



SEND Information Report (Local Offer)

Signed:

Chair: M. Pound

Executive Head: R. Williams

Date: 21st October 2024

Review date: October 2025



Goldstone Federation SEND Information Report (Local Offer)

What is our vision?

Every Child can SHINE
Tomorrow's Success Begins Today and Reach for the Stars.

As a Federation we welcome sharing this important period of your child's life with you.

Across our schools every effort is made to provide a stimulating and broad balanced curriculum, to prepare your child for future education giving them the skills and enthusiasm to pursue learning throughout their lives. We acknowledge the importance of developing a caring and stimulating environment, where your child's self-esteem enables them to take risks in learning and learn confidently through their mistakes. We are inclusive schools that develop independence, responsibility, kindness and good manners, preparing pupils to be responsible citizens.

Our aim is to enable every child to fulfil their potential and have opportunities to develop their own skills and interests. We encourage every child to be the best they can be and do the best they can do.

The best way to appreciate our aims and values is to make an appointment and visit the schools. We want your association with either school to be a long and happy one. Working closely with parents is an important element of our work for the success of every child. We hope you will encourage your child to contribute to the life of the school and take part in and enjoy the many opportunities provided here.

Rachael Williams
Executive Headteacher



How accessible is the setting environment?

We endeavour to make our school environment accessible to all. We have disabled access ramps entering each setting.

Each Nursery has toilet and changing facilities available and each school has 2 disabled toilets. Cheswardine School has a heavy duty electronic changing mat for use with older pupils as well as in Nursery.

All staff within the setting work hard to make the learning environments accessible to all pupils. Where necessary, modifications have been made to classrooms to enable accessibility for those with physical difficulties. For example, the staircase in Cheswardine between the lower school and the hall demountable has been widened and given a handrail to accommodate those who have more difficulty with mobility.

All of our policies and procedures are current and reviewed regularly.

How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

Joining the Nursery Settings

When joining either Nursery we offer all children 3 hours of free stay and play sessions to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own.

Each child is assigned a key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and will ask for care plans and “all about me” forms to be completed with questions which will help the practitioners identify the children’s needs, interests and to discuss if any agencies are involved in the child’s development.

If required staff will attend training related to a child’s needs before they attend the setting. Meeting with the Health care professionals will help the child’s transition into the setting. Ensuring any relevant documentation is shared in the setting if necessary, e.g. All About Me forms, Pupil progress plans, paediatric reports, children services intervention and EY SEND team, to ensure appropriate planning is in place.

Parents and key person should agree a consistent approach to ensure continuity of care from home to setting.

Transition to school or next setting

If a child is transitioning to school or moving on to a new setting, the child’s key person, new teacher and SENCO are invited to observe the child and discuss the child’s strengths and needs. In both our settings there is such a strong link and cross over between school and each nursery that any children moving into school from the respective Nursery is usually very ready and prepared for successful transition by the time this comes around, this includes any child with additional needs. In Cheswardine Nursery children enjoy challenge time with Reception children regularly, they eat with the school in the hall and have breaktimes together on the school field and playground. In Hinstock the Nursery children eat with the older children in the school hall and the Nursery Manager is also a teacher in the Reception Class so the children will have become used to her in Nursery. Reception and Nursery also join together for outdoor learning ‘Treetops’ once a week.

Each school has formal ‘move up’ days in the Summer term from Nursery into school, however if an individual needs more than this we always facilitate this and make sure photographs and routines are shared with pupil and parents so that the child can become accustomed to the change over the Summer holidays before the change occurs.



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Joining the Setting

We recognise that transition can be difficult for a child and particularly those children with SEN. We take steps to ensure that any transition is as smooth as possible.

Moving to a new class in the school

Goldstone staff care about all children within the setting and work hard to get to know the children across the school.

Information regarding all children is passed on from the previous teacher to the current teacher. This will include assessments, outside agency reports and key information. This meeting may involve the teaching assistant/s involved in the team.

Children have set move up times in the summer term where they meet their new teacher and teaching assistants and start to familiarise themselves with their new setting. As above if photographs and routines are needed the teachers will provide them for the child to become accustomed to over the Summer.

Transition to a new setting or Secondary school.

If your child moves to another school we will contact the setting to share key information. We will send any reports and records to the new school as soon as possible.

