



**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (SEND)
INFORMATION REPORT
2022-23**

Greenfield Primary School

SEND Information Report 2022-23

At Greenfield Primary school we have high expectations and aspirations for all pupils with SEND. We believe in full inclusion and all pupils with SEND are included in every aspect of the school curriculum.

Our policies for the identification and assessment of pupils with SEND

The responsibility for the initial identification of a child with SEND will usually rest with the class teacher. The use of informal and formal assessments might identify a particular need. The class teacher will complete an initial concerns form, gather evidence and in discussion with the SENCO, they will look at the child's needs to identify barriers to learning. At this point the following will be taken into consideration:

- a. Liaison with previous/pre-school setting.
- b. Parents/carers concerns.
- c. Observations by the class teacher.
- d. Baseline assessments and other continual assessment procedures.
- e. Identification through involvement with outside agencies.

Staff members work closely with parents/carers to build up a complete picture of the child's needs, so that appropriate support can be put in place.

Our SEND policy can be found on the school's website.

Consulting parents and carers of pupils with SEND and involving them in the education of their child

At Greenfield it is vitally important that home and school work closely together. Our strong partnership enables us to share our expectations, develop our understanding of pupils needs and celebrate their successes. Parents are always informed about their child's learning and parents of children with a SEN Support Learning Passport are invited to review them twice a year.

Supporting parents and carers who have a concern about their child's learning

The school has an open door policy and works closely with educational and health care professionals who can signpost parents/carers to further avenues of support. All information from outside agencies will be discussed with parents/carers and the professionals involved directly, or where appropriate, in a report.

Four broad areas of need

The purpose of identification is to work out what action the school should take to support your child and NOT to fit your child into a category. Your child's needs may cover more than one or all areas and their needs may change over time. The school will complete a detailed assessment of need and if necessary produce an individual SEND Support Plan to ensure that the full range of your child's needs are identified, not simply the primary need. The support provided for your child should always be based on a full understanding of their particular strengths and needs, and interventions put in place should target their areas of difficulty.

Listed below are the four broad areas of needs that schools should plan for along with some examples of support that could be provided.

1. Communication and interaction - your child will receive support in school for this area of need if they have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Support with this may include:

- Small group work to develop social skills and interaction with others such as friendship groups or Lego therapy;
- Topics broken down into manageable tasks;
- Providing clear instructions to make sure your child has understood, encouraging them to ask questions or try something they find difficult;
- Targeted lunch time provision to enable other children to work with your child or play with them at break times;
- Observing your child in class or at break and keeping records to inform future support.

2. Cognition and learning - your child will receive support in school for this area of need if they learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Support with this may include:

- Making or changing materials and equipment e.g. dyslexia friendly materials used in classrooms such as coloured overlays for pupils to use, worksheets and materials printed on coloured paper, writing frames;
- Multi- sensory methods of learning;
- Extra help from a teacher or learning support assistant.

3. Social, emotional and mental health difficulties – your child will receive support if they have difficulty in managing their relationships with other people, are withdrawn

or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Support with this may include:

- A named key person who your child can relate to or trust such as a counsellor, mentor or pastoral care worker;
- A safe environment during lunch or break times;
- Opportunities for small group work to develop social skills and interaction with others through supported social communication groups;
- Clear boundaries shared with staff to give a consistent approach;
- Positive reward systems;
- Social emotional aspects of learning curriculum activities in small groups or on a one to one basis.

4. Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

Support with this may include:

Providing an inclusive environment by:

- Ensuring appropriate seating arrangements for young people with hearing impairments;
- Providing additional resources for visually impaired students i.e. enlarged books and resources;
- Completing an environment audit and making appropriate adaptations to ensure a safe and accessible learning environment;
- Opportunities for young people with sensory or physical difficulties to access extra-curricular activities or clubs;
- Access to alternative means of recording work;
- Access to appropriate storage for resources and equipment;
- Access to networked computers with personalised settings such as magnification;
- Fostering a positive attitude towards young people with sensory and physical difficulties. For example, development of inclusive policies;
- Undertaking risk assessments to ensure health and safety requirements are met both in school and on school trips;
- Enabling the use of specialist equipment

