

Greenhead Primary School

Special Educational Needs and Disability (SEND) – Information Report

Vision

As church schools at the heart of the village communities, Christian values underpin our work, our relationships and our commitment to ensure equality of opportunity for all pupils. Our children learn to become resilient and self-assured in an environment where safety is paramount. Each child is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain. Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do.

Greenhead School is an inclusive school and may offer the following range of provision to support children with SEND

Interventions may include:

Social Skills

Programmes/support including strategies to enhance self-esteem include small focused group work, weekly nurture groups are run as appropriate, use of outdoor classroom, peer support and communication support from trained staff. Access to a supportive environment – IT facilities/equipment/resources (inc. preparation). There is also access to IWB in each classroom, I pads and cameras for children to record their own work. We also make available sensory resources and quiet areas within school.

Strategies/programmes to support speech and language

We have staff trained in the "Talk Boost" program to support language development. We also offer bespoke phonics interventions, as well as individually tailored speaking and listening interventions and nurture groups. Sensory resources, role play and planned drama sessions to promote speech & language across school.

Mentoring activities

Peer mentoring and buddies are available across school. These allow children to support each other around school when tackling challenging situations. Mrs Hutchinson is trained in ASD training. As a result we can offer targeted support to help children overcome specific difficulties around school.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

We have access to external support from OT and PT if required, activities, support and resources in school.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

We have an open-door policy, excellent on-going communication with parents/ carers throughout the day, as well as before and after school. We use home/school books, termly parent consultation night and interim reports for additional formal opportunities to talk about the progress of all children, these can be varied to meet different circumstances. Children can access nurture group type activities with peers which are offered by all staff.

Strategies to support/develop literacy inc. reading

We have planned phonics interventions as well as guided reading, individual reading support and the Read Write Inc program to support phonics. Whole school letters and sounds program planning to support early reading and delayed reading development at differentiated levels. Extra reading support from additional adults is provided if required, based on assessments including the Salford Reading Test. A teacher is "PHab test" trained to identify areas of literacy difficulty. Staff have worked with the Local Authority on delivering Speech and Language Interventions.

Our reading books are organised using the book banding system with Oxford Reading Tree, Big Cat, GINN and free reader books to suit the needs and interests of both boys and girls.

Strategies to support and modify behaviour

Whole school behaviour policy and strategies are followed by all staff as well as volunteers. These are differentiated to take into account needs of all children. There are opportunities to discuss feelings and behaviour expectations in daily circle time sessions. We have staff trained in ASD up to Level 3. All staff are well versed in supporting children with challenging behaviours.

Strategies to support/develop numeracy

We have regular numeracy interventions, additional numeracy booster sessions, practical numeracy and outdoor numeracy learning. We offer a provision to facilitate/support access to the curriculum with resources appropriate to age and specific needs of children, with additional adults as necessary. All lessons are personalised to meet the needs of the children within the class and appropriate differentiation is available in each lesson.

Strategies/support to develop independent learning

There is a range of activities for all children to access in EYFS, with flexibility for KS1 and 2 children to access a range of additional resources across school if required. Adult support is constantly available but support is decreased as children become more independent.

Support/supervision at unstructured times of the day including personal care

We have a successful, established routine during the day for support and supervision when required. Children who require additional support have access to extra adults as needed but independence is promoted. Clear timetabling ensures children receive maximum adult support.

Planning and assessment

All activities and lessons are planned and differentiated to consider the needs of all children in school, additional sessions are planned for children who require reinforcement.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

Daily communication with parents/carers, excellent links and regular contact with professionals and external support agencies. Attendance of parents, HT,CT and support staff at key meetings to enable effective dialogue and plan next steps. We have home/school books where more regular communication is required and this helps establish a pattern which can be used to access further support.

Access to Medical Interventions

Staff are first aid trained some with additional specialist paediatric first aid trained adults. Staff are also trained for specialist medical intervention with parents' permission such as Diabetes, allergies etc. Staff are trained in Epi Pen delivery, working with children with diabetes and asthma.

Exceptional Needs Funding

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding. School will work with parents as to when this should be applied for the expected outcomes from the additional funding.