If your child is moving to Secondary school we will contact the SENCO and Inclusion manager and invite them into school to discuss your child. If your child has an EHCP they will be invited to attend the annual reviews in Year 6. This enables us to put together a transition package to support your child. We can arrange further meetings with parents and carers and can look to put in place additional move up days or phased integration into the setting. Any records will be passed on as soon as possible.

How does the setting know if my child needs extra help?

In each Nursery observations lead to assessments of all children in our care. These are linked to the development matters ages and stages of development, which can help us identify individual needs of the children. These observations will be discussed with our EYFS Leader: Gemma Watkins or our Executive Headteacher and SENCO Rachael Williams

Reports from health care professionals such as health visitors, paediatricians and speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs. Further work to access early help will be completed if necessary in order for the child to have as much support in place as possible before moving from Nursery into school.

When your child enters school, important information will have been discussed/received from the previous setting. Baseline assessments will take place to ensure that any additional needs are identified quickly and appropriate support can be put into place.

Throughout the academic year, staff will carry out a range of formal and informal assessments as well as observations of all children to monitor their progress as well as identify areas which may require additional support. We also share information about all children during transition meetings between your child's current and future teacher and support staff at the end of an academic year and in termly SEND Update staff meetings. The identification of special educational needs (SEND) may also arise as part of our usual practice of teacher/staff meetings and provision mapping with the Headteacher in order to monitor and discuss the development and progress of all pupils.



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We would always encourage you to share information with us, particularly any changes, and to raise any concerns you have as soon as possible. In the first instance this should be with your child's class teacher. This may then lead to a meeting with the class teacher and the special educational needs co-ordinator (SENCO): Rachael Williams to discuss the next steps.

What should I do if I think my child may have special educational needs?

We operate a Key persons system at each Nursery, with each child having a key person. Their role is to develop trusting, sensitive relationships with parents/carers and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask for time to discuss this in private with them.

If your child's key person has identified a possible individual need they will discuss the matter with you in private and plan together to support your child's learning and development.

Gemma Watkins (EYFS Leader), Leanne Allman (Nursery Officer in Charge) or Rachael Williams (SENCO) can offer advice and support to the key person and practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary.

If you have any concerns about your child's development the first point of contact is your child's teacher. You can ask for time to discuss this in private with them. Your child's teacher may offer advice and plans may be put together to support your child.

You can also make an appointment to speak to the SENCO to discuss your concerns. They may seek your permission to liaise with other professionals and seek advice and support in identifying needs if necessary.

How do staff in the setting support my child?

On induction to either Nursery setting the key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on a visit to help settle them and develop a relationship with the key person.

The child will always be at the heart of all we do. We work with the parents and support the child together.

Observations, listening, assessments, evaluations all contribute to Individual Learning Provision Plans (ILPPs). We will listen to you as well as your child. Our SENCO will explain how children's individual needs can be met by planning support using an ILPP and the advice from Area SENCO. She will also explain who may become involved in your child's development and their role.

The key person will work with the SENCO to oversee the ILPP targets for your child. The Key person will be in session with the child, if not then the SENCO would be present. They will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist, SALT). ILPPs will be reviewed with parents.

The key person's role will foster relationships with and understand the individual children. The SENCO will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.

In both schools your child's class teacher will take responsibility for the daily provision for your child. They will carefully plan and adapt the curriculum to enable all children to participate.

The teacher will discuss with you any extra support they think is needed that would be additional or different to what we would offer as part of our usual practice.



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If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist service then the class teacher and SENCo will talk to you about this and seek your permission to proceed.

The SENCo then becomes the lead person for working with services keeping you and everyone in the team around your child informed of key events and information.

How will the learning and development provision be matched to my child's needs?

In our Nurseries the key person and other members of staff will get to know the child through meeting the parents during their initial settling visit to nursery.

Communication is key between parents and staff to support the child's care and wellbeing.

The key person will regularly liaise with the parents. During the initial meetings between parents and the key person the parents will be asked to fill in an all about me form. If the children are older, parents can discuss the questions or encourage them to draw pictures. An on-going observational assessment is used to establish a starting point. The key person will observe the child in the first few weeks of them settling into nursery.

In both schools high quality classroom teaching, involving differentiation and resources for your child will be the first step in adapting the curriculum to meet your child's need.

