



GOLDEN HILL SEND REPORT School Year 2021/2022

Welcome to Golden Hill (short stay) School Special Education Needs (SEN) Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with SEN. At Golden Hill (short stay) School we celebrate the fact that all children are different and individuals and we make sure that we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we can offer at Golden Hill (short stay) School, to support children with Special Educational Needs and Disabilities. During the academic year 2021 - 2022, 75 pupils attended Golden Hill (short stay) School. This policy has been impact assessed to ensure that it does not have an adverse effect on race, gender or disability equality.

The LA Local Offer

The Local Offer regarding services available for children and young people with special educational needs is kept under review. Schools produce a School SEN Information Report in order to reflect on and update their provision. This is the Golden Hill review and report on Academic Year 2020-2021

Terminology

EP - Educational Psychologist

EHCP – Educational Health Care Plan

ELCAS – East Lancashire Child and Adolescent Services

SEND – Special Educational Needs and Disability

SEND0 – Special Educational Needs and Disability Officer

CAF - Common Assessment Framework

TAF – Team around the Family

ADHD – Attention Deficit Hyperactivity Disorder

ASC/ASD – Autistic Spectrum Condition/Disorder

Context of the School

Golden Hill (short stay) School is a Pupil Referral Unit commissioned by Lancashire Local Education Authority to provide full time education for pupils aged 4- 11 years who have been permanently excluded from mainstream primary schools in the Lancashire districts of 6, 7, 8 and 9. It has capacity for up to 50 pupils. Alongside this, the school has an inclusion support team, GHIST, which is a traded service, providing support to mainstream schools. If pupil places are available at Golden Hill, requests can be made for referral placements for pupils at great risk of exclusion. During 2021- 2022, 48 children accessed referral places.

THE NEEDS OF THE CHILDREN ATTENDING GOLDEN HILL (short stay) School

The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) which states that ‘a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them’.

A child of school age has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of children the same age;

(b) have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.'

Within the Code of Practice, it states that there are four areas when identifying and making provision for pupils who have a Special Educational Need. We recognise that a child may have difficulties within a range of these areas.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or physical

The school recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children's skills and attainment will be assessed on entry, building on information from parents and the previous settings. Regular termly assessments are put in place in order to monitor the progress of every child. Predominantly, children who attend Golden Hill have a need within the area of Social, Emotional and Mental Health. However, the school recognises that these difficulties may arise due to underlying SEN needs, such as communication and interaction difficulties or learning difficulties. It is therefore extremely important for staff to have information from the past school, GHIST and any other agencies who have been involved to plan appropriate provision whilst the child is attending Golden Hill.

Permanently Excluded Children or Children on Referral Placement

48 of the children attended Golden Hill on full time provision as they had been permanently excluded from their mainstream school.

27 of the children attended Golden Hill full time to prevent them from being permanently excluded on a referral placement.

	R	Y1	Y2	Y3	Y4	Y5	Y6
Boys	0	12	10	8	12	13	12
Girls	0	2	1	0	1	2	2

32 moved onto long term alternative provision

30 moved onto a mainstream setting

The remaining 13 children continued their placements at Golden Hill whilst on-going assessments were undertaken.

SENCO and SEND responsibilities

The SENCO's are Allison Collinge and Sarah Barrett.

Name of Head teacher Allison Collinge

Contact telephone number 01772 904780

Email head@goldenhill.lancs.sch.uk

All class teachers have SEN responsibilities and each child has an SEN plan with targets, identifying appropriate strengths and needs. Every child has their own personalised timetable and provision map, highlighting provision to be put into place and individual targets / strategies which are updated regularly by the class teacher and all staff working with the child. A SEN meeting is held every term with parents to keep them updated on how their child is progressing. We liaise closely with outside agencies and our Special Educational Needs and Disability Officer.

Staffing and Resources

All classes have a class teacher and at least one TA present. Some children who require extra support have high needs funding to enable this. The school has a range of ICT programmes for pupils to meet their individual learning needs in addition to IPADs, computers and interactive

whiteboards in every classroom. Numerous resources and strategies are in place for pupils who display ASC traits and staff have had several training sessions to help support these children's needs effectively. When required, specialist support, equipment and training is sourced from appropriate specialists, buying in appropriate training for staff (School nurse, CAMHS, specialist teacher advice etc.)

