

The September Report 2018-19

At Goodwin Academy we will ensure that all will be treated equally, with respect and dignity, free from discrimination and harassment. Access to opportunities will be fair and equal regardless of the age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, socio-economic background, pregnancy or maternity and special educational needs of a student or staff member.

Our Academy will tackle the barriers that could lead to unequal outcomes for these protected groups, such that we celebrate and value the diversity within our community. The Academy will work actively to promote equality and foster positive attitudes and commitment to an education for equality. This SEND Information Report outlines the way in which we meet the needs of students with Special Educational Needs and Disabilities (SEND).

1) The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) states that information which must be published about the provision for SEND in a school is set out in the Special Educational Needs and Disability Regulations (2014).

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The September Report 2017 -18, complies with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The SEND policy complies with Paragraph 3 of Schedule 10 to the Equality Act 2010 in respect of admissions for students with disabilities.

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Special Educational Needs and Disability Regulations also define what is meant by SEND as follows:

“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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long-term medical conditions such as asthma, diabetes and epilepsy. Young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

We currently have 26 students with statements / EHC plans which is some 3.2% of the Academy population. These cover special need types of Cognition and Learning e.g. Specific Learning Difficulties and Moderate Learning Difficulties; SEMH (Social, Emotional and Mental Health); Communication and Interaction / ASD and Physical and Sensory Impairment. These are representative of the need types found at the Academy for children with SEND.

Goodwin Academy also has regard to statutory guidance re supporting students with medical conditions and has a specific policy for this (DfE 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

The Governing Body and teaching staff will make their best endeavours to ensure that the necessary provision is made for any student who has special educational needs under the definition above and ensure that, where the Principal or the appropriate governor has been informed that a student has special educational needs, those needs will be made known to all who are likely to teach them. This includes any child in the care of a Local Authority.

The Academy SEND policy sets out the legislative context for its aims and objectives; how students are identified and assessed for SEND; responsible persons; admission and inclusion; provision – access to the curriculum and assessments and how it is monitored; social and emotional wellbeing; training for staff in SEND; parent and student involvement; transitions; accessibility; complaints procedure and the Local Offer from KCC.

The SEND policy complies with the following legislation:

Section 68 (2) of the Children and Families Act 2014 – informing parents, carers and children about the special needs provision received:

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Strategic and operational information from these meetings will be noted and shared at Governing Body meetings to update the SEND Information report.

SEND Report for Goodwin Academy, September 2018-19

2) Identification and Assessment

When a young person first joins Goodwin Academy, we use information from a range of sources to help identify SEND and other needs. This includes information from parents and carers, Year 6 teachers during our primary visits to every child coming to Goodwin, end of Key Stage 2 outcomes, baseline testing, Cognitive Ability Tests (CATs), reading and spelling tests and reports from external agencies.

Our classroom teachers, tutors, Heads of Year, Heads of Subject and Faculty, Key Stage Leaders and Wellbeing Team closely monitor the progress of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Goodwin Academy will further identify those with a special educational need.

If a child needs to be assessed we would use a range of assessments depending on the area of need, and this may include us gaining consent from parents and carers for outside agencies to work with them. If it is thought that a family needs support, we can also arrange for agencies to work with the whole family.

We follow a staged and graduated approach to identifying and assessing needs using the 'Assess, Plan, Do, Review' model. When a student fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems or communication and interaction difficulties, the Academy will increase the level and frequency of monitoring accordingly.

Teaching staff may identify a student with a developing need within their classroom, in which case monitoring and observation by the SEND Team will be used to obtain information across the curriculum, leading to specific assessments as appropriate.

Results of these assessments will be shared with parents and the young person so that full understanding of any implications for provision or commissioning of outside agencies is shared.

Parents and carers of any child with SEND will be invited to the school for three review meetings within the academic year. These may be scheduled over the year at regular intervals or they may be within quick succession if need dictates e.g. where progress seems stalled for a child or there are concerns raised.

Following the classroom assessment data capture at the end of each term in Year 11, or appropriate terms for Years 7-10 according to the assessment cycle, staff training promotes analysis of data for student groups including students with SEND. This means that all staff look at the progress made in their classroom by individual students and set targets accordingly to maintain or improve rates of progress. Other influences on capacity for learning such as attendance are also considered. In this way, teaching staff may identify concerns about rates of progress for a child, or a Head of Subject or Faculty will challenge this if necessary.

