



Greenfield Primary School

SEND Information Report

September 2020

Who leads and manages the provision for pupils with special educational needs?

- The Special Educational Needs Coordinator (SENCo) is Miss Rebecca Lewis
- The Headteacher is Mrs Claire Stylianides
- The SEND Governor is Mrs Tanya Evans

How does Greenfield ensure that children who need extra help are identified early?

Children identified as having special educational needs fall broadly into four areas as stated in the Code of Practice (2015). These areas are:

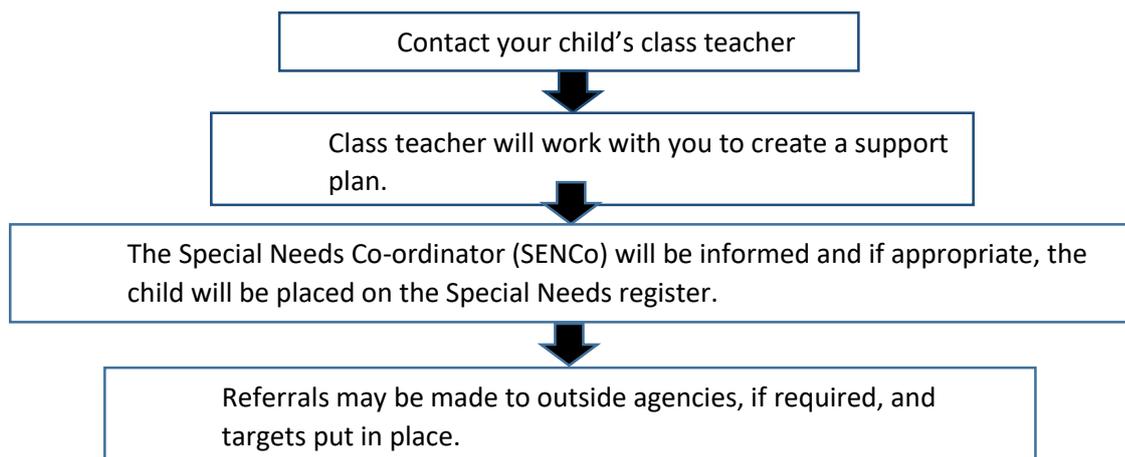
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Physical and Sensory;
- Communication and Interaction.

These needs are identified in a variety of ways, including the following;

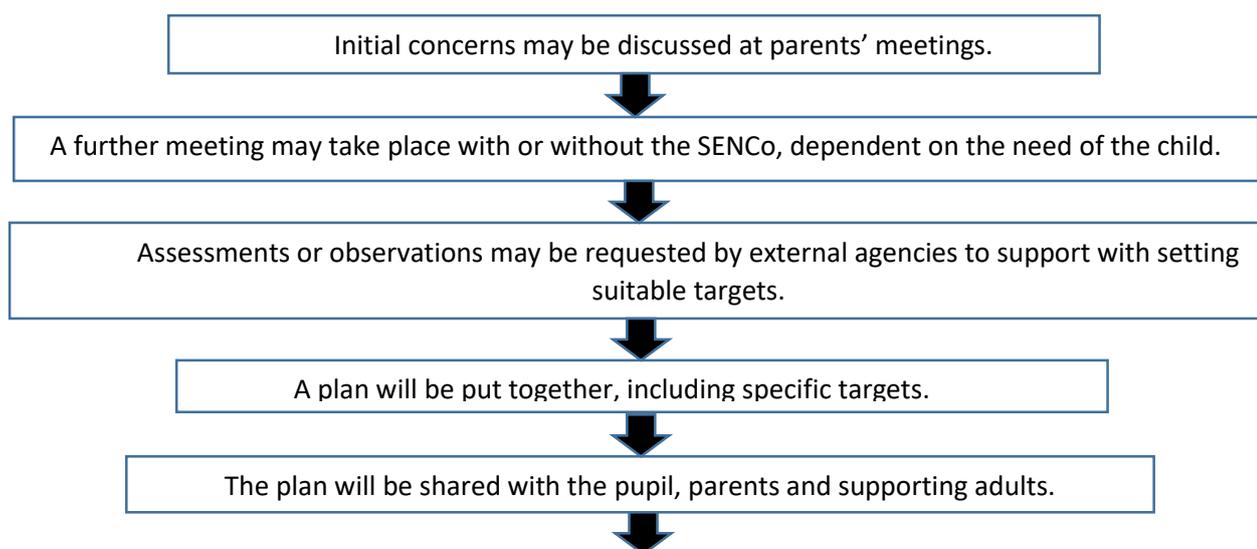
- Child performing significantly below age expected levels
- Child making significantly slower progress than that of their peers from the same baseline
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

What should a parent do if they think their child may have special educational needs?

Talk to us: In the first instance, please contact your child's class teacher. If you still have concerns you can contact the SENCO, Miss Lewis. We pride ourselves on building positive relationships with parents. We always aim to be open and honest with parents and hope that you are able to do the same with us.



2. How will school respond to my concern?



Who will explain my child's needs and progress to me?

Class teachers will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss children's needs, support and progress. These discussions may take place through structured conversations, where progress is discussed and new targets set.

- Discussions with the SENCO, will provide additional information about the support available and how to access it.

How will Greenfield support my child?

Your child's class teacher will oversee, plan for and work with children with special educational needs or disabilities in their class to ensure that progress in every area is made.