Golden Hill staff are experienced in teaching and supporting pupils with emotional and behavioural needs and overcoming barriers to learning, however this also encompasses a wide range of additional needs such as ASD, SPLD, attachment disorder and mental health issues. Staff have received training in all these areas and knowledge is updated regularly through CPD and whole staff training.

All staff involved with children are Team Teach trained to use a range of de-escalation techniques and to be able to ensure everyone is kept safe through physical intervention if necessary.

5 staff members are first aid trained.

Training

Training and development is a vital part of staff development and ensuring our children are understood and well catered for. The children are at the centre of all we do, and therefore it is everyone's responsibility to ensure they keep up to date with all SEND developments. All staff need to have a good knowledge, understanding of the ranges of needs that our children may have, and be able to practically implement effective strategies and support for all of our children. A range of training in house and bought in is put in place throughout each academic year. All staff have regular training in supporting children with challenging and complex behaviour.

Working together with parents

We offer visits before the child attends school. During this visit with either the Head Teacher or Deputy, the parents and child, are introduced to their class staff as well as other key staff in school.

The school has an open-door policy, but as children are mainly taxied in, parents telephone if they wish to speak to school staff.

Every child has a Seesaw account online and messages are sent home daily to keep parents and carers informed regarding their child's day. Parents are able to message back if they wish to contact the staff directly.

Review meetings are held every term.

Parents are invited in to school for special events and assemblies.

Information on the school website is kept up to date.

A Voice for all

There is a student council, with pupil representatives from every class who attend fortnightly meetings. They discuss issues of concern for the pupils, areas linked to the school improvement plan and organise fundraising events.

Whole school Daily meeting takes place every Monday and Friday from 1:15pm until 1.45pm. This is an opportunity for all children to share any 'complaints' or positive moments with the rest of the school.

The school's half-termly Value is discussed each Monday in the meeting and pupils are nominated for demonstrating the value in school. They are then able to nominate daily in class.

Parents discuss their child's education during SEN/ Annual Reviews (permanently excluded pupils) and Pupil Progress Meetings (referral pupils).

Golden Hill has a Management Committee of a range of current and retired professionals. Members of the Committee bring with them a wealth of experience which benefits school and pupils alike. The Management Committee have a strong presence in school and are invited to school events such as Golden Hill's Got Talent show and Sport's Day. Elections to the Management committee are held in the event a vacancy arises. The Management Committee receive termly reports on the progress of pupils with SEN. Members also consider any parental complaints. The school

endeavours to work with a range of professionals in ascertaining and meeting the needs of our children.

Assessments

Children who attend Golden Hill (short stay) school are usually on SEN support, which means that the mainstream provider has already identified the child's additional needs. On entry we ensure both school SENCOs share information as well as class teachers. Within the first 2 weeks, assessments are carried out to establish a baseline both academically and for behaviour. This informs the child's targets as well as the teacher's planning to ensure individual learning needs are met. The teachers sets SMART (Specific, Measurable, Achievable, Realistic and Time-scaled) targets in the areas of Social, Emotional, Behavioural and academic areas of Maths and English. The access, plan, do, review model is implemented and maintained. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices and there may be times where children require additional support. Children are identified through a variety of ways, including concerns raised by a parent or the class teacher, the child achieving below the level expected for their age, liaison with outside agencies, or health diagnosis through a paediatrician.

Assessment of progress is part of our day-to-day teaching, with more formal assessments of reading, writing and maths, taking place termly. All staff use the LAPPS and KLIPS assessments.

Golden Hill administers DFE testing as required. (Y1 Phonics Screening, Y4 Multiplication check, KS1 SATS and KS2 SATS)

Assessment data is used to ensure each child is able to be successful.

Access arrangements are used for children who need additional support when sitting examinations such as SATs. This includes one to one support when necessary, timed breaks, additional time or scribe support as appropriate.