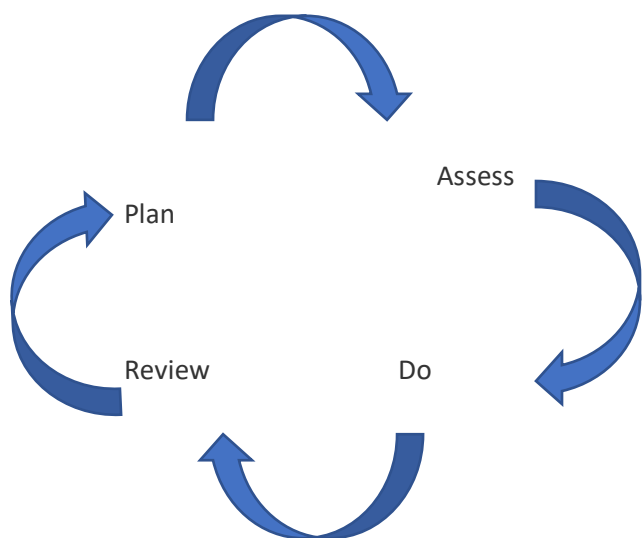
Children with disabilities

Most of the school is accessible for people with disabilities. Some infrastructure is in place for children and adults with visual impairments and a member of staff is trained to work with children with hearing impairments. Children with long term conditions may be considered disabled and school will ensure equal access to teaching and learning per individual need.

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching is available for all children.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and application of differentiated and personalised approach to teaching and learning. All children have discussion about their progress with teachers.

Underpinning ALL our provision in school is the graduated approach cycle of:



Once your child is assessed and their learning needs identified, appropriate work will be planned for them. Your child may be grouped with other children with a similar learning need. Your child may have been identified to work on a specific intervention programme which the school has and has trained staff (teachers and teaching assistants) to deliver. For example, we have specific programmes to support the development of speech and language, reading, writing and mathematical skills. The interventions include assessment so that sessions can be planned carefully and tailored to need. The progress they make is tracked and the effectiveness of intervention is monitored. Your child may work in a group or have some individual support.

Following identification of a need it may be decided that your child would benefit from further assessment through a referral to an outside professional because their need has not been addressed through quality first teaching and intervention groups. The SENCO would then discuss with you an appropriate referral and you will be asked for your consent before a referral is made. There are a number of referrals that could be made. Initially it would be most likely that a referral would be made to the 'Hub'. The 'Hub' is where professionals from many different agencies meet together on a weekly basis to discuss referrals and who would be best placed to meet a child's needs. Speech therapists, school nurses, psychologists, specialist teachers and a range of other professionals from Health Education and Social Care attend the meetings. The LIST team is a multi-disciplinary team supporting children in schools. The teams include education welfare officers, educational psychologists, inclusion support workers, specialist advisory teachers for literacy, speech and language, autism spectrum disorder and specialist teaching assistants for literacy, speech and language and behaviour. The 'Hub' always has representatives from the LIST team at meetings.

For your child this would mean:

- Your child has been identified by the class teacher/SENCO/Head Teacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer you child to a specialist professional e.g. Speech and Language Therapist or the LIST team via the 'Hub'. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to better support them.
- Devising targets and programmes of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme/physiotherapy programme.
- Refer for group or individual work with an outside professional. • Referral onto another professional.

Examples of support available from specialist professionals

- Specialist Teachers for Autism
- Educational Psychology
- Behaviour Support
- Social Services provision.
- Speech Therapists and support for speech and language
- CYPS (Children and Young Person Service) Assessment service.

- Hearing and visual impairment specialist teachers.
- Occupational and Physiotherapy services.
- School nurse, health visitors and family support workers.
- Primary Mental Health Service.

There are a number of Charities that can also offer support (e.g. Rainbow Trust for Bereavement). For further information visit Northumberland County Council Local Offer.

What if my child has a Statement of special needs or/and an Education Health Care Plan (EHCP)?

If your child has a statement or EHCP they are likely to continue to need specialist support from outside professionals. The SENCO will liaise with all professionals to ensure a coordinated plan of support is devised for your child in collaboration with you and your child.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs to determine if they would benefit from and need an EHCP. This is a legal process which Mrs Newson can explain more fully. If you would like to know more about the process, please give her a call or email her. From September 2014 Statements of Special Educational Needs was replaced with with EHCPs. If your child already has a Statement of Special Educationl Needs, this will stay in place until it is converted into an EHCP Conversion will happen at some point over the next three years.

