

GREENFIELDS
COMMUNITY PRIMARY SCHOOL



LOCAL OFFER
for Pupils with
Special Educational Needs
and/or Disabilities
2015/16

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Greenfields Community Primary School is a fully inclusive school which aims to ensure 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.

We consult with pupils and their families on our local offer by:

- Holding meetings to discuss the content of the Local Offer
- Asking for regular feedback via school newsletters and the school website
- Asking for feedback at pupil reviews

We welcome enquiries from all parents/carers of children with Special Educational Needs and/or Disabilities and encourage you to visit our school to see the children at work and to discuss your child's needs with our staff.

"Our son started school and required Peg feeding twice a day. I never imagined that a school would be able to offer and provide this support. After staff were given full training by the medical team I was fully confident that he would be looked after, cared for and fed in the correct way. We have been so grateful as Greenfields have adapted to his care plan for the last seven years."

People to contact:

SENDCOs: Mrs Hilary Hardy & Mrs Eleanor Dobson

SEND Governors: Ms Jacqui Macrae, Mrs Katie Davidson

Supporting Pupils with Special Educational Needs / Disabilities and Their Families

We will let families know about any concerns about a pupil's learning by:

- Holding 'initial concern' meetings to discuss concerns raised by home or school
- Being available for informal discussions with parents in person or on the telephone at short notice as far as possible

When a pupil is identified as having special educational needs, we support their development and progress by:

- Holding regular review meetings with parents/carers
- Maintaining informal contact with parents/carers via telephone, e mail or by parents/carers visiting in person
- Providing a graduated response to assessing and identifying needs
- Closely monitoring progress in school
- Providing 'quality first', highly differentiated teaching
- Providing SEN support as necessary
- Putting the pupil on the SEN Support register if sufficient progress is not made through 'catch up' interventions
- Accessing specialist help as necessary
- Ensuring pupils have access to all school events

We have experience in supporting pupils with a wide range of needs including learning difficulties, behaviour difficulties, speech and language difficulties, social and communication difficulties, medical and health issues and a range of disabilities. The appendix below gives examples of strategies that may be used to address these needs.

Other people who might get involved

Some of the other people / agencies and teams providing services to children with a special educational need and/or disability in school include:

- North Tyneside Educational Psychology Service
- North Tyneside Language and Communication Team
- North Tyneside Dyslexia Referral Service
- Silverdale Primary ARP Outreach Team
- Speech and Language Therapy Service
- Dene Communication Centre
- Occupational Therapy services
- Physiotherapy services
- Children and Adolescent Mental Health Service (CAMHS)
- Health Visitors
- Public Health Nurses
- Community Paediatricians
- Specialist nursing teams
- North Tyneside Sensory Impairment team
- North Tyneside Virtual School for Looked After Children, RHELAC service
- North Tyneside Educational Welfare team

Although these are agencies that we work with on a regular basis this is not an exhaustive list as we are happy to work with a wide variety of agencies that may be relevant to the needs of the children in school at any particular time.

Transition to other schools

We work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

- Close liaison with the next school a pupil will be attending through meetings and hand over of all relevant records
- Supporting visits of pupils to their next school, often in addition to those offered to all children
- Supporting staff from the new school in visiting pupils at Greenfields prior to transfer

Staffing

- All staff at Greenfields are committed to achieving high standards for pupils with SEN and/or disabilities
- Greenfields has a team of experienced and well qualified support staff who are flexible in their approach to supporting learning and are placed where they are needed throughout the school to ensure pupil progress, independence and value for money

Staff Training

- Staff training is a priority at Greenfields and we strive to continually provide training in supporting the management of special educational needs and disabilities as necessary
- A number of staff are trained to support pupils with specific medical needs and their training is regularly updated by specialist nursing teams visiting school
- Our trained Special Educational Needs/Disabilities Coordinators provide advice and guidance to staff

Useful contacts

The school works in partnership with families to help them support their children's learning outside school. We are always happy to help parents/carers to access information from a variety of sources. Useful starting points are the organisations listed below but there are many others providing useful information and support. Please ask if you need further assistance.

- British Dyslexia Association, www.bda.org.uk
- Dyslexia Action, www.dyslexiaaction.org.uk
- Dyspraxia Foundation, www.dyspraxiafoundation.org.uk
- National Association of Special Educational Need, www.nasen.org.uk
- National Asthma UK, www.asthma.org.uk
- National Autistic Society, www.nas.org.uk
- Diabetes UK, www.diabetes.org.uk
- National Deaf Children's Society, www.ndcs.org.uk

Further Information

- Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities
- Other useful documents such as our Special Educational Needs and/or Disabilities Policy are available on the school website
- The school's self-evaluation process looks at teaching and learning for pupils with special educational needs and disabilities
- All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities
- If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs/Disabilities Coordinator.
- Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents/carers
- 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

"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 evident."

"We wanted to ensure our son would remain in mainstream school as his learning difficulties meant that he was capable enough of working to the curriculum but just need some support. It was important to us that he could continue attending school with the peers who form part of his local small community and with a partnership approach to securing the best possible support from our child. All of the staff who have supported our son have been a credit to the school and their hard work, dedication and desire to ensure our son had the best possible available support available is commendable."

"Our son managed to complete his education at Greenfields Primary School and is now at high school and well prepared for his progressive education in mainstream school with some excellent support structures in place to last the remainder of his education and would not have been possible without the support and effort of Greenfields Primary staff."

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

School entitlement offer to pupils with special educational needs and/or disabilities	
Support Available within School	
<p>Communication and Interaction Needs e.g.</p> <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 agencies 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
<p>Cognition and Learning Needs</p>	<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, e.g. 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 resources

<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 and 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