Students who have received interventions for literacy from the Interventions taking place in class and via DEAR, (Drop Everything and Read) or Accelerated Reader, yet show little or no progress

being made, will be identified and the assessment methods listed above will then be used to gain specific information about the student's needs. Should they prove to be of a special educational need type, then an SEND intervention would be put in place and the young person would be named on the SEND register, with parents informed accordingly. If the needs are additional educational needs, they will then be named on the AEN register. Staff are duly informed in either situation so that they can plan for the student needs identified.

All students with SEND are on the SEND Support register and students that staff should be aware of but do not meet the SEND criteria are on the AEN List, particularly when a diagnosis is present but does not appear to warrant additional support when outcomes for the student are considered. Both lists are accessible to all staff. Staff use this information to inform their lesson planning, teaching and learning activities. Targeted interventions are planned and delivered where appropriate; this may include small or group work across a broad range of activities within the classroom.

Using a graduated approach, specific areas of difficulty are pinpointed to identify barriers to learning and the information is collated for each year group. Heads of Year are also involved in this identification process, liaising with classroom teachers and subject heads as required, as is the Wellbeing teams, so that a complete picture may be obtained.

3) Provision:

Student needs are then considered and assessed, as is Continuous Professional Development required for staff teaching that year group, so that they may plan to meet a student's needs in the classroom. By pooling funding sources (SEND, Pupil Premium, literacy and maths catch-up funding) it is possible to construct a year group provision map of additional interventions to accelerate language, literacy, maths and social and emotional development. The map is organised around time-limited intervention programmes, but can also accommodate in-class support and therapy arrangements for individuals. Provision maps are reviewed regularly in the light of students' progress, and changes made where necessary.

Planning LSA deployment involves members of the SEND team, English and maths subject leaders, and the appropriate Heads of Year. Crucially, members of the SEND team meet regularly with Heads of Year and the Wellbeing Team to exchange information leading to identification and assessment, to monitor progress and to evaluate impact of interventions carried out by any of the teams and in the classroom on a daily basis, enabling co-ordinated provision.

Students with an existing statement of SEND or Education, Health and Care (EHC) Plan will have provision allocated according to the objectives within the document. The support for these students will be a balance of approaches and will be based on hard data about student's academic progress, personal development and welfare. It will be focused on promoting learning and will be regularly reviewed (at least every term) in the light of student progress. There will be a choice of interventions driven by evidence of impact and these will be focused on the need to promote student independence, choice and ownership of learning. However, class teachers retain ownership of the learning and progress of all children they teach and the protection of students from harm, including those with a statement of SEND or an EHC Plan.

3a) Evaluation of Provision Impact:

Student progress data is used to evaluate effectiveness of SEND interventions and this is reviewed on a termly basis. This information is then used by the SENCo to decide which interventions should be maintained, closed or replaced as appropriate. Each intervention will be evaluated against a set of broad criteria and then in-depth as follows:

- Is the intervention having an impact on the students accessing it?
- Have we accurately tracked student progress?
- What information does this provide on progress and next steps?
- Are resources effective?
- What does the data tell us about teaching and learning and information on staff development needs?
- What is the objective evidence now available to share with others e.g. parents, governors and inspectors etc. that interventions are having a positive impact on progress?

The impact of intervention programmes is also measurable through test scores, reading/spelling ages, an improved attitude to school indicated by attendance, behaviour and by listening to and recording student, parent and carer and teacher comments.

Evaluation of 1: 1 and small group withdrawal interventions will also consider these criteria for individual students:

- specific objectives based on careful assessment of students
- finite programmes with built-in assessment to measure progress
- the use of high-quality and age-appropriate materials, including IT
- good relationships between students and support staff
- students enjoying their sessions, understanding their purpose and making good progress
- activities linked, where possible, with what is going on in the classroom and ensuring that what is learned and practised in the small group is transferred to classroom working
- opportunities for students to make choices and develop independence
- good communication between the teacher and support staff, so that each knows what the other is doing in terms of supporting a child, with continuing joint evaluation
- careful timing of sessions, so that students do not miss out on their favourite lessons or find themselves withdrawn from a particularly enjoyable activity
- re-entry to the classroom being managed and supported, so that students do not feel excluded from what is going on
- good communication with parents, so that they understand the additional help being provided for their children and how to support this work
- a learning environment that is comfortable, attractive, quiet and free from distractions.

