GREENFIELDS COMMUNITY PRIMARY SCHOOL

SEND INFORMATION REPORT

February 2022

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WELCOME

Welcome to Greenfields Community Primary School Special Educational Needs Information Report. We hope that you find this report useful in understanding how we as a school 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, carers to provide happy, safe and inspirational learning experiences. At the end of the academic year 2018-2019 Greenfields were awarded the Inclusion Quality Mark, which credits us as a school who is highly inclusive in all aspects. As a result of this assessment, we were asked to become a School of Excellence for Inclusion, which means we will support other schools in making them an inclusive place to learn.

SCHOOL VALUES STATEMENT

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

At the heart of our behaviour policy is the belief that all children at Greenfields are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Our school values statement confirms our commitment:

~ AMAZED - stay curious and follow your dreams... never lose your sense of wonder

~ BRAVE - confront your fears and take a chance... mistakes are the best lessons

~ ORIGINAL - never stop asking questions... seek out the answers

~ BOLD - you are capable of changing a situation... become the explorer of tomorrow

Useful abbreviations and glossary

At Greenfields it is important to us that you feel at ease when discussing the needs of your child as we value the contribution both parents and school can make to maximise their progress. We understand that often there is a lot of jargon associated with special education that can make the information you are given as parents confusing. Please see the information below as a guide to frequently used terms and abbreviations.

SEND	Special Educational Needs and or Disabilities
SENDco	Special Educational Needs and or Disabilities Coordinator in school – a qualified teacher in school who coordinates the provision for children on the SEND register.
SEND register	The list made by the school that details the children in the school that require additional support. Children can be added or removed from the list as required.
IEP /ILP	Individual Education Plan – a plan written by the school to support the individual needs of your child.
Provision Map	A document that is used before the stage of an IEP. If the SENDco or class teacher have concerns about the progress of a child in one of the four main areas of SEND need then a child will be put on a provision map to monitor and review their progress. This document will support any possible outside agency involvement.
IPP	Individual Progress Plan – a plan written by school with new strategies/approaches (short term intervention/support targeted, consistent with clear focus on desired outcome).
TA	Teaching assistant – staff who assist the teachers to meet the needs of the children in school.
LA	Local Authority – Greenfields is situated in North Tyneside. However, the LA that supports your child could be Newcastle or Northumberland as some support services use your home postcode as a point of reference.
KS	Key stage – This is the year group your child is in. EYFS includes pre-school, Nursery and Reception. KS1 includes Y1 and Y2. KS2 includes Y3, Y4, Y5, Y6. For transition purposes, if your child is moving to a High School, this begins at KS3. If your child is moving to a middle school this includes both KS2 and KS3.
EP	Educational Psychologist – a referral made by school to look at the overall learning needs of your child. This can include all aspects of school including social, sensory and memory retention.
SaLT	Speech and Language Therapist – a specialist NHS professional that supports speech and language. Referrals can come from both school and your GP/Health Visitor.
LCT	Language and Communication Team – a referral made by school to a specialist commissioned service that supports language development and children with social communication difficulties, including Autism.
CAMHS	Child, Adolescent Mental Health Service – a referral made by your GP to a specialist service that looks 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 you would be referred to CYPS- (Children and Young People Services).
ASD	Austic Spectrum Disorder – the name for a range of similar conditions, including

