

# Greenfields

Community Primary School,  
Nursery & Pre-School



## SEND INFORMATION REPORT

February 2018

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## Welcome



Welcome to Greenfields. We hope that you will find this Special Educational Needs Information Report useful in helping you to understand how, as a school, we can support you and your child whilst they are with us.

At Greenfields, we are committed to providing the best possible education for all children and we want to work in close partnership with parents and carers to provide happy, safe and inspirational learning experiences.

## School Values Statement

This school values statement expresses the shared beliefs of our school community and sets out the core purpose of our school:

- To provide inspirational learning opportunities, so that all **children** can achieve their potential, becoming lifelong learners
- To deliver an enriched, meaningful curriculum that engages and motivates **children**, fostering a love of learning
- To build strong relationships with parents, carers and community partners to maximise learning experiences for all **children**
- To ensure **children** understand their rights and responsibilities, enabling them to make appropriate behaviour choices, showing care and respect for each other and the world around them
- To create a safe, nurturing environment, in which **children** strive to be the best they can be and feel pride in their achievements, leaving with self belief, aspiration and memories to treasure

**BELONG** to the Greenfields family, **BELIEVE** in yourself, **ACHIEVE** your potential

## Useful Abbreviations

At Greenfields it is important to us that you feel at ease when discussing the needs of your child, as we value the contribution that parents and carers can make to maximise children's progress. We understand that often there is a lot of jargon, associated with special educational needs and disabilities, that can make the information you are given as parents confusing. Below is a guide to frequently used terms and abbreviations.

AEN	Additional Educational Needs - an AEN panel is made up of professionals from the Local Authority to assess the needs of a child and decide whether the child should be assessed for an EHCP.
CAMHS	Child, Adolescent Mental Health Service - your GP may make a referral to this specialist service to look at all aspects of mental health. If your GP is situated in North Tyneside, you can be referred to CAMHS. If your GP/home postcode is in Newcastle or Northumberland, your GP would refer to CYPS (Children and Young People Services).
CEAS	Children's Education Advisory Service - an information, advice and support service established specifically for parents in Service. It covers any issues relating to their children's education, including SEND.
COP	Code of Practice - The statutory guidance produced by the government for schools and childcare organisations working with and supporting children and young people, who have special educational needs or disabilities
DCC	Dene Communication Centre - a specialist centre, where nursery age children can receive short-term intervention from a specialist Speech and Language Therapist. Children attend the DCC for an 8 week block placement to assess and support their communication and language development.
EHA	Early Help Assessment - a plan that is developed by professionals, to identify any support that a family needs, considering what is locally available in the area you live in. Once an EHA is in place, you would have regular TAF (Team Around the Family) meetings to review the progress made against the plan.
EHCP	Education, Health & Care Plan - a legal contract between parents/carers and the Local Authority in which you live. It is drawn up for a child with more complex SEN.
EP	Educational Psychologist - school may make a referral to an EP to assess the overall learning needs of your child. This can include all aspects of school including social, sensory and memory retention.
IEP /ILP	Individual Education Plan / Individual Learning Plan - a plan written by the school to support the individual needs of your child.
IPP	Individual Progress Plan - a plan written by school with new strategies/approaches (short term intervention/targeted support, with clear focus on desired outcome).

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LA	Local Authority - Greenfields is situated in North Tyneside. However, the LA involved with your child could be Newcastle or Northumberland, as some support services use your home postcode or doctor's surgery as a point of reference.
LCT	Language and Communication Team - school may make a referral to this specialist commissioned service for support with language development or children with social communication difficulties, including autism.
LEAPS	Schools can make an application to the Local Early intervention And Prevention Support (LEAPS) panel for support for children in pre-school or nursery. Any support awarded to school is given in hours, e.g. 5 hours TA support per week.
OT	Occupational Therapist - a specialist NHS professional who supports with physical, development and functional tasks. Referrals can come from school or your GP/Health Visitor.
SaLT	Speech and Language Therapist - a specialist NHS professional who supports school by providing speech and language programmes. Referrals can come from school or your GP/Health Visitor.
SARS	Statutory Assessment Review Service - the team in the Local authority that acts as a main point of contact for parent/carers of children and young people with SEND and liaises with a range of professionals from education, health and care as part of the assessment process
SEN register	The list kept in school that details the children in the school that require additional support. Children can be added or removed from the list as required.
SEND	Special Educational Needs and or Disabilities
SENDCo	Special Educational Needs and or Disabilities Co ordinator in school - a qualified teacher in school who co ordinates the provision for children on the SEN register.
SENDIASS*	Special Educational Needs and Disability Information, Advice and Support Service - an independent support service for parents/carers that can help with all aspects of SEN, including impartial and factual support on all aspects of the SEN framework and the assessment process of Education, Health and Care plans.
TA	Teaching assistant - qualified staff, who assist the teachers to meet the needs of children in their class with SEND.