Providing high quality teaching and learning by:

- Placing high expectations and aspirations of achievement for children with sensory and physical difficulties;
- Ensuring challenging but realistic targets are set for young people

- To promote independent access to and independent learning;
- Small step assessments to enable regular monitoring of progress towards targets;
- Ensuring that materials, resources and specialist equipment are available;
- Providing adapted and modified resources i.e. enlargements or colour contrasting work sheets;
- Consideration of a young person's pace of learning;
- Opportunities for listening skills and vocabulary development in quiet listening conditions;
- Supporting young people with sensory and physical difficulties in the use of equipment to maximise their independence;
- Provision of specific resources required to meet the young person's needs such as coloured paper and black pens;
- Enabling access to equipment required to produce adapted resources e.g. a laminator or photocopier;
- Access to technical support and use of standard ICT equipment. Providing social and emotional support through:
- Offering opportunities to develop independence;
- Targeted interventions and support focussed on social skills and communication;
- Opportunities for children and young people with sensory and physical difficulties to meet with peers with similar difficulties;
- Encouraging children and young people with sensory and physical needs to advocate their own needs;
- Personal, social, cultural and health education lessons are used to promote an awareness of the issues of living with a sensory and physical disability;
- Provision of SEAL (social and emotional aspects of learning);
- Referral processes for children with mental health difficulties (CAMHS);
- Opportunities for the child and their parents or carers to be involved in planning and reviewing support to meet the needs of the child;
- Support to access the playground and outside areas at lunch and break times.

Some children and young people may have SEND that covers more than one of the areas listed above.

Consulting young people with SEND and involving them in their education

Wherever possible, children are encouraged to contribute to their own target setting and reviewing process. Self-assessment is an integral part of their learning at our school. Children are provided with additional support to contribute as fully as possible in their annual review. We seek children's views from regular questionnaires/ group interviews and as part of the termly review of learning targets.

Arrangements for assessing and reviewing the progress of these pupils

Greenfield uses a range of methods to assess pupils, from day to day informative assessment made during lessons, to the formative assessment made each term. Once a child has been identified and assessed then a SEN Support Learning Passport is plan is drawn up. These are reviewed termly. Parents/carers are encouraged to talk to class teachers or make an appointment to speak to the SENCO if they have concerns. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are then provided that can also be used at home.

Targets are reviewed in conjunction with pupils, parents/carers, class teachers, LSAs and new targets are then set.

The SENCO with key stage leaders and class teachers track the progress of the pupils on the SEND record. This information will be used to determine the level of support a child receives.

Class teachers and/or the SENCO are available by appointment for parents/carers to discuss their child's progress, seek advice, information and offer practical ways to help their child at home.

All parents/carers receive annual written reports which indicate how their child is performing in all curriculum areas in relation to Age Related Expectations.

Graduated Approach

Any support offered to your child during the SEND Support Stage should take the form of a four-part cycle.

Assess: Your child's difficulties must be assessed so that the right support can be provided; this might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Your child's school needs to agree, with your involvement, how your child will benefit from any support they get.

Do: The school will put the planned support into place, and your child's teacher, SENCO or nominated support staff will remain responsible for working with your child on a regular basis, to track their progress and check that the support is being effective.

Review: The support your child receives should be reviewed regularly. Together with your child, their teacher / support worker or SENCO, you should decide whether the support is having a positive impact. This graduated approach includes regular reviews and the involvement of specialist expertise, when required.

Supporting pupils with SEND when they transfer between phases of education

At Greenfield we have strong links with pre-school providers. The SENCO and Foundation Stage teacher will visit a child with SEND in the pre-school setting prior to transition and additional visits to our school are also arranged.

We also work closely with our local high schools and have developed a transition pathway which allows our pupils and their families to get to know staff at the next school prior to transfer. There are close ties with the SEND team at both schools to support an inclusive family ethos and a smooth transition. This will include additional visits for SEND and vulnerable pupils.

In some cases, the SENCO at Greenfield will arrange a transition meeting for parents, pupils and the high school SENCO.