	Asperger syndrome that affect a person's social interaction, communication, interests and behaviour.
ADHD	Attention Deficit Disorder - a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.
OT	Occupational Therapist - a specialist NHS professional that supports with physical development and functional tasks. Referrals can come from both school and your GP/Health Visitor.
EHA	Early Help Assessment – a plan that is chaired by professionals to identify support that a family needs. It looks at what is locally available in the area you live in. Once an EHA is in place, you would have TAF (Team Around the Family) meetings to review the progress made against the plan.
TAF	Team Around the Family – this follows an EHA and its aim is to bring together different agencies into one meeting where there are concerns about a child or a family. The purpose of this is to support the family in the areas they need support in.
EHCP	Education Healthcare Plan – a legal contract made between the Local Authority where you live, according to your postcode and parents. It is drawn up when a child has more complex needs.
Annual Review	The review of an EHC plan which the local authority must make as a minimum every 12 months.
Early Review	The early review of an EHC plan that can be called to assess the support the EHC plan is giving a child. If an early review is held, this is usually at 6 months, however parents/carers and/or schools can call an early review as early as is deemed necessary.
AEN	Additional Educational Needs – AEN panel is made up by professionals from the Local Authority to assess the needs of a child and whether they should be assessed for an EHCP.
COP	Code of Practice – The statutory guidance produced by the Government for schools, childcare organisations which work with and support children and young people who have special educational needs or disabilities
DCC	Dene Communication Centre – A specialist, short – term intervention made by a Speech and Language Therapist when a child is Nursery age. It is an 8 week block placement that supports communication and language development.
Assessment Nursery	North Tyneside has two Assessment Nurseries based at Woodlawn School and Benton Dene School. They are applied for by school through the AEN panel. Children of nursery age are assessed for an EHCP.
Early Years Inclusion Funding	Applications are made by school to a panel to support children in pre-school or nursery. The support provided to school is detailed in hours.
SARS	Statutory Assessment Review Service –the team in the Local authority that supports schools in EHCP review meetings.
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service - is a specialist service who can help and guide parents in all aspects of special educational needs including: Advice and Information to children, young people, parents and carers, impartial and factual support on all aspects of the SEN framework, planning and assessment process of education, health and care (EHC) plans.
CEAS	Children's Education Advisory Service– an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN.
Local Offer	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children

	and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care plans (EHCP). Local authorities must consult locally on what provision the Local Offer should contain.

SENDIASS in North Tyneside has a useful resource to support parents with the jargon often associated with SEND. It can be found by following this link:

http://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass

What is SEND provision like at Greenfields Primary School?

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 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."

Personal development, behaviour and welfare - OUTSTANDING

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)

Our area 'Local Offers'

What is the Local Offer?

The Local Authority where you live, according to your home postcode, has a responsibility to publish a 'Local Offer' setting out what support is available for 0-25 year olds with SEN or disabilities. At Greenfields, we have children who attend our school in North Tyneside, but who may live in another Local Authority. Please see the links to the relevant council 'Local Offers'.

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

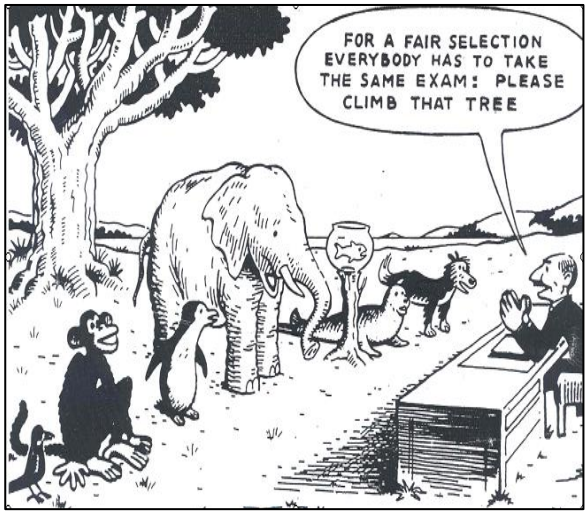
https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/home.page

Northumberland County Council Local Offer

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

What it means to be a child with SEND at Greenfields Primary School

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 gives us a direct comparison against a child's chronological age. When a child's 'learning age' is identified as being more than two years behind their chronological age.

Throughout your child's time at Greenfields there may be a range of adults supporting both your child but also you as parents. At Greenfields there are a range of staff that you may meet to discuss your child 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 are concerned they may have, our SENDco is a good person to talk to in the first instance.

