

## Special Educational Needs and Disabilities (SEND) Information Report

Goodwin Academy

### **Inclusion Team**

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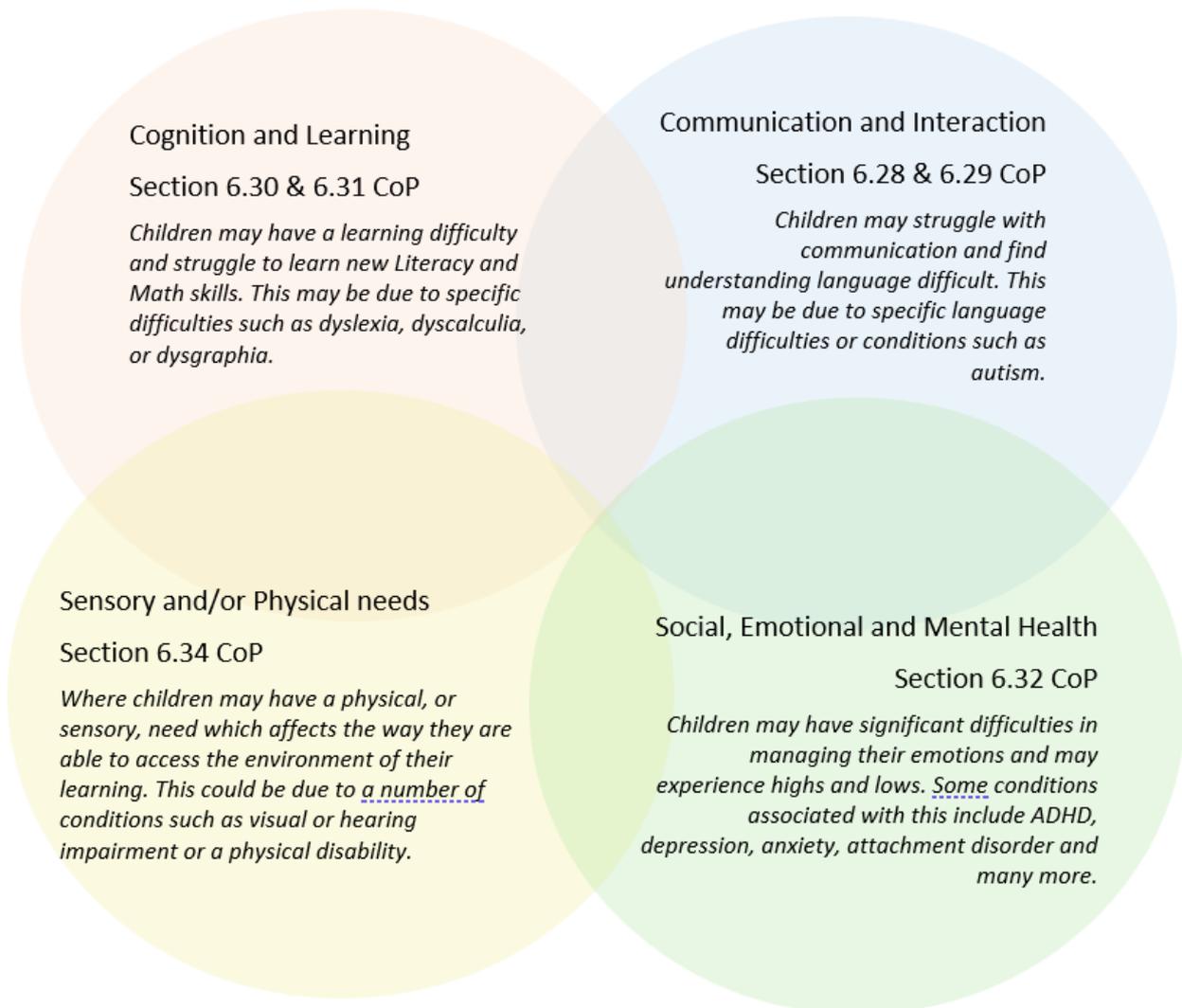
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## Contents

