisory teachers, Speech and Language Therapists and Occupational Therapists are available to work with children in school as the need arises.

We also employ learning support assistants who are trained by the SENCO to deliver some interventions within and in addition to class based support. Intervention planning is co-ordinated by our SENCO, taking into account changing needs and making best use of the specialist skills of our TA's. These interventions are reviewed regularly.

### How do we involve parents/carers?

Our children make the best progress when staff, families and children work together. This is particularly the case for children with SEND and the school, particularly the SENCO, make it a priority to liaise with parents of SEND children.

Step 1: Class teacher/parent/carers/ SENCO identify additional needs of a child

Step 2: Targets are identified to help a child make expected progress

Step 3: Parent consultations with class teacher and additional meetings with SENCO to discuss progress, to review and set new targets.

Step 4: Children are involved in setting their new targets and in reviewing their progress.

### What do we do to support learners with SEND?

Every teacher adapts the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations of all teachers.

Our teachers will use various strategies to adapt access to the curriculum. Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. Additional support may be:

- Scaffolding to access the curriculum
- TA support in class
- SENCO or TA led interventions to target specific needs
- Physical and visual resources
- Enrichment activities to support topics in class

### How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Goodwyn School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

We follow the 'assess, plan, do review' model ensuring that parents/carers and children are involved. They will be involved in reviewing the progress of each child. Individual Education Plans (IEP) will be drawn up for any SEND child needing specific individual targets.

#### Other opportunities for learning:

We are an inclusive school and pride ourselves on including all children in our broad range of activities across the curriculum areas. A wide range of resources and strategies are used to ensure that SEND children are catered for. All learners have the same opportunity to access extra-curricular activities. At Goodwyn School, we offer a range of additional clubs and activities. We are committed to making reasonable and creative adjustments to ensure participation of all.

#### Transition:

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Goodwyn is committed to ensuring that smooth transitions occur.

Planning ahead for transition is particularly important for learners with SEND. Moving classes will be discussed and the children will have a 'class swap' morning in the summer term. Often detailed conversations are held to ensure continuity of approach. Transition in year 6 (Prep class) is a main part of the curriculum and empowers children with the tools to help them with a smooth transition to secondary school. Children with SEND are invited to attend additional visits at their new secondary school. This may include accessing secondary lessons, meeting with teachers, teaching assistants and SENCO as well as experiencing playtimes and lunchtimes in their new school environment.

#### Have your say:

There is close monitoring and regular feedback to teachers regarding children with SEND. The impact of the effectiveness of provision is evaluated by monitoring differentiated planning and using a creative curriculum to meet the learning needs of all children. At Goodwyn School we shape and develop provision for all our learners and feedback is an integral part of this process. We value parental and community input with our SEND learners and encourage participation from all parties where possible. The following people can be contacted if you wish to discuss your child's provision at our school.

#### People to contact:

Mr Robertson – Principal

Mrs Hobden – Burser

Ms Woolfe – Headteacher and Safeguard Leader

Email: [admin@goodwyn.barnet.sch.uk](mailto:admin@goodwyn.barnet.sch.uk)

Tel: 02089593756

Letter: Please indicate the intended recipient.

Alternatively, if you think your child may have SEND please speak to your child's class teacher or contact Ms Bekhor - SENDco and Safeguarding Leader on: 02089593756 or [sb.one@goodwyn.barnet.sch.uk](mailto:sb.one@goodwyn.barnet.sch.uk)

Autumn 2020