



Goodrich Community Primary School

Special Educational Needs and Disabilities Information Report

In accordance with section 65(3) of the Children and Families Act 2014

Goodrich Community Primary School is an inclusive school where the achievement and well-being of every child matters.

We value the abilities and achievements of all our children, and are committed to providing the best possible environment for learning for every child.

This report is created to inform you about how our children with special educational needs and disabilities have been encouraged and supported to achieve to their full potential in the academic year of 2020-2021 .

Links to: [SEND Policy](#), [Local Offer](#) and [Accessibility Plan](#).



How many children at Goodrich were identified as having a Special Educational Need or Disability in 2020-2021?

- There were 79 Children on the Special Educational Needs and Disabilities (SEND) register at Goodrich Community Primary School. This accounts for approximately 13% of children on the school roll.
- 6 of these children had an EHC plan.
- The needs identified at Goodrich are: dyslexia, dyscalculia, autism, ADHD, speech and language difficulties, moderate learning difficulties, emotional, social difficulties and behaviour difficulties and hearing impairment.
- Most of these children have at some point in the year been given provision that is additional to and different from that which can be provided in the standard curriculum.
- Many of these children's needs were met with the support of the class teacher in the classroom, while others attended intervention groups or had individual support.
- The progress of all of the children on our SEND register has been monitored closely by their class teachers, SENCOs and the senior leadership team through pupil progress meetings, parent and pupil feedback, data scrutiny, book scrutiny, learning walks and provision mapping.



How have the school's resources been allocated and matched to children's special educational needs?

Many factors are considered in determining how funding and provision is allocated. However, it is generally true that the children who have the most complex needs are given the most support.

In the academic year 2020-2021, we ensured that all children with special educational needs were provided for, to the best of the school's ability given the resources available. In some cases, where additional provision was required to better meet the needs of a child, applications have been made to request additional funding from the local authority (EHC Plans).

Specific SEN intervention at Goodrich:

- Speech and Language Therapy
- Specialist Dyslexic Teacher (Autumn Term 2020)
- Specific English and Maths interventions
- Specific fine and gross motor skills intervention
- Learning mentors- pastoral care
- Access to outside agencies such as Educational Psychologist, ASD team Southwark, Community Paediatrician, Summer House PRU, OT Services, Southwark Hearing Impairment Team, School Nurse, Family Early Help Support



These are the ways we have supported children this year...

- Ensuring all children receive quality first teaching
- The teacher will have the highest possible expectations for your child and pupils in their class
- All teaching is based on building upon what your child already knows, can do and can understand
- All lessons are differentiated to meet the needs of your child and the class
- Grouping of ability, mixed and independent work is used to support all pupils
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access learning and make progress
- Access to Specialist Resources such as multisensory teaching
- A qualified speech and language therapist every other week as well as a specialist trained S&L Support Assistant. This service continued remotely during lockdown.
- A fully refurbished Sensory Room which children can use in groups or individually depending on need.
- Music and Sports opportunities
- Access to the Learning Mentor Team
- Developing pupil independence through creating roles and responsibilities
- Bespoke interventions in each year group targeting learning- see below
- Arrangements for transition include: face to face home visits for some when needed, online home visits and open days, staggered entry, visits to nurseries, transition booklets, meeting new teachers in advance, welcome videos from teachers on our website, teacher handover INSET day, secondary school transition programme run by learning mentors, referrals made to the Southwark SENDIP Team to support secondary school transition, telephone handovers by SENCOs to all Secondary Schools.
- Curriculums altered to match individual's children's needs.
- Our Sunshine Corner pupil development centre focused entirely on the pastoral needs of our children.
- Any incidents of bullying, racist or homophobic behaviour are taken very seriously. Policies are in place which are followed by all members of staff. Any incidents were followed up as appropriate. In prevention school followed a rigorous PSHE curriculum and due to Covid rules, teachers held assemblies in classrooms. These covered topics which included mental wellbeing, differences, disabilities, acceptance, keeping safe and responsible citizenship.



Covid-19 and lockdown provision

- All pupils received a weekly phone call from their class teacher regarding learning and general wellbeing. Children with EHC Plans and other children with SEND received an additional weekly phone call from either the SENCOs or the Deputy Head for Inclusion.
- Specialist packs aimed at children with dyslexia or dyslexic tendencies were either hand delivered or collected by parents. These were provided to support home learning.
- Children with EHC plans were given bespoke learning packs which were hand delivered.
- Children identified as being unable to access online learning or needing adjustment to their year group curriculum, were provided with hard copies of matched tasks, resources and activities. These were hand delivered or collected by parents.
- A reading book exchange system was in place allowing children to continue to read within their level at home. The school library was also open for reading for enjoyment purposes.
- Where mental health concerns were raised, children were offered (and took part in) online zoom learning mentor support sessions on a 1:1 basis. Additionally, teachers offered zoom class sessions in order to promote keeping in touch and staying connected.
- Speech and Language therapy continued online with the therapist. The children, who were in school, took part in S&L sessions run by the speech and language learning support assistant.
- Where lack of parental engagement occurred, home visits were undertaken by SENCOs and Deputy Head to ensure the wellbeing of the children.
- Breakfast boxes, food parcels and vouchers were given out by the school.



