



# **Special Education Needs and Disability (SEND) Information Report**

**March 2025**

**Approved by the Governing Body 06/03/35**

**This Policy is due for renewal in Term 4  
2025–26**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT**

of

## **GODINTON PRIMARY SCHOOL**

### **SECTION ONE: INTRODUCTION**

At Godinton we strive to ensure that we do our very best endeavours to meet the needs of our pupils with Special Educational Needs and Disabilities. These pupils are a valued part of our school and we believe that we can enable these pupils to achieve great outcomes when we work together with parents and families to do so through an inclusive and enabling approach. The aim of this information report is to explain how we implement our Special Educational Needs and Disabilities (SEN&D) policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. This can also be found on our SEN and Disabilities page on our website or paper copies can be collected from the school office.

All references to parents within this policy also refers to carers and guardians.




This information report should be read in conjunction with the following school policies




SEND Policy, Behaviour/Discipline Policy, Equalities Policy, Accessibility Plan, Inclusion policy, Safeguarding Policy, Homework Policy, Complaints Policy

#### **1. WHAT TYPES OF SEN DOES THE SCHOOL PROVIDE FOR?**

At Godinton Primary School we will make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan but within the four areas of SEN – **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical**. For us, this has included pupils with dyslexia, dyspraxia, speech and language needs, autism, specific learning difficulties and Social, Emotional and Mental Health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. We offer a 'can do approach' to our provision for Special Educational Needs and always endeavour to work with parents and outside agencies to ensure that the best possible care and support can be offered to your child. We believe that by doing this, we can ensure that your child receives the provision that they need individually and therefore be given every opportunity to thrive at our school.

#### **2. WHICH STAFF WILL SUPPORT MY CHILD AND WHAT TRAINING HAVE THEY HAD?**

	<p><b><u>Mrs Sarah Stein: Assistant Head teacher – Inclusion</u></b></p> <p>Mrs Stein fulfils the <b>SENCO</b> role in school alongside her Assistant Head teacher responsibilities. Sarah has extensive experience in this role and enjoys working with parents, staff and pupils to achieve the best possible outcomes for the children within our school. Sarah is a qualified teacher with over 20 years' experience and also has a post graduate diploma in Leading on Inclusive Practise. She is a sensory and autistic spectrum champion, a Drawing and Talking practitioner and has worked with our Nurture Teaching Assistant on the Nurturing Kent programme from Nurture UK. Mrs Stein can be contacted via her email address which is <a href="mailto:sarah.stein@godinton.kent.sch.uk">sarah.stein@godinton.kent.sch.uk</a> or via the school office on 01233 621616.</p>
	<p><b><u>Mrs Angie Ades – SEN Administration assistant.</u></b></p> <p>Mrs Ades was a teaching assistant in the school and has a wealth of experience in supporting pupils in both small groups and 1:1 on personalised plans or to meet the requirements of an Education and Health Care Plan. Angie supports the role of Senco in school through collating referrals and liaising with outside agencies, supporting staff with resourcing, completing assessments with pupils and supporting meetings with parents and outside agencies. Angie is also a trained Rainbows practitioner and she works with our children to deliver this intervention to support bereavement and loss.</p>
	<p><b><u>Mrs Caroline Rigden –Speech and Language Teaching Assistant.</u></b></p> <p>Mrs Rigden has over fifteen years' experience in this role and has completed NCFE CACHE level 3 in supporting children and young people's Speech, Language and Communication alongside training in supporting the Speech and Language impaired child in the classroom, Makaton level 1 and 2, Language Through Colour and supporting and understanding a child with selective Mutism. Caroline has worked with a local Speech and language therapist to develop our language enrichment groups for our Early Years and foundation stage children. She delivers these groups to our Reception children between Term 2 and 5 to support their language development. In addition to this, Caroline works across all year groups in the school supporting pupils 1:1 with their speech and language targets. She liaises with the speech and language therapy team and also supports staff in school with their speech and language provision.</p>