The Academy has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND. The outcomes of these evaluations are used to create and implement development plans for all aspects of Academy life. These are reviewed through regular evaluation. Additionally, progress and attainment data is analysed for effectiveness and value for money.

The Academy received a KCC Education Provision Officer review (May 2017) in which all aspects of provision, particularly High Needs Funding use, was under scrutiny. Action points have all been implemented. The next one is due in April 2019.

3b) Assessing and Reviewing Progress:

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Provision is reviewed termly as part of the monitoring cycle that includes factors that have an impact on progress made by the young person, such as attendance and participation. Additionally, the progress of children with an EHC Plan will be reviewed annually, as required by legislation.

Individual student progress is tracked against the data from the previous term to give a continuous record for the student. In Year 11 it is tracked termly. It is also tracked against students in the same year group with no SEND to monitor the progress gap between the groups of children, and against national statistics for children with SEND where available e.g. at end of Key Stage.

In addition to monitoring by the SEND department, Heads of Year also consider children with SEND as a key group within their year, so that they are tracked against Progress and Attainment 8 measures, not just English and maths.

3c - f) Access to the Curriculum:

The National Curriculum will be made available for all students. The Academy will, in other than exceptional cases, make full use of classroom and Academy resources before drawing on external support, from colleagues such as physiotherapists and occupational therapists.

Classroom teachers and Heads of Year will keep regular records of the special educational needs, the action taken and the outcomes, in addition to members of the SEND department. These records are part of the Class Data Files which are maintained throughout the year for every class and therefore for every student.

There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties. Physical difficulties do not present a barrier to progress in Performing Arts or Physical Education or in any practical subject where there is manipulation and movement required such as Design and Technology, Science or Art. Student needs are accommodated on an individual basis where this arises, in consultation with parents, young people and relevant health professionals. This may require combinations of adapted equipment, differentiated resources and tasks and student-focused groupings to be part of the classroom planning.

Additional interventions and resources in place include laptops, tablets and Dictaphones and aids for OT requirements such as writing slopes, ergonomic stools and cushions.

Teaching staff have access to information about the needs of the students with SEND and this profile also includes the strategies that will work well for the student in the classroom in promoting access to learning. The information is linked on SIMS as part of each class register and teaching staff are expected to demonstrate use of this information in their daily planning, evidence of which will be in their Class Data File (CDF). Staff also have access to information about students' Additional Educational Needs (AEN) so that these may also be planned for within the classroom.

There are designated quiet, supervised rooms for lunchtime including a Film Club and dedicated after-school homework clubs, one of which has additional support exclusively for students with SEND.

Most of our students follow a traditional curriculum, however a small number of have a more personalised curriculum to match their individual needs. This may include additional literacy, numeracy, social skills groups, intervention groups, number of qualifications studied and type of qualification studied. In Year 7 and 8, we have a tutor group that has fewer teachers and rooms across their timetable, giving them a longer transition to secondary and reflecting more primary principles in their curriculum. Students access different teaching groups successfully if, and when, they are ready to do so.

3g) Support for Improving Emotional, Mental and Social Development:

The Learning Support Centre offers the capacity for improving the emotional, mental and social development of students with SEND, delivered in conjunction with the Wellbeing Team as part of a holistic programme to remove barriers to learning. The SEND team also supports students in developing resilience and independence by promoting self-esteem and personal growth through its use of internal expertise and depth of knowledge of the students.

All young people have access to a range of facilities to support overall wellbeing. These can be internally arranged, such as time with our in-house counsellor or with our Student Support Officer. Alternatively, the Academy may deem it more appropriate to involve a specific external agency (whether through an EHC Plan, Early Help Notification or separately). The arrangements for the appropriate support will be made in conjunction with the staff in the Wellbeing Centre as appropriate. The SEND department also accesses Specialist Teaching Service support and that of our local Special School through attendance at and referral to the Local Inclusion Forum Team meetings held each term, which the Academy hosts locally.

Goodwin Academy regularly accesses Speech and Language therapists, Occupational Therapy and Physiotherapy support, in addition to specific agencies such as Child and Adolescent Mental Health Services. These are supplemented by our local School Nurse team.