\* For SENDIASS in North Tyneside, follow this link:

<http://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiaass>

\* For SENDIASS in Newcastle, follow this link:

[https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=12\\_g69fp8-8](https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=12_g69fp8-8)

\* For SENDIASS in Northumberland, follow this link:

<http://www.northumberland.gov.uk/Children/Needs/SEND.aspx?nccredirect=1#np>

## What is SEND provision like at Greenfields?

### What do our parents say?

*"Each child is treated like an individual. Every child is encouraged to do their best and they are given every bit of help and guidance to reach their potential. The children aren't just a number they're a valued pupil."*

*"So pleased with my son's development this year, his confidence has grown significantly, especially in maths. His language and vocabulary have also improved and he really enjoys coming to school and trying his best whilst there. The teacher's praise and comments to him have been instrumental in his confidence and achievement."*

*"Our daughter has autism, the teachers and TAs fully support our daughter to thrive in a mainstream setting- we couldn't be happier."*

*"My son has developed a huge amount in the short time he has been in the care of the nursery; both academically and personally. The staff are perfect for him. Greenfields seems to have teachers where it is vocation and not just a job to them. You cannot ask more than that."*

### What does the LA say?

*"Senior leaders have high aspirations for all pupils and have completed an exemplary in-depth overhaul of provision for pupils with special educational needs and/or disabilities. As a result, systems are now detailed and effective, including enlisting the support of outside agencies earlier. An ongoing programme of training ensures that quality first teaching and targeted intervention can happen for these pupils in a more timely manner because staff are more focused on individual needs. Parents report being very involved in the support that their children receive because the school now holds regular meetings to enable them to share concerns and aspirations. Pupils are now consulted individually on their views when their education plans are being written, this empowers them to recognize their own strengths and areas they would like to develop. The school is working towards the Dyslexia Quality Mark in recognition of improvements to its provision in this area."*

*LA Review - January 2017*

### What does OFSTED say?

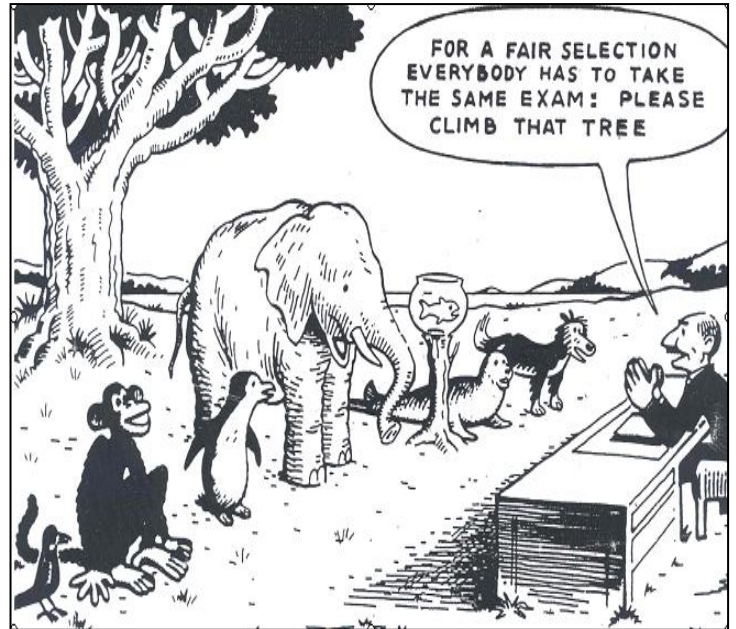
*"Leaders have refined systems to diagnose and support pupils who have special educational needs and/or disabilities. They have developed staff expertise through focused training and development work."*