If you think that you would like this opportunity, please speak to the main office who will be able to make an appointment for you- it may be that our SENDco can see you straight away. If you would prefer, you can phone or email school at your convenience to discuss your concerns:

0191 643 2801

sendco@greenfieldsprimary.org.uk

Useful names to know

Your child's class teacher will always be able to help you with concerns relating to your child's additional needs. Below are the names of additional members of staff you may speak to or meet with to discuss your child's individual needs:

- Gemma Robertson, Headteacher
- Alex Cheel, Whole school SENDco
- Karen Cockman, Assistant Headteacher
- Karen Adamson, SEND Link Governor
- Ashley Wilson, Lower School Leader (Pre-school, Nursery, Reception)

About our staff

At Greenfields, your child may be supported in class by a teaching assistant either 1:1, in a small group or as part of the whole class. All of the teaching assistants working with children with additional needs have at least a Level 2 qualification; three of them have a Level 3 qualification and three have HLTA (Higher Level Teaching Assistant) qualifications.

Depending upon the level of need, your child may be supported in different ways and by different staff.

Children who are identified as 'school support' may have additional support provided by the teaching assistant in the class, the class teacher in the class, or in a small group out of the class and different points throughout the day. This support is defined as up to 10 hours. 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 EHC Plans (Education and Healthcare) are those children with more complex needs who require support in addition to the 10 hours school support. If your child has an EHCP, either when they join the school, or as identified by school staff, we ensure that this support is provided by no more than two members of staff.

Staff Training

All staff have completed, and will continue to receive, ongoing training in relation to meeting student's needs within the classroom, 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/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 pupils are well supported.

This academic year we have staff trained in the following areas:

Training	**Provider**
ASD	Language and Communication Team
Communication friendly classrooms	Language and Communication Team
Lego therapy	Language and Communication Team
Theraplay	Educational Psychology Service
High Quality Practice: Participation and Engagement Identifying needs Outcomes Meeting Needs Research	NASEN- Department of Education Accredited SEND training
IEP writing	Educational Psychology Service
Supporting children with ADHD	CAMHS
Dyslexia friendly classroom	North Tyneside – Dyslexia Team
Strategies to support children with their working memory	Educational Psychology Service
Makaton	The Makaton Charity
Level-2-understanding-children-and-young-peoples-mental-health/	The Distance Learning Centre
Elklan Speech and Language	Language and Communication Team
RWI training	Whole school INSET day

Progress Tracking

The progress made by the children on our SEND register is continually monitored by their class teacher. The Headteacher and SENDco look closely at the data collected half termly.

The progress your child makes is discussed in regular meetings, tracked by class teachers and is reviewed formally every half term. When a child has been assessed and is not making progress, we will initially put a child on a provision map to assess and review their progress and the support they are receiving. If progress is limited, we can then refer children to a number of different services for more specialist assessment and advice. Referrals can be made to the Dyslexia Service, Language and Communication Team, 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 they know about any special arrangements or support that need 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 SENCO and Learning Coordinator will work with parents, outside agencies, the Local Authorities and the Special School to ensure that the correct setting is found and that the transition is smooth.

School entitlement offer to pupils with special educational needs or disabilities

	Support Available Within School
Communication and Interaction Needs e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• 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 • Communication friendly classrooms supported with communication in print symbols. • Resources for parents to support routine at home.
Cognition and Learning Needs	• 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

Social, Mental and Emotional Health e.g. • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing	• 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
Sensory and Physical Needs: e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	• 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

Supporting Families

Support is offered to families and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as Parent Partnership).

The school works in partnership with families to help them support their children's learning outside of school.

Further Information

Please see our website for the following information:

- Behaviour and Rewards Policy
- Policies (SEND, More Able, LAC and EAL).
- Anti-bullying policy
- Intimate Care Policy

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.

The Governing body is responsible for ensuring that a complaint has been dealt with through our complaints policy which can be found on our website.

Contact us

If you think that you would like to talk with us about your child and their additional needs, please speak to the main office who will be able to make an appointment for you- it may be that our SENDco can see you straight away. If you would prefer, you can phone or email school at your convenience to discuss your concerns:

0191 643 2801

sendco@greefieldsprimary.org.uk