	<p><b><u>Mrs Sam Ellis – Nurture Teaching Assistant.</u></b></p> <p>Mrs Ellis has worked with Sarah Stein on the Nurturing Kent programme delivered by Nurture UK and is about to complete her own personal Nurture accreditation regarding delivering Nurture groups. Sam is also trained in using the Boxall profile and supports other staff with completing these. Sam is an experienced class based and 1:1 Teaching Assistant who has supported pupils with a range of complex needs. Mrs Ellis currently offers Nurture groups to our pupils, 1:1 nurture sessions and drop in sessions for those pupils who need additional support through the day.</p>
	<p><b><u>Mrs Jacqui McGibney – Family Liaison Officer and Pastoral Lead</u></b></p> <p>Mrs McGibney is a trained Emotional Learning Support Assistant (E.L.S.A) and is our Rainbows Bereavement Coordinator. She draws upon a wealth of experience of working to support children’s pastoral development and works in both small groups and 1:1 with them; leading this provision alongside Mrs Stein and Miss King. In addition to her support for pupils, Mrs McGibney is also our Family Liaison Officer and again is able to draw on many years’ experience of supporting families with their personal wellbeing, family dynamics, behaviour in the home, family trauma and bereavement. If you would like to contact Mrs McGibney regarding any family concerns, please do so via her mobile number which is 07921 879758 or via her email which is <a href="mailto:jacquimcgibney@godinton.kent.sch.uk">jacquimcgibney@godinton.kent.sch.uk</a></p>
	<p><b><u>Miss Stacey King – Pastoral Teaching Assistant</u></b></p> <p>Miss King supports our children with their pastoral needs in both small groups with interventions such as Lego Therapy and 1:1 talk time in the afternoons. Miss King works closely with our playground buddies at lunchtimes, leading them to support good play practises to be in place on the playground. Miss King is also a trained Rainbows practitioner working collaboratively with Mrs McGibney and Mrs Ades to support pupils experiencing bereavement and loss.</p>

In addition to these specific roles, we also have a team of teaching assistants who support the teachers with delivering the required provision to our children. We run a ‘Team around the Child’ approach in our school. This means that where a pupil needs more intensive 1:1 support, we offer this through a range of different adults in the year group enabling more adults in the classroom to become experts in that child’s needs but also ensuring that the child builds relationships with many adults rather than just one. All our teaching assistants support pupils in small groups and a 1:1 situation and undergo training specific to their roles.

We also offer in house training to our teaching assistants each term. This has included training in the six principles of Nurture, the use of the speech link website and how to set up interventions, zones of regulation, transition and emotion coaching. For further awareness and more specific training completed by our teachers and teaching assistant please see appendix 1 and 2 in our SEND policy.

Where a training need is identified beyond our in house training opportunities, we will find a provider who is able to deliver it. Training providers we can approach are:

- The Wyvern school/ Goldwyn School (outreach support from specialist provision),
- Educational Psychologist – Mrs Rebecca Rice
- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Local Inclusion Forum Team (Lift) to access the Specialist Teaching Service.
- School Nurses Team
- Independent Providers

### **3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATION NEEDS?**

We would advise in the first instance talking to your child's class teacher. You can do this by either speaking to them after school or contacting them on our year groups emails, please insert your child's year group where the X is on the emails e.g. [yearXparent@godinton.kent.sch.uk](mailto:yearXparent@godinton.kent.sch.uk) We will then arrange a meeting with you, your child's class teacher and Mrs Stein to discuss your concerns. We will identify strengths and difficulties that have been observed by you and your child's class teacher and plan how we are going to address these together and which next steps need to be taken. This might be further assessment, observation or additional intervention. We will then plan a date to review the outcome of these next steps together and a decision will be made with you regarding whether or not your child will be added to our SEN register. We will then formally notify you of this in writing at the beginning of each year.

### **4. HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEN SUPPORT?**

At Godinton Primary School we monitor the progress of all pupils three times a year to review their academic progress at a pupil progress meeting. This is attended by teachers and members of the senior leadership team. Here we consider the progress of pupils and why that progress may not be as expected for some pupils. Staff will attend this meeting with consideration already in place of what additional intervention and provision might be needed for some pupils who are not making expected progress. This is discussed further with Sarah Stein and consideration is given to whether or not Special Educational Needs might be present.

Class teachers will also approach Sarah Stein at other times in the year to discuss any concerns when a child isn't making expected progress over time or where there are other observed concerns. As a result of this discussion, teachers or Mrs Stein will then contact parents to arrange a meeting to discuss this in more depth. Strengths and areas of difficulties will be identified and a plan for addressing the slower than expected progress will be put into place.