*HMI - June 2017*

## What it means to be a child with SEND at Greenfields

At Greenfields we aim for Inclusion, not Integration:

- Integration demands the child changes to fit the system; basically, the child is required to 'fit in' with what already exists in the school.
- Inclusion is about developing our culture, policies and practices to include pupils. In simple terms, staff at Greenfields are expected to adapt their practice, teaching and learning styles and environment to accommodate the individual needs of all learners.



There are different ways that your child may be identified as having additional needs. At Greenfields we have what is called a 'graduated approach' to the assessment of special educational needs. Please see the flow chart to see how this works in school. We also use standardised tests that help us to identify a 'learning age' for reading, maths and grammar, punctuation and spelling. This enables us to judge how well children are doing directly compared with their chronological age.

Throughout your child's time at Greenfields, there may be a range of adults supporting your child but also you as parents/carers, both informally or at more formal meetings or reviews.

If you have concerns about the progress your child is making relating to an additional need they may have or you are concerned they may have, our SENDCo is a good person to talk to in the first instance.

If you would like to speak to the SENDCo, please ask at the main office, or if you prefer, you can phone 0191 643 2801 or email [SENDCO@greenfieldsprimary.org.uk](mailto:SENDCO@greenfieldsprimary.org.uk) to arrange a meeting.

## About our Staff

At Greenfields, children with SEND may be supported by a Teaching Assistant in different ways according to their needs and learning styles, e.g. 1:1 or in a small group, in or out of class. All of the Teaching Assistants working with children with additional needs have at least a Level 2 qualification; most have a Level 3 qualification and some have HLTA (Higher Level Teaching Assistant) qualifications.

Children who are identified as 'school support' may have up to 10 hours additional support provided by a Teaching Assistant or the class teacher, in or out of the class. They may also have reviews from specific professionals e.g. Educational Psychologists, Speech and Language Therapists and professionals from CAMHS, who can support our staff in ensuring there are appropriate strategies in place to support your child in all parts of the school day.

Children who have EHCPs are those children with more complex SEND needs, who require support in addition to the 10 hours school support. If your child has an EHCP, their allocated support is usually provided by two named members of staff.

## Staff Training

All staff have completed, and continue to receive, training in relation to meeting pupils' needs, including special educational needs and disabilities.

It is important to us that the staff supporting your child, are up to date with relevant training specific to the needs of the children. All of our Teaching Assistants regularly attend training provided in school, or by the Local Authority or by outside trainers as necessary. Where new skills are needed to meet a specific need, training is sought from the wide variety of agencies that school works with on a regular basis or from another appropriate source.

We have experience in supporting children with a wide range of needs, including 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 our pupils are well supported.