Designation of the Specialist Resource Based Provision brings with it additional opportunity to utilise the expertise of the Speech and Language Team and since 2016 there is now a designated SpLT key worker in the Academy on a weekly basis.

The Student Support Officer will also signpost families to other agencies if necessary or will arrange an EHN meeting if this is the access route to the provision.

If a young person has a medically-related need, a care plan will be drawn-up in advance and reviewed and updated regularly with Mrs Taylor for Key Stage 3-4 and with Mr Shenton for KS5. These staff have duty to administer medicines where appropriate and are also trained for the administration of personal care needs. There are separate policies governing these activities.

The Anti-Bullying policy explains how all young people may enjoy life within their Academy community, free from the anxiety caused by bullying or confident in knowing that it will be dealt with swiftly and effectively if it does occur.

4) Responsible Persons:

The person responsible for strategic decisions made on behalf of students with special educational needs is Mrs Ann-Marie Thompson, SENCo (National Award) Head of SEN / AEN.

The person co-ordinating the day to day provision of education for students with special educational needs and for assessing which students are eligible for examination and access arrangements is SENCo, Mrs Karen Davies, who also has the National Award.

The Head of Specialist Resource Based Provision for SLCN and for undertaking assessments to enable examination and access arrangements is Mrs Sue Douglas. Mrs Douglas has the PAPAA qualification for assessing and planning for access arrangements.

Governing body accountability:

Reports on all aspects of SEND provision are produced regularly for appropriate-level governing body meetings. These include progress data, and the evaluation of impact for provision of interventions within the Academy.

Where additional factors are affecting progress, e.g. attendance or personal circumstances, liaison with the Attendance Officer and wellbeing centre team will provide this information and enable the issues to be addressed.

5) Staff Training:

Staff have undertaken specific training on strategies to support students with specific learning difficulties, communication and interaction and autism and ADHD. The staff have all started 'I Can' Language and Communication training as part of the re-designation of the SRP. Goodwin Academy has received Universal accreditation for becoming an 'I Can' school and the SRBP has been awarded Specialist status in addition to this, reflecting levels of expertise across the Academy in meeting SLCN for our students.

Mrs Douglas is currently driving our complimentary 'Balanced System' accreditation. Kent County Council (KCC) Special Educational Needs (SEN) are developing the use of this nationally recognised framework for commissioning and quality assurance measures for provision related to Speech,

Language and Communication Needs (SLCN). The Balanced System® is a framework and suite of tools and templates used to improve the commissioning and delivery of services that benefit from an integrated approach to delivering outcomes and involvement in this is expected to further improve our work in this area.

Colleagues from external agencies provide workshops and discussion groups to support specific students on a regular basis. The Speech and Language Therapist from the SRBP delivers regular training to staff on specific students and associated needs. Both Learning Support Centre and SRBP staff are available to provide information on specific needs and on strategies to meet individual student needs. The SEND department has received training that updated skills for supporting students and in delivering access arrangements effectively and most received Team Teach training on de-escalation techniques. They have also benefited from training on precision teaching and literacy programmes. Most importantly, they have received training in supporting students whilst developing and maintaining independence and this was extended in the last academic year.

The SEND department has organised training for staff from an Educational Psychologist that focused on resilience and its importance to learning. Training for all staff was undertaken that focused on the effective use of the LSA or additional adult in the classroom, with special reference to the Teachers' Standards. We have also received de-escalation and restorative processes training and specific strategies for meeting the needs of young people with attachment issues.

6) Access, Equipment and Facilities including Admissions:

The Academy is fully-accessible with lifts and access to all areas. The grounds of the new building that we occupied in September 2017 are accessible currently and landscaping in future after the demolition of the old Mill Road building will also accommodate wheelchair access.

Admissions meetings for students with SEN including disabilities will involve the SENCo or Head of Specialist Resource Based Provision as appropriate, so that provision is agreed from the outset. This is in conjunction with the Local Authority if an EHC plan is involved. The same initial meeting takes place with parents and carers of students with SEND but no EHC plan, in order to agree provision. Visits to other schools are undertaken if there is an in-year transfer involved to discuss existing provision and to aim for continuity of care and rapid understanding of provision that works for the young person concerned. Straightforward transitions from Year 6 to 7 always involve liaison between the two schools as part of the Academy primary visit programme to discuss provision and its impact. We always request attendance at Annual Review meetings in Term 4-6 for the same reason, which alleviates parent and carer anxiety at transition times.