We also use a range of assessments with all the pupils at various points or when required to identify any additional needs. These include:

- Y1 phonics screening check
- Speech link and language link assessments (year R and beyond)
- Class Based Summative teacher assessments from Year R onwards.
- Sats Tests
- Literacy assessments package for children in year 3 who have not passed the phonic screening tests in year 1 or 2 or are attaining below age expected levels.
- Sounds – Write Diagnostic assessments
- Assessments accessed via an Educational Psychologist in a small number of cases.
- Leuven Scales to assess pupil wellbeing.
- Boxall Profile to assess and monitor pupil's social and emotional needs when needed.
- Use of class based assessments to establish specific areas of difficulty
- Sensory Checklists

If necessary, we will also consult with outside agencies who may be involved with the child for their perspective on their progress and what is needed to support them.

## **5. HOW WILL THE SCHOOL MEASURE MY CHILD'S PROGRESS?**

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have additional assessments completed with them that are specific to their areas(s) of need.

At Godinton, we also use a graduated approach to meeting your child's needs which means we follow a four part cycle of **assess, plan, do** and **review** in order to ensure that suggested provision is given time to be effective but also evaluated for its effectiveness. This will include setting long term outcomes for your child and short term, individual targets on their **SEND Support Plans** and interventions which will be shared with you on a provision map or personalised plan. These will be discussed with you during three parents' evenings during the year or at additional meetings with Mrs Stein present, as appropriate. For some children, they may have a personalised plan which details more intensive, personalised support including extended amounts of 1:1 support. When intervention or provision is not facilitating adequate progress we will review and adapt this with a view to enable increased progress to be achieved over time. The assessments we use at Godinton Primary School are referred to in



section 4 of our **SEND Policy** and include reference to assessment from outside agencies such as Speech and language, Occupational Therapy and Educational psychology.

## **6. HOW WILL I BE INVOLVED WITH DECISIONS MADE ABOUT MY CHILD'S EDUCATION?**

At Godinton, we like to have an open door policy where parents can contact class teachers after school, through year group emails and through planned meetings to review pupil progress. Parents can also contact Mrs Stein directly either through the school office or via her email address. We encourage parental involvement with this process by sharing reports, provision maps and **SEND Support plans** with you three times per year and offering you an opportunity to come into school to discuss these.

In some instances, for example where a child has a personalised plan, an Education and Health Care Plan or there are concerns over a child's progress and provision, we also plan additional review meetings with Mrs Stein. At these meetings, we again work collaboratively with you to plan and decision make for your child.

It is very important to us at Godinton that parents feel involved in their child's education and know that their opinion and viewpoint is valued greatly alongside that of other professionals. We understand how important good relationships with parents are in attaining good outcomes for pupils.

## **7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?**

At Godinton, we are aware that all pupils need good quality teaching in order to achieve their full potential and that this is especially important for pupils with special educational needs. Class teachers are responsible for the progress and development of all pupils in their class and as such they will adapt the learning for pupils with **SEN** in their classes so that they can access a broad and balanced curriculum and achieve success. We work on a

case by case basis to ensure that the teaching being offered is inclusive of your child's needs and suitable for them. In a very small number of cases we may need to work on a curriculum that is more personalised for your child and you will be aware of what this is and why this is in place. Adaptions to the curriculum could include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson or offering small group support.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or reading instructions aloud
- Adapting our resources by using Writing frames for support or manipulatives in maths lessons for example.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sloping boards or a movin' sit cushion.
- Adapted tasks – e.g. reduced information on a page, adapted number ranges, task presentation considered.
- Support for concentration and focus through setting achievements targets to manage expectations of working, Shortened inputs, Now and Next boards or task management boards.
- Alternative forms of recording

Parents can also view our accessibility plan on the **SEN** and disabilities page of our school website for additional information regarding how we are working to increase the extent to which disabled pupils can participate in the curriculum.

## **9. HOW WILL THE SCHOOL EVALUTE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?**

We review short term targets on **SEND** support Plans three times per year and evaluate progress towards end of key stage outcomes at the final **SEND** Parents evening in The final term of the school year.