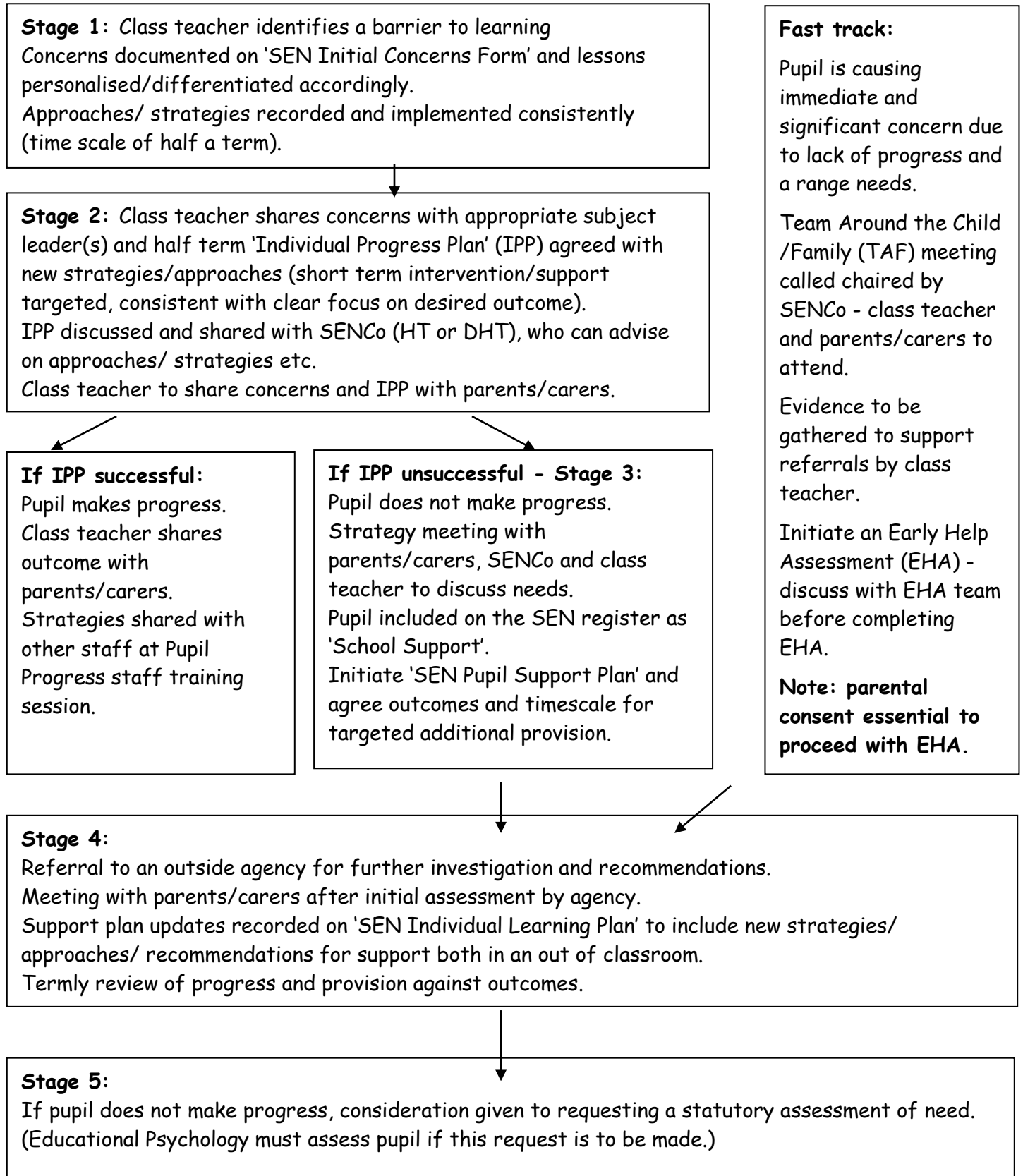
During 2016/17, staff received trained in the following areas:

Autistic Spectrum Disorder, Communication friendly classrooms, Lego therapy, IEP writing, Theraplay, Supporting children with ADHD, Epilepsy, Dyslexia friendly classroom

They also completed Department of Education accredited SEND training through NASEN, covering modules on High Quality Practice, Participation and Engagement, Identifying needs, Outcomes, Meeting Needs and Research

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## Progress Tracking

Progress made by children on our SEN register is monitored continually by their class teacher. The Headteacher, Deputy Headteacher and SENDCo also look at progress data half termly.

The progress your child makes is discussed in regular meetings, tracked by the class teacher and reviewed formally every half term. When a child has been assessed and is not making progress, we can refer children to a number of different services for more specialist assessment and advice. Referrals can be made to the Dyslexia Service, Educational Psychology Service or health services such as Speech and Language Therapy, Occupational Therapist.

## Transition

If a child is moving to another school we will contact the SENCo at the new school and ensure that they know about any special arrangements or support that needs to be made for your child. We make sure that all records about children are passed on as soon as possible.

Where a child is requiring a more specialised a personalised setting for their learning, movement to a local special school is possible through the statutory assessment route or annual review process. The SENDCo will work with parents/carers, outside agencies and the Local Authority to ensure that the correct setting is found and that the transition is smooth.