Transition internally between classes is managed very carefully through visits to the new class settings. Class teachers meet to discuss pupils and hand on information prior to transition.

Our approach to teaching pupils with SEND

All children (SEND or otherwise) receive high quality teaching and are organised by their chronological age. Teachers are skilled at differentiating work to meet the needs of all children. Reasonable adjustments to their provision are made to prevent pupils from being put at a disadvantage.

All members of staff have high expectations of pupils, regardless of their needs, and planning takes into account pupil's individual needs and requirements. Recommendations from outside agencies are also considered when adopting teaching to meet specific needs. Teachers and LSAs also attend training courses to support their teaching methods.

If necessary, children receive additional support both in and outside of the classroom. This could be in the form of small group work, 1:1 support or with specialist equipment. Support is provided by class teachers and LSAs. Additional adults are used flexibly to support groups and individuals with the long term goal of developing independent learning skills.

a. The first type of support is provided by the class teacher through quality first teaching. This means that:

- The teacher has the highest expectations for all children, including those with SEND.
- Teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place to cater for your child's strengths and weaknesses.
- Specific strategies suggested by the Special Educational Needs Co-ordinator (SENCO) or other outside agencies are in place to support your child's learning.

- b. Specific small group work which may:
- Take place in the classroom or away from the main teaching area.
 - Be led by a teacher or Learning Support Assistant (LSA)

Interventions like this currently being used focus on phonics, fine motor skills and handwriting, SEMH and maths and English difficulties.

- c. Specialist group or 1:1 support provided by outside agencies such as Speech Therapy or Autism Outreach Services.

- d. Specified individual support.

This type of support is available for children whose learning difficulties are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP) formerly a Statement of Special Educational Needs and is specifically for children who have been identified by professionals as needing a particularly high level of individual or small group support.

Adapting the curriculum and learning environment for pupils with SEND

The aim at Greenfield is for all children to receive a rich, broad and varied curriculum. Teachers ensure that all children, including those with SEND receive their full entitlement and access.

All pupils with SEND receive high quality teaching and are organised by their chronological age. Pupils with SEND are fully included in all areas of the curriculum and receive their full entitlement and have full access to all lessons. Interventions are not planned so that they miss vital curriculum learning.

To support pupils with SEND class teachers and curriculum leaders are provided with detailed Year Group maps outlining the specific needs and requirements of each cohort so that they can plan each curriculum subject and enable full inclusion. The teachers and leaders at Greenfield are trained in scaffolding techniques, making reasonable adjustments and in modifying resources and equipment so that outcomes are achieved by all pupils. Staff have a good understanding of strategies which need to be used from the Educational Healthcare Plans (which are broken down into smaller steps), Learning Support Plans, One page profiles and Boxall Profiles which provide guidance of pupils' needs. Strategies to support these individual needs are agreed with the SENCO so that access to prior learning opportunities, adjustments according to SEMH needs or adaptations due to barriers in English or mathematical skills are provided.

Each subject leader and all class teachers are trained and supported by the SENCO in how to adapt their lessons to support pupils with different needs.

Children also have opportunity to work with both TAs and the class teacher. Teachers plan support for all children and aim to encourage complete pupil involvement using, for example, 'talk partners'. Visualizers and interactive Smartboards are used in all classrooms. The school also acts on the advice from external agencies such as educational psychology, occupational therapy, speech and language therapy, physiotherapy, and visual and hearing impairment teams, to identify necessary adaptations and alterations.

Staff expertise and training to support and teach pupils with SEND

Class teachers receive regular training in a range of areas to help them understand and deliver lessons that meet the needs of pupils in their class.

All staff members have a Level 1 qualification from the Autism Education Trust training hubs programme. Most staff members have completed this training to Level 3.

Staff members have also received training in attachment awareness, safeguarding and child protection, ADHD, dyslexia, sensory processing and speech and communication difficulties.

Staff in Foundation Stage have MAKATON training.

Designated staff members are trained to use Epi-pens. All staff have participated in asthma awareness training.

The SENCO attends SEND network meetings each term to ensure the school is kept up to date with current statutory frameworks, and has access to support from a local group of SENCOs.