Provision maps that detail universal provision, targeted and personalised provision are also reviewed three times per year as part of the pupil progress cycle. Both class teachers and teaching assistants contribute to this and this is then used to plan provision for the following 8–10 weeks. Provision maps and **SEND** support plans are monitored separately to the pupil progress meeting by Mrs Stein. This is during shared with staff and will be discussed with staff at the pupil progress meeting.

Personalised plans are reviewed with both staff and parents three times per year at a meeting with Mrs Stein and Annual reviews are held for pupils with an Education and Health Care Plan.



## **10. HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?**

At Godinton we endeavour to ensure that there is adequate teaching assistant support and class teacher availability to enable all pupils to access the support they need when they need it. This means that school staff are redeployed very year to ensure that the needs of the children in each class can be met. This might mean that more than one Teaching assistant is deployed to a specific class, that specific training is undertaken or staff are deployed to work in a particular year group because of their skill set. In any circumstance, the reason for reallocating school staff to new classes each year is to ensure that all pupils needs can be met effectively. We also comply with the Local Authority's Mainstream Core Standards and access their local offer. Links to these two parent documents can be found below:

[The Mainstream Core Standards – a guide for parents](#)

[The Local Offer](#)

The school will cover up to £6,000 of any necessary costs in supporting your child. This may come from accessing additional adult support in the classroom which could be through small group work and/or 1:1 support, access to additional equipment or facilities, further training for our staff so that they are better equipped to meet your child's needs and access to external specialist expertise to advise and suggest how resources could be best used to support your child. Should your child require adapted seating or equipment, we again will endeavour to provide this or if we can't, source this from another location for hire or loan. If funding is needed beyond this, we will seek it from our local authority through the High Needs Funding option available to us. Please note that this funding source is changing for the 2025/2026 academic year. If necessary, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. HOW WILL THE SCHOOL ENSURE THAT MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEN?**

We endeavour to always include all pupils in elements of school life and make necessary adaptations to enable this to happen. This is achieved through working with parents and staff prior to school visits, trips, events and extra-curricular activities so that all considerations and adaptations can be made. This may include taking a step to enable a child with a physical need to access a coach or indeed taking that child with another child in a car to the trip or event as they can't access the coach

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are also encouraged to go on our school trips, including our residential trips regardless of any disability, SEN or medical need. In the past we have supported pupils with type 1 diabetes on residential trips,

enabled pupils to attend the day sessions of residential trips and not stay overnight and worked with parents to find a way to include their child in all aspects of these events.

No pupil is ever excluded from taking part in these activities because of their **SEN** or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

For example, we have recently bought a child wheelchair to have a school resource to increase ease of access to school trips due to any disabilities in regard to walking or movement.

## **12. HOW DOES THE SCHOOL MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR DISABILITY?**

The school's Admissions Policy sets out the determined admissions arrangements for Godinton Primary School. As an Academy Trust, Godinton Primary acts as their own admissions authority and as such is responsible for its own admissions procedures. The Governing Body of Godinton Primary School applies the regulations on admissions fairly and equally to all those who wish to attend our school. The school complies with the statutory School Admissions Code issued under Section 84 of the School Standards and Framework Act 1998, which came into force on 1st September 2021.

Godinton Primary School is an inclusive school that welcomes children from all backgrounds and abilities, including pupils with **SEND**. The only restriction we place on entry is that of number. Our pupil admission number for each year group is 60 pupils. If the number of children applying for entry exceeds the places available, the school uses its own over subscription criteria to determine whether a child is accepted or not. It is our wish to allow parents the right to have a place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available.

The level of ability of a child or any **SEND** needs that s/he may have plays no part in the admissions policy of this school, all applications are treated consistently in accordance with our Admissions Policy. The only exception to this is if a child has an Educational Healthcare Plan. If this is the case, then a child may be admitted to the school, even if this means we exceed the number of places available within a year group.

Full details of admissions arrangements at Godinton Primary School are outlined in our Admissions Policy which is available on the school website.

## **13. HOW DOES THE SCHOOL SUPPORT PUPILS WITH DISABILITIES?**

At Godinton we ensure that we work with parents and pupils to make reasonable adjustments that enable pupils with disabilities to access all aspects of school life and have a full and happy learning experience. We work with families to find out about a child's disability, how this impacts them and understand what steps they need to be taken

so that they are not at a disadvantage in school. Where needed, we also consult with outside agencies and seek out their advice in regard to seating or access for pupils with disabilities for example. Where needed we will source additional aids or equipment need to include a child with disabilities successfully.

