

GREENLANDS COMMUNITY PRIMARY SCHOOL



SEN Information Report 2023/24

What kinds of special educational needs do we provide for?

We provide for children who have mild to moderate learning difficulties in the areas of cognition, communication, behaviour and physical development. There may be some children for whom we cannot meet their needs.

How do we identify a child with SEND and how do we assess their needs?

Teachers gather together evidence from in class and have discussions with the parents about their concerns. The SENCO is made aware of these concerns via an initial concerns form. The SENCO meets with Mrs Crook, our Inclusion Teacher, and this information is used to come up with a plan of action. A full assessment is carried out using a range of standardised tests such as BPVS, Naglieri and the Automated Working Memory Test. If the needs are physical, they may be referred to the Community Paediatrician. If the needs are around Mental Health, they will be referred to CAMHS, a counsellor or play therapist. If the needs are around significant behavioural difficulties, a referral to GHIST (Golden Hill Inclusion Support Team) or REACH may be considered appropriate. If the needs are complex or significant, the Educational Psychology service will be consulted. Parent's consent is required for all these agencies.

Who is the SENCO and how can we contact them?

Mrs Louise Hatch is the SENCO. As she is a class teacher, it is best to contact her via the school office and make an appointment to see her on 01772 792463.

How do we involve parents and consult with them about their child's education?

Right from the beginning the parents are involved in discussions about their child. They are invited in to meet the class teacher, SENCO, the Inclusion Teacher and any other professionals involved with their child. Consent from the parent is required by the school for all external agency involvement.

How do we involve and consult the children about their education?

Children are invited to the meetings about them. Sometimes they play and join in at the end. Where appropriate, they attend the meeting in full. As they get older, they are expected to make contributions towards and take ownership of their education plans.

How do we assess and review the progress that children make and how do we involve them and their parents?

Children's needs are assessed using PIVATS 5. These documents help measure small amounts of progress and to create a clear sense of what needs to be done. The parents are given feedback at parent's meetings, TAF meetings or reviews.

How do we support our pupils with SEND as they move on to high school or move to another school?

Once the new school has been identified, the SENCO will contact them and either conduct a meeting over the telephone or arrange to meet in person. This is particularly important if there are documents to transfer.

What is our approach to teaching children with SEND?

An inclusive one! All children are welcomed at Greenlands school. All adults working in the school work together to support all children with all their different needs.

How do we adapt the curriculum and the learning environment for children with SEND?

The whole school is on one floor and therefore no stairs are in the building. We have a changing bed, fixed hoist and sling. The doors and corridors are wide enough for wheelchairs and there are ramps from the playground into the building where required. Some of the classrooms are a little small, but furniture can be moved! Any resources required by a child are bought and used effectively.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

The staff are given training every term in different areas of ASEN by the SENCO or guest speakers. If there are any specific concerns or needs around training, help or advice, the SENCO will organise this with the teacher.

How do we know if what we provide for the children is effective?

There are two ways. Firstly, if the children are happy, then we know we are getting it right! Also, if the child is making measurable progress that can be celebrated we know we are being effective.

How are children with SEND enabled to take part in all the activities available at school?

Through our inclusive policy, all children are encouraged to participate in all school activities. If there are barriers, they are broken down through forward thinking and endurance.

How do we support children with emotional and behavioural difficulties?

We are lucky to have a mentor who provides nurture classes and who works on Individual Behaviour Targets with the children and their families. We employ a wide

range of behaviour management systems across the school. If needed, the school will provide counselling or play therapy services for the child.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

Greenlands has a strict anti-bullying policy. Children are encouraged to talk about their feelings and any issues through PSHE (Personal, Social and Health Education) classes. We have a worry box that children can use and always participate in Anti-Bullying Week. The Head teacher is immediately informed of any incidents of bullying. Teachers and welfare staff are alert and communicate any concerns.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

As stated above, a wide range of professionals are invited to work in our school. Here are some of the main ones.

- Speech therapists
- Occupational therapists
- Counsellors
- Play therapists
- Sure Start
- Community Paediatrician
- CAMHS
- Reach
- Educational Psychologists

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

Mrs Cornwell, the Headteacher, closely monitors children who are in the care of the local authority and ensures that they, along with all the other children in the school, receive the support, help and guidance they need to achieve their full potential.

What should I do if I have a concern or complaint about the provision for my child?

The first person you should speak to is the class teacher. If you are still concerned, please contact either the Head teacher or SENCO via the school office. If you are still not happy, the Chairman of Governor's or the SEN Governor should be contacted again via the Office.

Where can I find information about the authority's Local Offer?

On the school website or if you want a paper copy, please ask at the Office. A small fee may be charged for this.