

GREENFIELDS COMMUNITY PRIMARY SCHOOL



Special Educational Needs and/or Disabilities Information Report

September 2016

Parental Quote:

'We always knew that there was something different about our son and when he joined Greenfields Primary, the Nursery immediately picked up on some issues which could affect his learning in the longer term. The school have always been excellent in their liaison with us as the parents and following a discussion quickly identified some areas of support and assessments which would help our son and from that point forward their commitment to providing the best available support for our child was evident.'

What is the Local Offer?

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The LA Local Offer

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

Greenfields Community Primary School is a fully inclusive school which ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support pupils with Special Educational Needs and Disabilities. Greenfields Community Primary School is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with Special Educational Needs and/or Disabilities. All children will be admitted to Greenfields Community Primary School, irrespective of their needs, where a placement is deemed appropriate. We consult with pupils and their families on our local offer by meeting with parents/carers regularly through SEND reviews, parent/carer consultation evenings, workshops and informal meetings. Our Local Offer can be read on our school website.

SENDCOs (Special Educational Needs and/or Disabilities Co-ordinators):

Mrs Eleanor Dobson and Mrs Linda Taylor

Teaching Assistants supporting pupils with SEND:

Mrs Mandy Allan, Mrs Jacqui Blake, Mrs Kirsty Creedy, Mrs Jackie Garnett, Mrs Melanie Graham and Mrs Sarah Taylor

SEND funded Teaching Assistants:

Mrs Katie Davidson and Mrs Tracy Malone

Learning Support is co-ordinated by the Deputy Headteacher Mrs Ele Dobson.

All of the Learning Support staff regularly attend training provided in school, or by the Local Authority / outside trainers as necessary. Where new skills are needed to meet a pupil's specific need, training is sought from the wide variety of agencies that school works with on a regular basis or from another appropriate source.

All of the teaching assistants working with SEND pupils have at least a Level 2 qualification; three of them have a Level 3 qualification and four have HLTA (Higher Level Teaching Assistant) qualifications.



We have experience in supporting pupils with a wide range of needs including learning difficulties, speech and language difficulties, social and communication difficulties, medical and health issues and a range of disabilities. The breadth of knowledge and experience of the staff allows for dedicated personalised support and ensures that pupils are well supported.

Supporting Pupils with Special Educational Needs/Disabilities and their Families

Pupils are identified as having special educational needs when their progress has slowed or stopped and the interventions put in place have not resulted in improvements.

We will let families know about any concerns about a pupil's learning by contacting the parent via the class teacher or SENDCOs.



This may be in the form of a phone call or a discussion at parents' evening. Parents / carers are invited for a meeting to discuss the progress of their child and the steps that could be taken to support the child if there was a concern around the lack of progress.

Definition of Special Educational Needs in the SEN Code of Practice

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

Have slightly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

Meeting the needs of individual pupils

When a pupil is identified as having special educational needs, we support their development and progress in a number of ways.

The role of the class teacher

All teachers recognise that there is a wide range of needs within a class and so provide appropriately differentiated work. This involves ensuring access to the curriculum through appropriate strategies and support. All teachers contribute to the assessment, monitoring, recording and reporting of progress of pupils with special educational need and are aware of the importance of identifying pupils who have special educational needs and referring them to the SENDCOs. Where support staff are involved class teachers are expected to work closely with them to ensure that the pupil's needs are being met.

The role of the Phase Leader

Phase Leaders have a key role in supporting teaching within their phase and ensuring that teachers have access to an appropriate range of teaching and assessment material to meet the needs of all pupils.

The role of Teaching Assistants

Teaching assistants perform a wide range of duties in supporting learning and pupils may be supported in a variety of ways. The exact nature of support is agreed by staff involved in meeting the pupil's needs and is under constant review so may change over time. The SEND team, teaching staff and support staff work closely together.



Tracking Progress

Each pupil's progress is continually monitored by their class teacher through analysis of half termly data. Progress is discussed in regular meetings within school and appropriate targets are set. When a pupil has been assessed and is not making progress against their targets, we can refer pupils to a number of different agencies for more specialist assessment and advice. Referrals can be made to teams such as North Tyneside Dyslexia Referral Team, Educational Psychology Service or health services such as Speech and Language Therapy, School Nursing Service and Occupational Therapy.

We might suggest completing an Early Help Assessment (EHA) in order to get a team of professionals, Team around the Family (TAF), together to work with the pupil and their family but this will only be done with the parent/carer's agreement. If the pupil does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the pupil.

Parent/carers will be kept informed through school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual pupils as soon as additional need is identified.

In addition to review meetings we hold regular parent/carer consultation evenings for all parents/carers for all pupils and appointments can be made with the SENDCOs on these occasions.

Annual Reviews are held for pupils with Statements of Special Educational Needs/EHC Plans. These review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved. Progress reports can be provided to parents/carers in alternative formats if required.

During the course of the school year, parents/carers will be given the opportunity to meet informally with the SEN team and other parents/carers to discuss SEND issues.

Transition

If a pupil is moving to another school we will contact the SENCO at the new school to ensure they know about any special arrangements or support that may need to be made. We make sure that all records about our pupils are passed on as soon as possible. For year 6 pupils transferring to secondary provision a programme of visits may be organised, as appropriate, to ensure a successful transition.

Similarly we make contact with a pupil's previous school when they join Greenfields. Where a pupil requires a more specialised or personalised setting for their learning, movement to a local special educational provision may be possible through the statutory assessment route or annual review process. The SENCO and support staff will work with parents/carers, outside agencies, the Local Authority to ensure that the correct setting is found and that the transition is smooth.