We understand that sometimes part of this process is also raising an awareness of a child's disabilities with peers as well as supporting adults and will work with parents and the child to do this in a way that is both supportive and comfortable for them. In some cases, this may also include sharing information about the child with the wider school community as parents request or with consent.

Please also refer to the schools accessibility plan on the **SEN** and disabilities page to read about how we are working to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

#### **14. HOW WILL THE SCHOOL SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT**

Pupils with **SEN** have equal access to all pastoral and nurture support available to all pupils such as Superhero time, nurture groups, pastoral support groups, Rainbows bereavement and loss support, **ELSA** and Drawing and Talking, zones of regulation.

Some pupils with **Sen** are likely to access 1:1 nurture provision alongside their group work. They will also require some additional strategies and input from key staff which may include:

- Time to talk
- Emotional check ins throughout the day
- Positive focus to end the day with e.g. 3 great things that happened today
- Use of an Emotion coaching approach

For some pupils with specific **SEMH** needs, they will also have a personalised plan that is tailored to their individual needs and include additional provision relating to this. We also create behaviour support plans and inclusion passports for those children that need them.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. All staff in the school are vigilant in regard to bullying, particularly in regard to the vulnerability of a pupil to this if they have complex special

educational needs. Staff will always listen to the voice of a pupil and offer support when this is needed.

## **15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS?**

At Godinton Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transitions between phases are managed in the following ways:

### **Nursery – Year R**

- A new intake meeting is held for new Year R parents in Term 6 of the academic year prior to the children joining the school in September.
- Reception teaching staff make visits to Nursery placements during the summer term prior to the children joining us at the beginning of the next academic year. The school's Assistant Head for Inclusion will also attend these visits if advised to or make separate visits as necessary.
- A 'getting to know your child' meeting is held with parents prior to the children joining the school in Year R at a home visit.
- Stay and Play sessions and Story time sessions are organised for the new children in the summer term.
- A short-term phased placement is used to introduce the new Year R children to school life in September. All children are full time by the end of the first two weeks of the first term of the academic year.
- A transition booklet or social story is created for all children to use as they need to as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.
- Bespoke transition planning will be put in place for those pupils with complex or severe needs and /or an Education, Health and Care Plan.

### **Internal transition between year groups**

- Class swap afternoon arranged for all children to meet their new teacher and see their new classroom.
- A Transition meeting is held between all year groups on the last INSET day of Term 6 and is attended by all teachers so that information about the classes can be shared with those staff who will be receiving the class in the September of the following academic year. The intention behind this is to enable smooth transitions between all year groups and classes in the school. The details of this meeting are recorded on a transition plan and a transition pack of relevant information such as provision maps, SEND Support Plans, personalised plans, pupil progress forms and data etc. is provided for staff.

- A final Parents evening is held for SEN Pupils in Term 6 to review progress through the year and review End of Key Stage Outcomes.
- A transition booklet or social story is created for all children to use as they need to as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.
- Further bespoke transition planning will be arranged should this be necessary and staff will work with parents to achieve this e.g. additional meetings with parents for those pupils with complex needs.

#### **Year 6 – Year 7**

- All secondary schools are invited into school to meet with the children and staff to share information.
- Additional visits or transition meetings will be arranged with the Assistant Head – Inclusion and parents if this was felt to be necessary for the children.
- Year 6 staff will complete transition forms which are requested by the secondary schools giving key information about the children.
- If secondary schools offer sessions for more vulnerable pupils and staff will nominate suitable pupils for this.
- All year 6 children participate in a series of ‘Moving on’ sessions which are completed in their secondary school groups and are intending to help the children prepare for the move to year 7 in September.
- Our Family Liaison officer runs ‘Moving on’ sessions for our year 6 parents and pupils.
- A transition booklet or social story will be devised if an individual requires this support as well as additional visits to their new classroom to meet their teacher should it be felt to be necessary.
- Further bespoke transition planning will be implemented and arranged with the secondary school should this be necessary for an individual.
- Assistant Head teacher for Inclusion shares additional Sen Information with secondary colleagues.

We also contribute information to a pupils’ onward destination by providing information to the next setting through the passing on of documentation and information regarding the child, liaison with staff from the receiving school and separate transition meetings being held should they be felt to be necessary which would involve parents, pupils and outside agencies, attendance at year 7 annual reviews.