Transitions and admissions are key times for involvement of the Specialist Teaching Service team, depending on need type, as they will have worked with the young person and the family previously and can provide invaluable insight. Good working links between the school and this team mean that aftercare for students is prolonged and anxiety surrounding transition is reduced as a result. Internal transitions, e.g. from Year 8 to Year 9 at the start of our 3-year KS4, is regarded as any other transition and planned as thoroughly to reduce anxiety and allow students to quickly make progress.

The Academy will access additional equipment required through the delegated budget for SEND. The Academy has successfully applied for High Needs Funding from KCC for students with more complex needs that require provision over and above that which is normally part of the Academy provision. This funding is applied-for annually and follows the student, if they eventually move from mainstream to specialist provision. The HNF enables creative support solutions to be explored to meet the more complex needs that may present. Our recent link with a local Forest School and its provision is an example of this type of planning, increasing engagement and raising aspirations for students as part of a planned, individualised curriculum.

Full access arrangements for internal and public exams are organised. In the last external exam session in May - June 2018, upwards of 70 students received access arrangements appropriate to their needs. Identification of students with SEND and Additional Educational Needs (AEN) is undertaken in conjunction with classroom teachers, as internal tests may be the first indications that a young person has difficulty completing an assessment within the expected timeframe for example. Therefore, internal assessments, when the SEND department is notified in advance, are also supported with access arrangements as appropriate for the student. This may be using the teacher as a group reader, application of additional time or withdrawal for completion in the Learning Support Centre. Access arrangements are governed by Joint Council for Qualifications guidelines found in the 'orange book'. Internally, access arrangements are provided on the basis that we will providing the same at GCSE, and so we are collecting evidence of need at the same time. There is a specific policy governing access arrangements which has details, governed by JCQ (Joint Council for Qualifications) guidelines. These are updated regularly, and our practice updated to reflect this, monitored by Mrs Douglas (Head of SRBP) who is currently undertaking the PAPAA qualification (Postgraduate Award of Proficiency in Assessment for Access Arrangements).

7) Parent involvement:

Parents and carers should contact the SENCo in the first instance if they have a concern about their child which focuses on SEND. If meetings looking at rates of progress identify that there is a concern, parents and carers will be contacted by the most appropriate member of staff. This contact may take the form of a phone call initially, but will probably include an invitation to meet and discuss the concerns and to form an action plan together.

There are also formal opportunities for discussion on progress at Parents' Evenings and at any type of provision review meeting. Parents' Information Evenings are also held for some year groups to enable families to support children effectively at each stage in their education and the SEND department and SRBP always have a strong presence at these. Home-Academy contact books are used successfully by some families to support their child's learning.

Parents and carers of students in the SRBP are also invited to be part of the Steering Group meetings held regularly to enable liaison between KCC, the NHS and the Academy for the Specialist Resource Based Provision.

8) Student involvement:

All students are encouraged to participate in extra-curricular activities, some of which are specifically but not exclusively designed for students with SEND, such as the lunchtime Chess Club and Film Club. Students are also expected to participate in student voice opportunities by representing their peers.

Students are expected to evaluate provision of interventions with which they are involved and we are working towards encouraging greater ownership and control for students over the frequency of intervention. Students are always part of the decision-making process about when withdrawal from classroom should take place, to maximise the effectiveness of any such action taken.

Student voice, of the young people who receive the provision, is also collected routinely. There are separate student voice collections for the SEND interventions and those of the SRBP, but both feed into the plans for improving and extending provision across the Academy.

9) Complaints about Provision:

Any complaints about the provision made to the Acting Principal or Governing Body will be treated in accordance with the Complaints policy. Such complaints will be acknowledged within 2 working days and a detailed investigation into provision for student needs will be undertaken as part of the process, with evidence. A meeting will be arranged as quickly as possible between the SEND team, Head of Year and Wellbeing Team, if relevant, and the parents or carers of the student to obtain resolution.

