



## Annual SEND Report for Governors

School:	Goathland Primary School
SENCO:	Mrs Vickie Bordoli
Date of report:	January 2023
SEN Governor:	Nicola Atkinson

### SEND profile for last 12 months

School	National
SEN Support	SEN Support: 12.6%
No children with SEN	
EHCP:	EHCP: 4%
No children with an EHCP	

### Statement regarding overall quality of provision and achievement for pupils with SEND

Although we have no children with identified SEND at the moment, the statement below details our actions and provision if a child is identified.

Children and young people (CYP) with a wide range of SEN are welcomed into the school. Special Educational Needs refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances. Special educational needs comes under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Where the school feels that something additional or different is needed to support a child because they have SEND this will be discussed with the parent and the child. This information may well be recorded in an IEP. These should include:-

- details of any strategies being used to support the child in class;
- details of any extra support or interventions for the child • child's learning targets and their long term desired outcomes
- the next date when the child's progress will be reviewed. Most pupils will benefit from SEND support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

If parents need to talk to staff about the needs of their child they can contact the

SENDCo (Special Educational Needs Co-ordinator) - Mrs Vickie Bordoli who has responsibility for:

Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents are: Involved in supporting your child's learning Kept informed about the support your child is getting Involved in reviewing and monitoring how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. The child's class teacher is also always available to discuss the child's needs.

### **Progress**

All pupils with SEND should make at least expected progress, in line with their peers. SEND provision is monitored by the SENCO, head teacher and designated governor. Adjustments to provision are discussed with parents and children, if appropriate.

Children's progress and application to learning is continually monitored and reported to parents. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all involved with the child's education, including the child. We meet to review their progress half way through the year too. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. 6.

Details of all pupils' data and intervention strategies used during their time at school are sent to the next school in addition to discussions with teachers from feeder schools. For pupils starting school information of their needs will be gained from previous providers and through discussions with parents. When the children move from the infants to the juniors, discussions between staff take place.

### **Adaptations to the curriculum and learning environment**

At Goathland we provide a creative curriculum which is differentiated to meet the needs of every individual child. Targeted support is given to children with SEND and where appropriate specific intervention programmes will be put in place. Progress is monitored regularly and different strategies will be employed if required. If the support within school is not showing improvement for the child then additional agencies will be worked with for support, advice and guidance.

### **Evaluating Effectiveness**

SEND provision is monitored by the SENDCo, head teacher and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. Data is gathered termly and in depth conversations take place between key staff.

### **SEMH for SEND children**

All children follow a PSHCE curriculum. For some children additional programmes may be necessary.

### **Working with external providers**

Additional help will be sought as required from a range of external providers. A range of agencies e.g. Education Psychologists, Education Social Work Services, Speech and Language services and Enhanced Mainstream schools, will be used when necessary. Where further support is necessary, outside agencies will be involved to provide guidance and resources where appropriate. Class teachers and teaching assistant are highly skilled in meeting the needs of all pupils.

### **Handling complaints**

There must be and is a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

### **SEN policy**

This was updated in December 2022 and is now available on the school website.

### **SEN information report on school website**

New report updated January 2023. This meets all requirements (SENCO used NASEN policy checklist to ensure all information is available).

### **Accessibility plan**

This has been replaced by our Single Equality Scheme which was updated December 2022.

### **SEND budget and spending**

None received

### **Staffing for SEND**

None in place. If a child were to need 1:1 support, additional staffing would be needed.
<b>Interventions</b> No formal interventions are in place.
<b>Pupil voice</b> The class teachers and senior leaders have an open door to all pupils. In addition to these class discussions, individual discussions take place to ensure all pupils, including those with SEND, have a voice. If identified as SEND, children would be invited through discussion as part of the assess-plan-do-review process and, if appropriate, a questionnaire used to gather their views about what is going well, what they need to help them and their ambitions for the future. The children would always be asked for their view at the end of year reports.
<b>Parent/carer voice</b> Parents would be involved in the assess-plan-do-review for their children and parents, teachers and SENCO would meet termly for this. Parents would be kept up to date with where their children are and also always invited to share their views.
<b>External agencies</b> No external agencies are involved.
<b>Complaints relating to SEND</b> No complaints have been received.
<b>Any other developments regarding SEND?</b> Nothing arising.
<b>Are there any concerns regarding provision for pupils with SEND?</b> No current issues.