#### **16. WHAT SUPPORT IS IN PLACE FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN WITH SEN?**

Pupils who are looked after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a

personal education plan (PEP) where all professionals including foster carers and the child will meet to plan for their development. We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

We have a designated teacher for children in Care who is Mrs Sarah Stein and she will lead on the support for these children.

We also ensure that an EPAC meeting is offered to pupils who are adopted from care to ensure that adopted parents, teachers and Sarah Stein have the opportunity to meet together to plan for the needs of these children to be met effectively.

Sarah Stein will work with school staff to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

## **17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?**

The normal arrangements for the treatment of complaints at Godinton Primary School are used for complaints about provision made for special educational needs and parents should refer to the school complaints policy for further guidance. We encourage parents to discuss their concerns with any of the following members of staff to resolve the issue before making the complaint formal to the Headteacher (Miss Jill Talbot):

- Class teacher
- Assistant Headteacher – Inclusion (Mrs Sarah Stein)
- Assistant Head – Curriculum (Mrs Hayley Partridge)
- Family Liaison Officer (Mrs Jacqui McGibney)

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education and Health Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school

## **18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?**

We have a Family Liaison Officer in school named Mrs Jacqui McGibney who would be keen to offer support to you and your family in regard to any issues that you are having at home. You may also be supported by Mrs Sarah Stein with this or we can access external support through the Early Help process where an external agency can come and support



you and your family in your home. We can also access the following outside agencies for support for you:

- Local Inclusion Forum Team for access to specialist teaching and learning service
- Employ an Educational Psychologist to offer additional advice when needed
- Access to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- Access to Early Help when needed
- School Nurses Team

## **19. GLOSSARY**

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Adaption** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with **SEND**. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with **SEND**

**SEN information report** – a report that schools must publish on their website that explains how the school supports pupils with **SEN**

**SEN support** – special educational provision which meets the needs of pupils with **SEN**

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages

## **APPENDIX ONE**

### **Awareness Training for all staff over the previous three years:**

- Autism Awareness Training for the Autism Education Trust – whole school and all stakeholders.
- Language through Colour
- Emotion Coaching
- Mainstream Core Standards
- Monster Phonics Training
- Pro Act Skip Level 1 Training – all teaching staff and lower school teaching assistants.

### **Teaching Assistants in house Training Programme over the previous three years:**

- School Calculation Policy
- Precision Teaching
- How to support Memory Difficulties
- Safeguarding Update
- ASD – Social Stories/ Comic Strip Conversations
- Transition Planning and Strategies/ 5 point scale and pupil voice
- 6 principles of Nurture
- Cyber Security
- Behaviour at Godinton Primary School
- Speechlink and language link
- Zones of Regulation
- Sensory Processing
- Social Stories
- Language through colour
- The Verve approach to developing speech, language and communication.
- Intensive interaction
- Maths Mastery
- Grammar, spelling and Punctuation
- Top tips for social and emotional support in the classroom.
- Forest School (Term 5 2024/25)

## **APPENDIX TWO**

### **Enhanced and specialist training for individual staff members over the previous three years:**

- Sounds – Write
- Lego Therapy
- Bereavement and Loss support at whole school level
- Rainbows Bereavement and Loss training – Family Liaison Officer and 1 Teaching Assistant
- Fizzy Training – Gross and fine motor skill intervention
- Sensory Circuits
- Support for the language impaired child in the classroom.
- Advice to staff about individual children from Educational Psychologist and other outside agencies.
- Attachment Trauma and Anxiety Awareness
- ASD Champions Course (10 afternoon sessions)
- Drawing and Talking Practitioner – Foundation Level Training
- Level 3 – Supporting Children’s Speech, Language and Communication
- Sensory Champions Course
- ELSA (Emotional Literacy Support Assistant) Training Course
- Nurturing Kent Programme – Nurture UK ongoing
- 12 Teaching Assistants Trained in Soundwrite – 1 per year group in Yrs. 1 –6
- Ongoing Nurturing Kent Course with accreditation.
- Theory and Practise of Nurture Groups
- Demand Avoidant Profiles – PDA (Pathological Demand Avoidance Anxiety): An Introduction
- Little Wandle Phonics training