- Your child will initially be added to the SEN register, with your permission, and the additional support that they receive will be recorded on a class provision map. Your child will have specific targets, so that it is easy to measure their progress.
 - If, after discussion with parents/carers, we feel that your child requires more support, then we will seek permission from yourselves to make a referral to an appropriate outside agency for an assessment of their needs. This may take the form of; Speech and Language, Learning Support, Educational Psychology.
 - If we feel that a referral to an NHS service is required, then we may ask you to request a referral from your GP. We will be happy to provide a letter confirming our observations at school and listing any concerns that we may have, in order to support your request for a referral.
 - Once your child is accessing additional support from an outside agency, then their class teacher will write an Individual Learning Plan (ILP), which will detail their specific needs and targets for that school term. ILPs are reviewed at the end of every term, and new targets set in collaboration with parents and outside agencies.
- Our SENCO oversees all support and progress of any child requiring additional help across the school.
- Regular Pupil Progress meetings enable staff to identify the support needed and interventions to address your child's needs.
- Intervention work is evaluated to determine the impact upon the progress of each child.

How is the support delivered?

Our teaching and support staff have received training appropriate to the needs of the children they work with. These interventions may be focused on Phonics, reading, writing, maths or Social and Emotional needs. Support staff are also trained to deliver the Get Moving Programme.

Support may be delivered in small groups, pairs or individually depending upon the needs of each child. The interventions may follow a specific published programme or a programme of work designed by the school. We also have members of support staff who are trained to deliver emotion and wellbeing support through our Wellbeing group.

When outside agencies have completed an assessment with a child, they will make recommendations and set specific targets for children to achieve. Class teachers and support staff working with your child, will be made aware of these targets by the SENCO, and will deliver the recommended interventions as requested.

How do teachers ensure that my child will be able to access lessons at an appropriate level?

- Quality First teaching, where work is pitched at an appropriate level so that all children are able to access it according to their needs. Typically, this might mean that in a lesson there would be three or more different levels of work set for the class; however on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access the lesson and learn at their level. It is vital that teachers develop a good working relationship with all of the children in their class. This ensure that teachers pitch tasks accurately and offer just the right level of challenge for the children in their class.

- Teachers may use pre-teaching to allow children to feel more confident when accessing a lesson. This involves either the teacher or a teaching assistant, sharing the learning with a specific child or small group of children before the lesson. This means that when the lesson starts, children already have an idea of what to expect and will feel more confident to contribute to class discussions.

How does Greenfield judge whether the support has had an impact?

- By assessing the children at the beginning and end of an intervention programme or period of additional support against the targets on their Individual Learning Plan (ILP).
- Through structured conversations with the children, parents and class teacher.
- Through regular meetings with relevant outside agencies, including Learning Support, Educational Psychology and Speech and Language.

Through regular Pupil Progress meetings between class teachers and members of the Senior Leadership Team.

Please note, children may be taken off the Special Educational Needs register when they have made sufficient progress and their needs have been met sufficiently, however their progress will still be monitored)

What opportunities will there be for me to discuss my child's progress?

At Greenfield, we believe that your child's education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly.

- You will be able to discuss your child's progress at parents' evenings.
- If your child has an Individual Learning Plan (ILP) we will invite you in for a structured conversation each term, to discuss your child's progress, support and specific targets.
- You are also welcome to make an appointment to speak to your child's class teacher or the SENCO to discuss how your child is getting on.

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

Your child's class teacher or the SENCO can offer advice and practical ways that you can help your child at home.

Your child's Individual Learning Plan (ILP) will be discussed with you during your termly structured conversations. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) with the expectation that the child will achieve the target by the time it is reviewed.

If your child has more complex special educational needs or disability, it may be necessary to apply for an Education Health Care Plan (EHCP) where the child's long term and short term outcomes are discussed.

Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school. We will arrange feedback meetings with outside agencies, so that you are also able to discuss any concerns you may have, with the professionals working with your child.

How do you measure my child's progress?

- At Greenfield, we measure children's progress in learning against national age related expectations (ARE)
- The class teacher continually assesses each child and identifying areas where they are improving and where further support is needed. We track children's progress from their admission in Early Years through to Year 6, using a variety of different methods including standardised tests as appropriate and recording achievements on our internal tracking system.
- Children who are not making expected progress are identified through the Pupil Progress Meetings. If the child has not made the progress expected, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

How will my child be included in activities outside the classroom including day and residential trips?

All children will be included on school day trips and residential visits. Where necessary, we will provide the necessary adaptations, having consulted with you, to ensure the visit is successful. Depending upon a child's specific needs, we will undertake personal risk assessments for a child and seek advice from outside professionals to ensure that every child is able to access activities outside the classroom, including day and residential trips.

How accessible is Greenfield Primary School?

Our main school building is wheelchair accessible. We have an accessible care room with wide-door access, which is large enough to accommodate changing and personal hygiene care. Members of our support staff are trained in Safer People Handling and the use of more specialised equipment to support disabled pupils.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then we will work with the venue or within school to see if alternative activities, which will cover the same curriculum areas, are available.

The Accessibility Plan is available on the school website.

How will Greenfield prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school with their parents prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.

- When children are preparing to leave us for secondary school, we arrange transition visits for them with their new schools. If children with SEND need additional visits, this can be arranged with the receiving school.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO.
- Look at our Special Educational Needs policy on our website

For information about the support Dudley Local Authority can offer, please go to

<https://www.dudley.gov.uk/residents/dudleys-local-offer/send-advice-information-and-guidance/special-educational-needs-and-disabilities-send/>