If the Local Authority agrees that your child's needs are sufficiently complex they will instigate an assessment. You, your child (if appropriate) and Professionals working with your child will contribute to a dialogue to establish the appropriate provision of your child. Learning targets, who is to provide support and the cost of the support will be set out in a plan which will be regularly reviewed. The Statement or EHCP will outline the individual/small group support your child needs and what strategies must be put in place. It will also have long and short-term goals for your child.

If it is decided that your child doesn't require and EHCP they may still decide to give the school 'High Needs Funding' for a specified period of time to enable the school to provide appropriate provision. The decision to give additional money is made by the Local Authority. Your child will be placed on the school special needs register in all scenarios.

How will we measure the progress your child is making in school?

- In the first instance your child's progress is continually monitored by his/her class teacher and moderated regularly within teams to ensure correct judgements are made. The senior leadership team regularly monitors the progress made by individual children and groups of

children. Your child's progress is reviewed formally by senior leaders in a pupil progress meeting.

- Interventions are reviewed at the end of a half term or at the end of the targeted intervention period. Liaison between staff ensures learning is built upon in class and resources to aid independence are available.
- At the end of a Key Stage, (i.e. at the end of Year 2), all children are required to be formally assessed using Standard Assessment Tests (SATs). If appropriate, we are able to apply for additional time, a reader or a scribe. The decision is not made by the school but the school will make an application to the Department of Education.
- The progress of children with a Statement/EHC Plan is formally reviewed at an Annual Review meeting.

What support do we have for you as a parent or carer and your child?

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- You can contact the Parent Partnership Service. It is a free and confidential service, which provides impartial information, advice and support to parents of children with Special Educational Needs.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transition can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.
- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term.

- If your child would be helped by a book to support their understanding of moving on, then it will be made for them.
- Individual transition arrangements can be made for children who need a personalised approach.

If your child is moving to another school

- We will contact the other school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records and profiles about your child are passed on. • Individual transition arrangements can be made for children who need a personalised approach, e.g. attending more sessions at the new school.

What do I do if I am unhappy about the provision my child receives and wish to complain?

If you have any concerns please let us know. We want to work with you in the best interests of your child. If after discussion you still feel unhappy you can complain. Please contact the school for a copy of our complaints policy or download a copy from our website.

For further information refer to the school SEND policy and Northumberland County Council Local offer.

Other information

The school's special education needs co-ordinator (SENCO) is Mrs Sarah Hutchinson. She has 9 years experience of working with children with a varying number of learning needs.

Tel: 016977 47347

Mrs Hutchinson is responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and Equalities Policy (available on website) to make sure all children get a consistent, high quality response to meeting their needs in school.

She will:

- Ensure you are involved in supporting your child's learning and that you are kept informed about the support your child is getting and involved in reviewing their progress.
- Liaise with other professionals who may be involved with supporting your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Specialist Teacher to ensure a coordinated approach. She will make referrals to outside agencies with your consent.

- Update the school's SEND register (a system for ensuring all SEND needs of pupils in the school are known) and make sure that there are excellent records of your child's progress and needs.
- Provide support and organise training for teachers and support staff in the school so they are able to deliver with confidence the necessary programmes and targeted interventions to enable your child to achieve their potential, learn and make good progress.
- Provide regular updates to the Governing Body on provision for Special Educational Needs and Disability (SEND). Our Governor for SEND is Mrs Pippa Milburn

The Information, Advice and Support Agency Network offer independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service.

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

In Northumberland, parents can access this support by contacting:

Northumberland SEND Information, Advice and Support Service

This is a free and confidential service which provides impartial information, advice and support to parents and carers of children with special educational needs and disabilities.

This service helps parents and carers to work in partnership with others involved in their child's education by:

- offering practical advice and support in understanding the special educational needs and disabilities "system"
- listening to parents and helping them express their views
- helping parents with paperwork
- helping parents prepare for meetings
- putting parents in touch with other organisations and groups that can support them

Contact details:

Telephone: 01670 623555

Email: parentpartnership@northumberland.gov.uk

Website: <http://parentpartnership.northumberland.gov.uk>

Information produced by: Mrs Sarah Hutchinson

School offer updated: June 2017

To be reviewed and updated: June 2018