Staff Training

All staff have completed and continue to receive, ongoing training in relation to meeting the needs of all pupils within the classroom, including those with special educational needs and disabilities. This training includes awareness training for all staff in various aspects of SEND, e.g. Dyslexia training, ASD training. In addition, staff within school receive more specialist training, as appropriate, in order to support pupils with special educational needs, e.g. training by North Tyneside Dyslexia Referral Team in specialist strategies.

The SENDCOs update staff in school about policy change, local and national developments in meeting the needs of learners with SEND and organises training from external agencies.

During 2015-16 staff accessed a variety of training opportunities, including whole staff training in Dyslexia and Social, Emotional & Mental Health issues, plus more specialist training for some staff in areas such as Autistic Spectrum Disorder and Diabetic Care.

Supporting Families

Support is offered to families and they are also signposted to services/organisations which may offer support/advice where appropriate. The school works in partnership with families to help them support their children's learning outside school.

Complaints

If you have a concern relating to the school's SEN provision, in the first instance, please raise this with one of the SENDCOs, who will be happy to talk to you and seek to establish a solution. Ideally, they will be able to address your concerns on the spot, or can arrange a meeting with you to discuss the issue. If you are not satisfied and with the response and believe that the issue has not been resolved, please follow the procedure outlined in the school's Complaints Policy, which was approved by the Governing Body on 11th July 2016.

All concerns will be dealt with confidentially and any notes taken will be kept in accordance with the principles of the Data Protection Act 1998. However, such notes would be able to be used to as evidence if further investigation was required, or if the concern became a formal complaint.

Further Information

Please see our website for a range of related school policies, e.g. Behaviour Policy, Medicines in School Policy and Complaints Policy

If you would like further information about what we offer here at Greenfields Community Primary School please contact one of the **SENDCOs, Mrs Ele Dobson or Mrs Linda Taylor, on 0191 643 2801.**



Appendix - examples of strategies used to support pupils with SEN and/or disabilities

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
Communication and Interaction Needs e.g. <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day • Social skills programmes / support including strategies to enhance self-esteem • Small group work to improve skills • ICT used to support learning where appropriate • Strategies / programmes to support speech and language development • Strategies to reduce anxiety / promote emotional wellbeing • Where appropriate, specialist support and advice from other partners to meet the needs of pupils • Work with pupils, parents/carers and staff to develop and review plans based on the need of the pupil • Teaching resources routinely evaluated to ensure they are accessible to all pupils • Differentiated curriculum and resources •
Cognition and Learning Needs	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy • Provision to support access to the curriculum and to develop independent learning • Small group or one to one targeted intervention programmes delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc • ICT used to reduce barriers to learning where possible • Support and advice sought from outside agencies to ensure any barriers to success are fully identified and responded to • Access to teaching and learning for pupils with special educational needs monitored through the schools self-evaluation process • Teaching resources routinely evaluated to ensure they are accessible to all pupils • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil • Differentiated curriculum and resource

<p>Social, Mental and Emotional Health e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • Behaviour management systems to encourage pupils to make positive decisions about behavioural choices • Behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions • Risk assessments used and action is taken to increase the safety and inclusion of all pupils in all activities • Effective pastoral care for all pupils • Support and advice sought from outside agencies to support pupils, where appropriate • Small group programmes used to improve social skills and help pupils deal more effectively with stressful situations • Outdoor learning used to offer a different approach to the curriculum • Support in nurture space at lunch times to support pupils • Information and support is available within school for behavioural, emotional and social needs
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice sought from outside agencies to support pupils, where appropriate • ICT used to increase access to the curriculum • Support to access the curriculum and to develop independent learning • Advice and guidance sought and acted upon to meet the needs of pupils who have significant medical needs, e.g. support for diabetic pupils, pupils with epilepsy, pupils with a tracheotomy tube in place or needing to be tube fed • Access to medical interventions • Access to programmes to support Occupational Therapy / Physiotherapy • Support with personal care if and when needed • Staff understand and apply the medicine administration policy • Staff complete any necessary training in order to offer advice and guidance to staff about the needs of pupils • The school has access via a ramp to allow wheelchair access • The school has disabled toilets / facilities

- Parents/carers can contact the Special Education Needs and Disabilities Information Advice and Support Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 643 8313, sendiass@northtyneside.gov.uk
- To read the Local Offer for North Tyneside please follow this link:
http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

Glossary of SEND Terms:

A.E.N. - Additional Educational Needs

S.E.N.D - Special Educational Needs and/or Disabilities

I.E.P. - Individual Education Plan

L.S.A. - Learning Support Assistant

L.A. - Local Authority

EYFS, KS1, KS2, - Early Years Foundation Stage, Key Stage 1, Key Stage 2,

E.P. - Educational Psychologist

CAMHS - Children and Adolescent Mental Health Service

O.T - Occupational Therapist

T.A.F. / T.A.C - Team around the Family / Team around the Child

L.A.C. - Looked After Child

E.A.L. - English as an Additional Language

F.S.M. - Free School Meal

C.o.P - Code of Practice

E.H.A - Early Help Assessment

EMTASS - Ethnic Minority (Travellers) Advisory Support Service

EWS / EWO - Educational Welfare Service / Officer

HI - Hearing Impaired

VI - Visually Impaired

MLD - Moderate Learning Difficulties

PMLD - Profound and Multiple Learning Difficulties

SLD - Severe Learning Difficulties

SpLD - Specific Learning Difficulties