Evaluating the effectiveness of our provision for pupils with SEND

Initial identification occurs through concerns raised during the school's assessment cycle and data tracking or via parents or Health professionals. The Head teacher, SENCO, key stage leaders and the class teacher work closely together to highlight any pupils who may require additional provision or intervention in each class at the beginning of the year. Once concerns are raised all parties work closely with parents/carers and pupils. Support or intervention is organised following a scrutiny of individual pupil's data, recorded work and observation of learning in lessons.

Pupil progress is reviewed each term and the effectiveness of any additional support or intervention is evaluated. Formal assessments are made each term in reading, writing, maths and science and targets are set. Progress towards individual targets are shared with parents at parent's evenings in October and February and are reviewed at this time. Provision maps are also used to review the effectiveness of intervention and to ensure that provision is relevant and appropriate.

For pupils with Learning Passports parents are invited twice yearly to review progress towards targets.

For pupils with an EHCP, an Annual Review meeting is held with all adults involved in the pupil's education and provision is reviewed formally. Documentation is shared in advance and meetings are held at a mutually agreed time. Advice is provided by the class teacher, SENCO, external agencies and shared with parents/carers.

The ongoing monitoring identifies pupils who are not making the expected progress and require additional support to help them as each year progresses.

Provision of additional support to aid pupils with SEND

At Greenfield provision maps are used to identify and plan support for children who are being monitored or require additional support.

The support is varied and specific to the needs of the individual. It may include small group support work in class, individual support, small groups to develop social skills or provide nurture.

Improving the emotional and social development of pupils with SEND

Personal, Social, Health and Citizenship Education is an integral part of our curriculum at Greenfield, for all children.

Some children may have special needs which result in social, emotional and behavioural difficulties and these children are well supported. They may participate in small group or 1:1 sessions which provide nurture and help develop social skills and self esteem.

The school also offers family counselling where appropriate.

As a school we have a very positive approach to all types of behaviour. Our school's overarching Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is implemented by all staff.

Facilities and equipment to support Pupils with SEND

The school offers easy access, disabled parking, and ramps as well as a disabled toilet. We ensure that wherever possible that equipment used is accessible to all children regardless of their needs.

Outside agencies may be contacted if specialist equipment is required.

Provision of an inclusive curriculum for pupils with SEND

All children are included in every aspect of the school curriculum and the school endeavours to include all pupils on school trips, visits and extra-curricular activities.

Pupils with SEND are given roles and responsibilities to encourage them to be confident and to develop self-esteem. Greenfield School has a very inclusive ethos and offers a wide range of extra-curricular activities.

Risk assessments are completed by staff prior to any trips/ visits and where appropriate parents are invited to participate. Reasonable adjustments are made to meet any additional needs wherever possible.

TAs provide 1:1 support for pupils with a high level of need at playtimes and lunchtimes, and the school operates a buddy system on the playground where pupils are encouraged to mentor and support their peers.

Where there is a financial implication, pupils in receipt of pupil premium may be subsidised by the school to enable them to participate in school trips/visits.

The role of governors

The governors seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all pupils, staff and parents. A designated governor is identified to have a focus on SEND and will follow the progress of all SEND pupils, including visits to the school.

Any complaints made by parents or carers of children with SEND, concerning provision at the school, are handled by the governors in accordance with the school's complaints policy, which can be found on our website.

Contact details for support services for parents and carers of pupils with SEND, including those for arrangements made in accordance with section 32 (Children and Families Act 2014)

Information and support services for families can be accessed in the first instant by contacting the school directly via email on office@greenfield.leics.sch.uk or by telephone on 0116 2773584.

If parents have concerns of a pastoral nature or day to day issues they should contact their child's class teacher directly. If concerns are of a more educational nature or are about SEND, parents should then contact the SENCO.

Further advice and support for parents can be found at **SENDIASS – Special educational needs and disability information, advice and support service.**

Tel: 0116 3055614

Email: sendiass@leics.gov.uk

Website: www.leicestershire.gov.uk

Leicestershire County Council's SEND local offer

Details of this can be found at www.leicestershire.gov.uk/local-offer

Please see our school website and our school policies for further information.

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