Contents .....	2
1. What types of SEND does the school provide for? .....	3
2. Which staff will support my child, and what are their key responsibilities? .....	4
3. What should I do if I think my child has SEND? .....	6
5. How will the school measure my child's progress? .....	7
6. How will I be involved in decisions made about my child's education? .....	7
7. How will my child be involved in decisions made about their education? .....	8
8. How will the school adapt its teaching for my child? .....	8
9. How will the school evaluate whether the support in place is helping my child? .....	9
10. How will the school make sure my child is included in activities alongside pupils who don't have SEND? .....	9
11. How will the school support my child's mental health and emotional and social development? .....	10
12. What should I do if I have a complaint about my child's SEND support? .....	10
13. Supporting documents .....	10

## 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

## **2. Which staff will support my child, and what are their key responsibilities?**

At Goodwin Academy all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

We have a strong Inclusion Team within the Academy and the SEND department work closely with Safeguarding, Attendance, Family Liaison, Head of Year and Senior Leaders to ensure there is a team around the young people who require a substantial package of support.

Within the SEND department we have a SENCO, an Assistant SENCO (Sally Ralph) and a training SENCO (Sara Richardson) who coordinate provision for students with Special Educational Needs and advocate specifically for those students on the SEN Support register.

The school employs two HLTAs who deliver interventions to support students with Communication and Interaction needs (Jackie Rowland) and Cognition and Learning needs (Ashleigh Smith). We have a third HLTA who supports the SEN needs of our KS4 (Year 10 and 11) students. We also have a full time ELSA (Emotional Literacy Support Assistant) and an SEMH mentor. Alongside these staff we have a team of Learning Support Assistants who provide in class support and individual support for identified students.

The SEND team deliver interventions such as Talkabout for Teens, Autistic and Ok, ADHD and Me, Precision Teaching, Reading, Maths booster, Fine Motor Skills, Drawing and Talking, Worriers to Warriors, Touch Typing, Being Mankind, Zones of Regulation, Lego Therapy alongside bespoke support designed to accelerate progress in learning and support the acquisition of skills needed to be successful young people.

The school also benefits from the expertise of our SRP (Specialist Resourced Provision) for students with Speech, Language and Communication needs. This is managed by our lead teacher (Cathy Toulet) and a team of LSAs alongside input and support provided by a Speech and Language Therapist.

### **Our Special Educational Needs Co-ordinator, or SENCO**

Our SENCO is Jessamy Hill. She has been a qualified teacher since 2005 and has worked as a SENCO since 2017 in both Primary and Secondary schools. She achieved the National Award in Special Educational Needs Co-ordination in 2017 and has worked as a SENCO since then.

### **Subject teachers**

All of our teachers receive regular in-house SEN training focussing on different areas of need, and are supported by the SENCO to meet the needs of pupils who have SEN. External agencies also come in to deliver training - we have recently welcomed the Autism Education Trust who delivered 'making Sense of Autism' training, Kent Virtual Schools who delivered training about attachment and Trauma

Informed Practice, the Speech and Language service delivered training about communication friendly schools. During Monday morning Staff briefings a range of academy staff deliver 2 minute TTL tips, the first 10 of the academic year were the "SEND top 10" a selection of strategies to support all students in the classroom including those with SEND, additionally Monday morning briefings contain the KS3 & KS4 students of the week this is an opportunity for us to shine a light on 2 students with SEND and highlight their area of need and the strategies that they have highlighted to us that support them. The school is committed to a thorough programme of continued Professional Development and there are opportunities throughout the year for staff to build on their knowledge and expertise.