If your child is not making the expected progress or has specific gaps in their understanding they may work with a smaller group of children or on a one-to-one basis. This is known as an intervention group which may be run by the class teacher or teaching assistants in or outside the classroom or by a specialist from outside the school e.g. Speech and Language therapy.

Further support may be provided through an Education, Health and Care Plan (EHCP). These are put in place by Shropshire's SEND team and follow on from an EHCNA – Education, Health and Care Needs Assessment. This may have been requested by the school or parents from Shropshire's SEND Team. They are usually applied for when your child's level of need is complex and they are not making progress towards targets set by the school and/or other professionals.

How is the decision made about how much support my child will receive?

Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO and Nursery Leaders.

Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required.

Extra support will be put in place if necessary, with the aim of enabling the child to become independent within the environment. On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision-making process.

The SENCO will advise on the process of applying for extra support. Reports from health care professionals or others working with the child and family will be used to plan support within the setting.

The area SENCO or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the ILPP. The ILPP will be written with parents and will include how parents can support their child at home. Staff meetings within the setting will ensure all staff working with the child knows the child's need and how to support them.



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All class teachers meet with the Headteacher during the school year to discuss pupil progress. We look closely at the provision that has been in place and the effectiveness and impact on learning. Additional assessments from outside services also help us decide what type of support and resources are needed.

Specific interventions are discussed and implemented to help children make suitable progress. Progress will continue to be monitored and if pupils are not responding positively to the intervention further help, perhaps from outside agencies, would be requested. All these interventions and support strategies will be discussed and agreed with parents on a termly basis with the class teacher. Further support from the SENCo in accessing services and the most appropriate support will be ongoing throughout.

If a specific learning need is identified which is not resulting in progress being made through interventions then further advice from the Local Authority SEND team will be accessed through the SENCO and a request for a formal assessment may be undertaken. This would involve assessment from the LA and Health professionals as well as teachers and educationalists and may result in an Education health and care plan which specifies the support your child will need to achieve long term aims. This EHCP would be specific for the pupil and would remain in place until the aims are achieved, it would be reviewed on an annual basis. The whole process would include the views of parents and pupils at every stage.

How are the setting's resources allocated and matched to children's special educational needs?

Each Nursery setting will ensure the environment is accessible for children in their care and adapt according to need. Early Years funding to support SEND pupils is used to resource support both in the form of staff or physical alterations and resources. Early needs funding can be accessed from Shropshire Early Years team and the SENCO and Nursery leaders can request this support if parents and nursery staff think the needs meet the SEND criteria.

If a child receives additional funding through the statement of EHCP then the setting will undertake responsibility for making modifications or accessing resources or support to address the specific need of the child.

The school budget received from the Local Authority includes money for supporting pupils with SEN. The headteacher and Trust decide on the budget for SEND based on the needs of the pupils in the school.

The school may receive an additional top up funding for pupils with higher level needs and the school will use its funding in the most appropriate way to support your child. This may include some individual or small group teaching assistant support. It may be used to put in place a range of support strategies e.g. buying resources and specialist equipment, seeking support from outside agencies, specialist computer packages, laptops,... Sometimes the Education Health and Care Plan will specify how the money allocated should be spent and the school will have to follow these recommendations.

What support will there be for my child's physical and emotional wellbeing?

The Nursery staff approach is inclusive, positive and welcoming to all in both settings. On entry to the setting we provide parents with an admissions policy, Safeguarding policy, SEND code of practice. All about me forms are given to parents to complete to help practitioners meet the individual needs of the children. Policies are shared with all staff and parents.

We provide a flexible approach to routine and environment which are based around the needs of the children. Open, transparent communication is encouraged from the start. Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. The key person builds relationships with child and family and they provide personal care respectfully to all children.

During the daily routine visual timetables are used to support children in understanding routine. Older children are supported to manage their own personal care and manage risks for themselves. Resources are accessible to the children for independent choice. There are sensitive, warm interactions between adults and children.



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Goldstone Primary Schools are inclusive and caring schools. Staff strive to constantly achieve positive relationships with pupils to promote self-esteem.

Adults act as good role models for positive behaviour and a continual positive approach to behaviour management is maintained. School staff build relationships with the child and family.

The school environment is welcoming and inclusive. Hall of Fame Reward boards encourage positive behaviours and team work throughout the school. The school council works to improve the environment for the children and older children care for and play with younger ones on a regular basis.