Interventions and Support

The staff at Golden Hill work collaboratively to assess, monitor and plan for each pupil's progress. In the first instance the Teacher and Teaching Assistant plan for learning programmes to be in place for the pupils within their class. If appropriate small group or individual programmes are designed to meet a pupil's additional needs. E.g. a literacy focused programme or social skills intervention. There are times where additional support may be bought in to further facilitate meeting the pupil's needs and securing progress, and staff have been trained in numerous interventions and strategies to meet focused needs.

Social – Lego Therapy, 1:1 social groups, co-operation games.

Emotional – Circle time, Social stories, PSHCE lessons, The Happy Mind

Behavioural – Highly structured environment, Daily routines and visual timetables. Rewards / Consequences, Individual Behaviour Plans, Time out in order to self-regulate in a range of directed areas.

Cognition and learning – Individual literacy and numeracy support, phonics 1:1 and small groups.

Speech and language – Resources provided by Speech and Language Therapists when working with individual children plus additional resources as advised from training sessions.

Sensory – Sensory resources available in all classrooms including ear defenders.

Transport for Children

All pupils are transported to school by parents/carers or a taxi with a passenger assistant (PA).

The Senior Leadership team (SLT) are responsible for receiving pupils in the morning and transitioning them to transport at the end of the day. The SLT liaise with the PA's to ensure messages or concerns regarding pupils are dealt with and class staff informed appropriately.

Classroom and Learning Environment

Golden Hill has created a very nurturing environment, where children are supported to feel part of their class family, as well as the whole school. Our children know the school boundaries and expectations of staff and this helps to create a safe caring environment.

There is a teacher and TA in every class and staff supervision is high at all times. Anti-bullying events are held during the year including Anti-bullying week, Child and Adult Mental Health week. The school's anti-bullying policy can be found on the school's website.

Staff receive safeguarding training in accordance with legal guidance and, as good practice, policies and practices are reviewed annually.

Children are supervised at break times by teaching staff and support staff, ensuring the staff pupil ratio is adhered to (10:1). Staff are also available to assist with any behaviour issues.

At lunch time, there is always a member of the senior leadership on duty in the dining room, and TAs supervise either on the playground or in the dining hall. Staff in the dining hall remain seated with the children, modelling desired behaviours and appropriate conversations.

Opportunities for All

It is strongly believed at Golden Hill that all children need to have a range of experiences and opportunities which extend and enhance the curriculum. We aim for all children to be included on trips. All trips are staffed by teachers and teaching assistants. The appropriate ratio of staff to pupils is followed using county guidelines. The Educational Visits Leaders have to rigorously check all risk assessments and plans to ensure safety of all children and adults.

The early years and KS1 classes access Forest school education once a week in the purpose-made outdoor provision area.

Health (including Emotional Health and Wellbeing)

Most pupil medication is kept in a locked medical cabinet in the secure medical room. This room is not accessible to non-staff members or pupils. Medication is administered to pupils in line with the appropriate consent form and guidance. All pupil medication is stored in the pharmacy dispensed container which clearly states the child's name, date and dosage. Asthma inhalers are kept in the child's classroom so they are available as soon as they are required.

Pupil Care plans are devised with the school Deputy Head and relevant medical agencies and are passed on to the relevant staff with a copy placed in the pupil's electronic file and school SEN record.

School ensures appropriate staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. Any individual needs that school staff are not familiar with will be met through requesting training from NHS practitioners as appropriate.

All staff are trained to support pupils with Emotional and Behavioural needs.

Transition and moving on

As Golden Hill is a short stay provision, the majority of children access the school for short term placements. As part of the process and role of the school we work in collaboration to assess, review and plan steps for each child's future education placements. We ensure we work with the child and family when moving on.

When a child is due to return to mainstream school a reintegration meeting is held and a support plan is put into action to ensure a smooth transition.

When a child moves onto secondary provision, whether mainstream or special, as soon as school is identified we work collaboratively between the school and with the child and family to devise a bespoke transition programme that best prepares them for moving on and high school. This may include additional transition days, partnership working and regular reviews to ensure the child is successful.