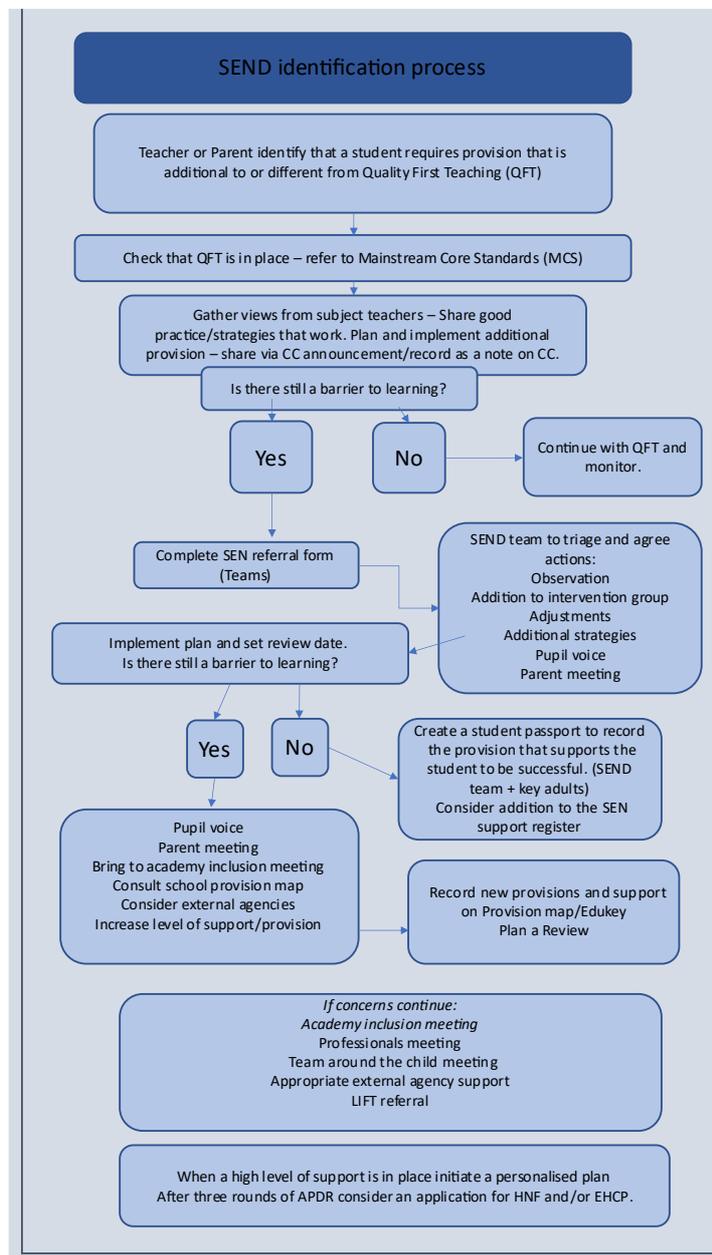
## External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- NELFT practitioners
- Therapeutic practitioners
- School nurses
- SEND Inclusion Advisor
- Specialist Teaching and Learning Service
- Speech and language therapists
- Educational Psychology

## 3. What should I do if I think my child has SEND?

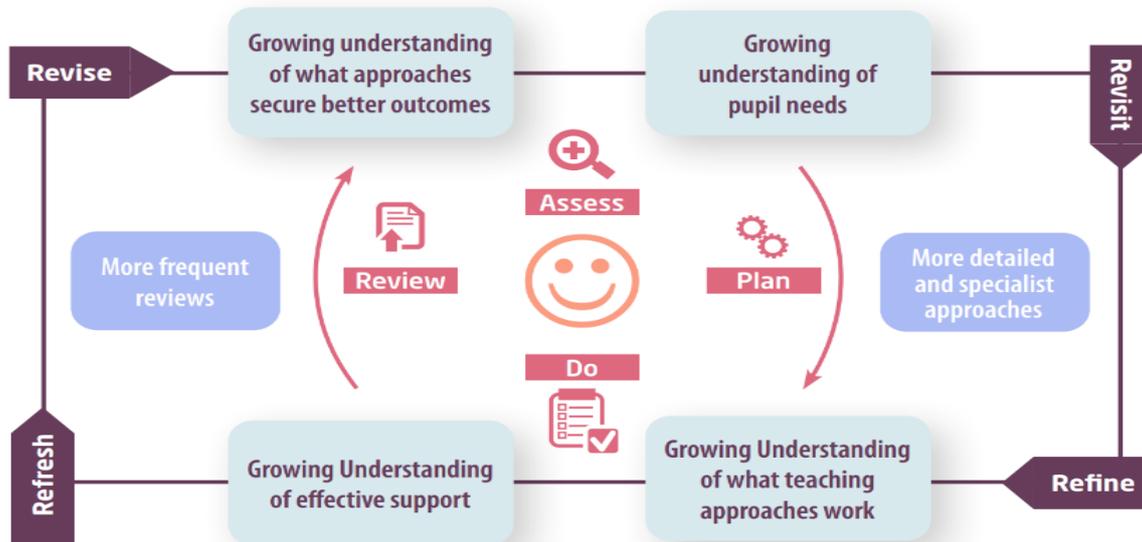
If you are concerned that your child has SEND then you can contact your child's tutor or the school Senco. The process within school from these concerns being raised is set out in the flow chart below.