## Our area 'Local Offers'

### What is the Local Offer?

Local Authorities have a responsibility to publish a 'Local Offer', setting out what support is available for 0-25 year olds with SEND living in their area. At Greenfields, most of the children who attend our school live in North Tyneside, but some live in other Local Authorities. Please follow the link to the relevant 'Local Offer' for you, based on your home address:

### North Tyneside Council Local Offer

<http://my.northtyneside.gov.uk/category/492/local-offer-special-educational-needs-and-disability-send>

### Newcastle City Council Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/home.page>

### Northumberland County Council Local Offer

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

## School Entitlement offer to Pupils with SEND

	<b>Support Available Within School</b>
<p><b>Communication and Interaction Needs</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social and communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Areas of low distraction</li> <li>• Support and supervision at unstructured times of the day</li> <li>• Social skills programmes and support including strategies to enhance self-esteem</li> <li>• Small group work to improve skills</li> <li>• ICT used to support learning where appropriate</li> <li>• Strategies and programmes to support speech and language development</li> <li>• Strategies to reduce anxiety and promote emotional wellbeing</li> <li>• Where appropriate, specialist support and advice from other partners to meet the needs of pupils</li> <li>• Work with pupils, parents/carers and staff to develop and review plans based on the need of the pupil</li> <li>• Teaching resources routinely evaluated to ensure they are accessible to all pupils</li> <li>• Differentiated curriculum and resources</li> <li>• Communication friendly classrooms supported with communication in print symbols.</li> <li>• Resources for parents to support routine at home.</li> </ul>
<p><b>Social, Mental and Emotional Health</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour management systems to encourage pupils to make positive decisions about behavioural choices</li> <li>• Behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions</li> <li>• Risk assessments used and action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>• Effective pastoral care for all pupils</li> <li>• Support and advice sought from outside agencies to support pupils, where appropriate</li> <li>• Small group programmes used to improve social skills and help pupils deal more effectively with stressful situations</li> <li>• Outdoor learning used to offer a different approach to the curriculum</li> <li>• Support in nurture space at lunch times to support pupils</li> <li>• Information and support is available within school for behavioural, emotional and social needs</li> </ul>

<p><b>Cognition and Learning Needs</b></p>	<ul style="list-style-type: none"> <li>• Strategies to promote and develop literacy and numeracy</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• 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</li> <li>• ICT used to reduce barriers to learning where possible</li> <li>• Support and advice sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Access to teaching and learning for pupils with special educational needs monitored through the school's self-evaluation process</li> <li>• Teaching resources routinely evaluated to ensure they are accessible to all pupils</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil</li> <li>• Differentiated curriculum and resource</li> </ul>
<p><b>Sensory and Physical Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice sought from outside agencies to support pupils, where appropriate</li> <li>• ICT used to increase access to the curriculum</li> <li>• Support to access the curriculum and to develop independent learning</li> <li>• 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</li> <li>• Access to medical interventions</li> <li>• Access to programmes to support Occupational Therapy or Physiotherapy</li> <li>• Support with personal care if and when needed</li> <li>• Staff understand and apply the medicine administration policy</li> <li>• Staff complete any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> <li>• The school has access via a ramp to allow wheelchair access</li> <li>• The school has disabled toilets and facilities</li> </ul>

## Supporting Families

We offer support directly to families and we also signpost to services or organisations that may offer more specialist support and advice, via the Local Offer (e.g. SENDIASS).

We always endeavour to work in partnership with families to help them support their children's learning outside of school.

## Further Information

Additional information relating to SEND can be found on the school website, including links to policies you may find useful: [www.greenfieldsprimary.org.uk](http://www.greenfieldsprimary.org.uk)

In the event of a parent or carer being concerned about an issue relating to special educational needs, we make every effort to resolve this by meeting with you to discuss concerns in detail and by agreeing a way forward to address the issue.

If the issue cannot be resolved through these discussions, then the school's Complaints Policy can be accessed through our website.

## How to contact us

If you would like to talk to someone about your child and their additional needs, please ask at the main office to speak to the SENDCo, or if you prefer, you can phone 0191 643 2801 or email [SENDCO@greenfieldsprimary.org.uk](mailto:SENDCO@greenfieldsprimary.org.uk) to arrange a meeting.