During the daily routine visual time tables are used to support children. Older children are supported to manage their own personal care and risks for themselves. Personal Profiles are developed by all children and reviewed on a yearly basis so that every child has a chance to reflect on their ambitions, progress, and enjoyment as well as have a chance to specify how they can be supported throughout their time in school.

Resources are accessible to the children and there are sensitive, warm interactions between all members of the school communities.

How will I be involved in discussions about and planning for my child's education?

Parents are involved from the initial visits at nursery when they register their child at either setting. The child's strengths, needs, likes and dislikes are discussed at this point. Parents are encouraged to share information with members of staff from the on-set and on an ongoing basis about individual needs of their child and any agencies involved with the child/ family. Parent's knowledge of their child is important and partnership working is sought at every point including ILPP's and reviews and throughout their child's time within the whole school setting.

In both Nurseries each child's learning journey is accessible to parents on request and planning is visibly displayed in the class room for parents to view if they wish. This is continued in school where planning is visibly displayed for parents and targets are regularly shared.

In our Primary Schools we have an open door policy where you are welcome to make an appointment to speak to your child's key person, teacher, SENCO or Headteacher. If your child requires SEN support or has an EHCP you will meet with the class teacher (the teaching assistant and SENCO may be part of this team meeting) a minimum of **three times within the year** to discuss your child's progress and discuss and plan together next steps in learning. If your child has an EHCP outside agencies and the LA SEND team will be involved in an **annual review meeting**, where objectives for the year are set and progress for the previous year discussed. This AR paperwork is sent into the LA when completed so if there are any changes to provision required they are informed and any further consultations can be made.

How will you help me to support my child's learning?

Within each Nursery setting there are communication systems in place, for example; parents evenings, daily conversations with the parents when they collect / bring their child to nursery, classdojos and via the website.

Each setting finds classdojo the most effective platform for quick communication between the setting and parents.

Children's learning journeys (WOW books) and planned next steps in learning are shared with parents at their request and at parent's evenings.

The setting SENCO and key person will discuss with you how to support your child's needs outside the setting and how they are supporting your child's learning and development within the setting. This will occur at parent's meetings and or ILPP reviews.



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If your child has specific needs the setting will work in partnership with the team supporting your child and explain to parents how they are acting on the advice from the support of the professionals.

Across the Federation it is our aim that we work in close partnership with parents and carers and maintain regular and purposeful communication.

Your child's teacher/SENCO will meet with you to discuss how you can support your child at home and involve you in discussions around support strategies for your child which can be used at home.

If your child has been identified as needing additional support your child's teacher may arrange additional meetings to plan support and targets and then in reviewing these at regular intervals throughout the year. Your views as parents are integral to school successfully supporting your child so please don't hesitate to bring your concerns to the school's attention as soon as they occur. You will often know how best your child can be supported so sharing these ideas at regular intervals over the year will be invaluable to securing positive outcomes for your child.

How will I know how well my child is developing?

In our Nursery settings there will be opportunity for planned time to establish relationships between parents, child and Key person on entry to the setting. We have in place an assessment system for all children such as ongoing observational assessments, two-year-old progress checks and each term we check learning and developmental progress. All methods of observation are linked to the EYFS ages and stages of development.

Twice a year we hold an informal parents evening which allows parents/ carers to come and talk with their child's key person. On a daily basis we provide feedback on which activities their child has been involved in during the day.

The settings have an 'open door' policy and encourages practitioners to develop strong liaisons with parents/carers at drop off and pick-ups as they are key to building parent partnerships and to help progress in children's development. Appointment can be made with the school SENCO who will signpost further support and advice when needed.

In schools we encourage parents and carers to feel comfortable coming into school and discussing any concerns they have about their child. At any point over the year your child's class teacher may contact you for a meeting or you may wish to make an appointment to see them, you do not have to wait for open evenings. These occur formally twice a year with an informal celebration of the work completed and progress made at the end of the academic year.

Your child may have a home-school communication book.

You can arrange a private meeting with the class teacher, SENCO or Headteacher if there is anything of a more serious or private nature to be discussed.

If your child has been identified as needing additional support your child's teacher will arrange additional meetings to plan support and set targets and review them at least three times over the year. Please do not hesitate to contact the school SENCO if you are ever concerned so that worries can be discussed and positive relationships maintained. At this point the SENCO is Rachael Williams (Executive Headteacher)

What training have the staff supporting children with SEND had or are expected to have?