10) External Agencies:

The Academy has excellent contact with and access to a full range of services from the NHS, EduKent (for Educational Psychologists) and other external agencies such as the Specialist Teaching Service. These are often accessed via the Local Inclusion Forum Team meetings hosted at the Academy. The range of services used is wide and also has an impact on the Wellbeing Team and Heads of Year across the Academy as they work so closely together in designing programmes of support for individual students.

11) Support Services for Parents:

South Kent – 03000 420889

Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU

Tel: 03000 42 08 89

or email: SENSouth@kent.gov.uk or aen.resources@kent.gov.uk

Information, Advice and Support Kent (formerly Kent Parent Partnership)

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and->

[advice/kent-parent-partnership-service](#)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<http://www.autism.org.uk/>

<http://www.addiss.co.uk/> (ADHD)

<http://www.afasic.org.uk/> (Speech, language, communication SLCN)

<http://www.kpcf.co.uk/about-us.aspx> (general)

<http://www.bdadyslexia.org.uk/about-dyslexia/parents.html>

<http://www.ipsea.org.uk/>

12) Transitions

Primary visits during Term 4 and 5 provide the initial contact for all Year 6 students, but we also attend Annual Review meetings, provision review meetings and invite parents and carers to join us prior to the end of Term 5 to discuss needs and provision if necessary.

Year 6 teachers and primary SENCo colleagues explain existing provision and work with us to ensure a smooth transition for our children. Three additional visits to the Academy are made for children nominated against four criteria by their Headteacher, as part of our STEP programme. Parents and carers also often request entry onto this additional programme. These are designed to give additional reassurance about the building, staff and other children, prior to the Transition Day in July. Young people attending work on literacy, team building and physical skills on a rotational basis over the three weeks.

All Year 6 students are invited to the successful Summer School that takes place in the holidays and the uptake of this is very high at around 92% of students coming into the Academy in Year 7.

It is acknowledged that the end of each year brings a transition, so careful consideration is given to preparing students with SEND for these changes, particularly where the specific difficulty concerns anxiety about change itself. There is a period at the end of the year when parent and carer meetings may be held to plan next steps which is then followed by a monitoring period when the new term and academic year begins, to identify any issues that arise because of the transition. This is particularly important for example at the end of Year 8, prior to the move into KS4. Whilst all Year 8 students have a transition programme to support this, our young people with SEND are given access to an extended programme designed specifically for them and for some individual students, this is extended by 1:1 visits to lessons within a department until the specific anxiety has been minimised or resolved.

As a student progresses through their education (and when it has been completed at Goodwin Academy and a student has moved on to another establishment e.g. to an FE College) formal

opportunities to access preparation for employment and further education and training are provided for each individual based on need, by arrangement with Mrs Hamilton-Hopkins (Enrichment & Destinations Lead). These meetings will be attended by a member of the SEND team, parents and carers and by any external agency staff working with the student.

13) Local Offer Development by KCC

Kent County Council has published its Local Offer, including a description of SEND provision expected from early years providers, schools, including academies and free schools, and the full range of post-16 providers. Health elements will include therapies; support for medical conditions; wheelchair services and community nursing, Portage, respite care services. The Local Offer also explains funding, special schools and assessment methods, containing everything parents and carers might need to know. This report summarises what we are doing at Goodwin Academy to support the KCC Local Offer, including its Specialist Resource Based Provision.

Goodwin Academy is a mainstream school with additional Specialist Resource Based Provision, working with young people with Speech, Language and Communication Needs / Communication and Interaction needs.

Staff in the Resourced Provision have maintained their expertise in literacy, used wherever literacy difficulties are proving a barrier to learning for students with SEND. This provision can either be in 1:1 or small group situation, or can be targeted training for all teaching staff for any student. They have also developed their speech and language expertise as this reflects the need profile of young people at the Academy and also enables needs arising from social and emotional difficulties to be addressed more effectively.

There are 16 pre-16 places and 4 post-16 places available. Spaces in any year group can be commissioned by KCC, given the lead time for children with EHC plans to choose their secondary school. 8 applications from Year 6 students to join us in 2019-20 have been received to date, from a wide-ranging area of Kent. These will now be assessed against the published entry criteria and preliminary panel meetings attended for information sharing and provision planning.

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

http://www.kent.gov.uk/_data/assets/pdf_file/0012/13323/Strategy-children-young-people-SEN-Disabilities.pdf

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