All our teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include underperforming in assessments, struggling to focus and learn within lessons, a change in presentation or demeanor within school, an increase in absences from school. When these concerns are raised the above process will be followed and you will be contacted to discuss whether there are concerns at home about the progress of your child.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



<b>Assess</b>	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
<b>Plan</b>	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

## 6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress three times a year and at parents' evenings a member of staff who knows your child well will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We work in collaboration with parents in the knowledge that you are the experts when it comes to your child's needs and aspirations. Your views and input will be sought and this, along with

information from teachers the SEND department and the student will support the creation of a student passport which helps to ensure the support your child needs is consistent across the

## 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 individual needs. We recognise that no two pupils 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
- Read and annotate their pupil passport.

## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

We are committed to creating an inclusive and supportive learning environment for all our students, particularly those with SEND. To facilitate this, we implement a variety of adaptations tailored to meet the diverse needs of our learners.

We utilise visual supports throughout our classrooms to enhance understanding and retention of information. This includes the use of task management boards and Now and Next boards, which help students to organize their tasks effectively and anticipate transitions, increasing their engagement and independence in learning.

To support literacy development, we provide sentence starters and showcase WAGOLLS to guide students in their writing and creativity. This scaffolding technique promotes confidence and encourages students to express their ideas clearly. Additionally, we incorporate dyslexia-friendly fonts and backgrounds to ensure that all written materials are accessible, catering to the needs of learners with dyslexia and similar challenges.

Our approach to learning further incorporates movement for learning strategies, acknowledging the importance of physical activity in cognitive engagement. This allows students to harness their energy positively while reinforcing learning objectives.

To enhance understanding and retention of complex concepts, we use live modelling during lessons. This interactive approach allows students to observe and engage in the learning process actively. In tandem, visual timers are employed to facilitate time management and to help students grasp the concept of time limits for various tasks.

We also utilise mini whiteboards to encourage participation and immediate feedback, allowing students to demonstrate their understanding collectively and individually. These tools not only enhance engagement but also support formative assessment within the classroom.

Recognising that each student has unique needs, we are dedicated to providing bespoke adaptations for those requiring additional support. Our team collaborates closely with teachers, parents, and external specialists to design personalised learning plans that align with individual student requirements. This commitment allows us to ensure that every student with SEND has the opportunity to thrive in our learning environment and be their BEST.

- Adapting our resources such as visual aids, task boards, check lists, thinking maps.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding lesson materials and instructions.
- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, opportunities for collaborative work, building movement into lessons.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review or interim review (if they have an education, health and care (EHC) plan)



Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

## 10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Enrichment is a key feature of our BEST agenda and the Academy prides itself on the broad offer of extra-curricular and enrichment opportunities on offer. All of our extra-curricular activities and trips are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our school trips, to take part in sports days and whole school events and no pupil is ever excluded from taking part in these activities because of their SEN or disability and, in consultation with you, we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 11. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We provide pastoral support for listening to the views of pupils of all students and ensure that all students on the SEN support register have a check in with a member of the SEND team each week so that any Pastoral issues are identified early.
- We run open access clubs at break and lunchtime to offer structured support in unstructured time to complete a range of activities – sports, quiet time and games – supervised by staff.
- We have a school ELSA (Emotional Literacy Support Assistant) who is based within the SEND department and who can provide group and individual support for students who need it.
- All of the SEND team are trained in Cognitive Behavioural Approaches and are able to work therapeutically with students to ensure that they are able to set themselves challenges and reach their goals.
- Students identify their 'trusted adult' and have opportunities to check in with them formally and informally.

## 12. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the treatment of complaints at Goodwin Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, the SENCO, the Head of Year or the Principal to resolve the issue before making the complaint formal to the Chair of the Governing Body.

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 a Statement of SEN 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.

## 13. Supporting documents

Further development Our strategic plans for developing and enhancing SEN provision in our school next year include:

**Relevant school policies underpinning this SEN Information Report include:**

- Teaching & Learning Policy
- Behaviour Policy
- Medical Policy
- Admissions Policy
- Safeguarding Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014

- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 0-25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards 2012