Our current Executive Headteacher has taken on the role of SENCO presently, she is trained and has achieved the National Award for SEND, as well as NPQH for Headship.

The SENCO or SENCO support attends termly SENCO and HT meetings to keep their knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through professional development days.



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Within the setting we value the continual development of our staff.

Staff within the setting have received recent training in a number of areas including:

- INSET on the identification and how to support pupils in SEN and resources available in school.
- Manual handling
- Speech and language and Makaton
- Non-violent crisis intervention
- Attachment Disorder
- Precision teaching
- Colourful semantics
- Downs Syndrome
- Talkboost: Early years / KS1 and KS2.
- Using tech with non-verbal communicators
- Reach for Inclusion Advice and Training

We have a range of teaching assistants across the Federation who offer a range of skills and they support each other with strategies for specific needs – time to come together to ensure this is effective and ongoing.

What specialist services and expertise are available at or accessed by the setting?

In our Nurseries all staff have accessed child development training and have experience of working with children within the Early Years age range. The child / family can access a number of services available in the locality linked to the child's identified needs these would be primarily through the health care service and include:

Health Visitors, Child development centre, Physiotherapist, occupational therapist, speech and language therapist, LA Early years SEND support.

The SENCO is the Executive Headteacher who can be approached to signpost and access support for your child. There is also the Local Authority Area Early Years SENCO who is available to support the setting. If the child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and advise the setting in meeting the child's needs.

School can make referrals to the Compass team (a multi-agency early help referral team) who can support decisions on the most appropriate services based on the needs of your child and support the family and school.

We are able to access:

- BEEU
- Shropshire EPS (Educational Psychology Service) and a Neuro – Diversity practitioner.
- MHFST – Mental Health Family Support Team (BEEU/NHS)
- Learning Support Advisory Teachers (LSAT)
- Severndale outreach services.
- MAT Woodlands outreach services
- Cornerstone Outreach Services
- TMBSS Outreach Services
- Speech and Language therapist
- Occupational therapist
- School Nurse
- Reach for Inclusion
- Autism West Midlands
- Spectra (Autism Support)
- Teacher of the Deaf.

The SENCO can also support you in completing referral forms to the appropriate agencies for support.



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There is also the Local Authority Area SENCO who is available to support the setting SENCO.

What are the responsibilities of the setting in enabling and supporting inclusive practice?

The settings are responsible for enabling leadership within the setting to create inclusive policies, ensuring those policies are in place and up to date.

To ensure that there is sufficient staff, to enable staff to attend training, to keep knowledge and understanding up to date.

In addition, they will ensure that the our schools create an ethos that respects and welcomes all.

They will ensure that the environment is inclusive with resources that reflect diversity positively and encourage information sharing with relevant agencies.

It is also their responsibility to manage staffing according to children's needs.

How will my child be included in experiences away from setting?

When taking your child off-site the class teacher or Nursery leader will have carried out a preliminary visit or have prior knowledge of the site.

Risk assessments are carried out before hand and all staff accompanying the class on the visit will be given a copy.

Reasonable adjustments will be made where necessary to enable participation.

Adult ratios will be considered alongside groupings.

Where necessary medical advice maybe sought before the visit.

Trips will be evaluated against the needs of the pupils and changes will be made if the experience cannot be inclusive for all pupils.

In our experiences we have always pushed to make trips inclusive and accessible for all and will continue to do this in all we do.

Who can I contact for further information?

In Nursery the first point of contact is your child's key person. The SENCO is presently the Executive Headteacher - Mrs Rachael Williams

The SENCO will also be able to offer advice and will be able to signpost parents to other professionals that may be able to help such as the health visitor, children centre staff, the inclusion officer and Speech and Language Therapist (SALT).

The setting can advise on behaviour management and can also access support for parents from the Area SENCO with parental permission.

In each school your child's class teacher is the first point of contact and any important information should be discussed with them.

The teaching assistant who may be within the team supporting your child can/may also be present during these discussions.



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You are also welcome to contact the SENCO, Mrs Rachael Williams directly about any concerns. The SENCO will also be able to offer advice and will be able to sign post you to other professionals that may be able to help.

An appointment with the SENCO can be made by calling Kim Baker or Jodie Eaton in the office between 8.45am and 3.30pm on 01952 550220 or by email: admin@hinstock.school