Early Years and Key Stage 1:

Reception

- Phonics Booster
- Number Booster
- Talking Tables/Attention Bucket – social skills/speech and language
- 2 members of experienced staff in each class plus one additional adult to share

Year 1

- Speech and Language Therapy
- Additional phonics
- Additional Number
- Additional Reading
- Additional writing- sentence work
- Maths booster
- Fine and gross motor skills group

Year 2

- Phonics Intervention
- Additional Number work
- Additional Writing – sentence work
- Additional reading- comprehension
- Speech and Language Therapy
- Maths booster
- Fine and gross motor skills group



Key Stage 2:

Year 3

- Additional Mathematics Support
- Additional English Support- spelling
- Additional English support- phonics/spelling/handwriting
- Additional reading support
- Speech and Language Therapy
- Maths booster
- Specific dyslexia support (Autumn Term)
- Fine and gross motor skills group

Year 4

- Speech and Language Therapy
- Additional Mathematics Support
- Additional English Support- spelling
- Additional English support- phonics/spelling/handwriting
- Specific handwriting support
- Specific dyslexia support (Autumn Term)
- Additional reading support
- Fine and gross motor skills group

Year 5

- Speech and Language Therapy
- Reading- comprehension
- Phonics revision
- English and Maths intervention in classroom sessions
- Specific dyslexia support (Autumn Term)
- Fine and gross motor skills group
- SPAG – Spelling, Punctuation and Grammar intervention

Year 6

- Specific dyslexia support (Autumn Term)
- SPAG – Spelling, Punctuation and Grammar
- Speech and Language Therapy
- Access Arrangements for exams
- More Able Maths
- Additional Mathematics Support
- Reading- comprehension
- Phonics revision
- Fine and gross motor skills group
- Additional writing sessions
- Passport to Secondary Transition
- Experienced classroom assistants



How well did children with a special educational need or disability at Goodrich achieve in 2018-19?

Progress data for the academic year 2020-2021:

Our internal data shows that children with SEND have made the following progress since our baseline assessment in September 2020:

Reading: 70%

Writing: 56%

SPAG: 58%

Maths: 75%

We are unable to report on external data for the academic Year 2020-2021 as national SATS examinations were cancelled by the Government due to the Covid-19 Pandemic.



How have we been trained to better support our children with Special Educational Needs or Disabilities?

Being knowledgeable about how a child's special educational need or disability can affect their academic, social and emotional development is essential. We have prioritised training opportunities that have enabled us to keep up-to date with research and effective strategies to help minimise barriers for our children at Goodrich.

2020-2021

- The SENCO's priority is to support the class teacher in planning for and offering provision to children with SEND.
- Training needs are identified for all staff to improve the teaching and learning of children including those with SEND.
- Our class teachers are all teachers of children who have additional needs. This academic year, there has been a focus on researching and providing teaching staff with different methods of supporting children to access learning in class through their quality first teaching.
- Due to the ongoing Covid 19 situation most training has been done via zoom
- Many of our staff members have been trained in using the sensory room following on from its full refurbishment.
- SENCOs have attended training on assessment tools for children not yet working at expected levels in the National Curriculum.
- The school nurse trained several teachers with children in their classes who have been diagnosed with specific illnesses, such as sickle cell anaemia, epi-pen and anaphylaxis training.
- Our speech and language therapist trained all EYFS staff in talking tables and attention bucket during a face to face interactive session.
- Our Educational Psychologist works alongside teaching staff to support children identified with SEND. She also supported some parents remotely.
- If your child presents to us with a need that we have not encountered before, we will seek advice and training.



What support has been available for my child's overall wellbeing?

- We work closely with parents and carer's to ensure a collaborative approach to supporting and offering provision to children
- There is close monitoring and management of attendance
- Our 'Health and safety' and 'Medical conditions' policies ensure children are safe within the school setting
- We closely monitor children's behaviour and we work together to focus on early interventions to ensure children's wellbeing is catered for and to offer support when it is needed
- We have teachers who work hard to build good relationships with each pupil and their families
- Referrals are made to the Educational psychologist, school nurse or other external agencies including CAMHS and Summerhouse if it is felt these services would support the child, after having a conversation with the child's parents.



From 2020-2021, how will you keep track of how well my child is doing?

- Your child's progress is continually monitored by their class teacher, SENCO and the leadership team
- Their progress is formally reviewed three times a year
- If your child is in year one or above but not yet operating within expected levels for their year group, a 'pre key stage' assessment tool is used to track their progress in more detail.
- Some children require a higher level of support and those identified as 'SEN support' will have an Individual Education Plan. These will be shared at parent's evenings and reviewed in school.
- The progress of children with an Education, health and Care plan (EHC) is formally reviewed at an Annual Review each year with all adults involved with the child's education.
- Parent consultation meetings continued to happen each term although they were done via Zoom.
- Where necessary, parents are invited to meet with SENCOs, class teachers or outside agencies to discuss their child's progress, although due to the Covid 19 situation this has mostly happened via Zoom.

**Talk to
us!**

What should a parent do if they think their child may have special educational needs?

In the first instance talk to your child's class teacher; if you still have concerns you can contact the SENCOs, Anna Olds or Susanne Gosney or the Deputy Head for Inclusion, Italia Simeone. Please refer to our SEN policy for more detailed explanation as to how we identify special needs at Goodrich. Our policy can be accessed on our website.

We pride ourselves on building positive relationships with parents and welcome your support in building a team around your child.

For admission arrangements please refer to our SEND policy on our website.



Complaints Procedure

The school highly values its partnership with parents. When a constructive relationship between the home and school exists, the child is the main beneficiary and this aids his/her educational progress. However, there are occasions when parents have concerns about their child's schooling; the vast majority of these issues are dealt with positively by the child's class teacher, phase leader, Deputy Heads or by the Headteacher.

Very occasionally, where it is not possible to resolve issues, parental concerns are referred to the formal complaints procedure adopted by the Governing Body. A copy of our complaints policy is downloadable from this website.