

Special Educational Needs (SEN) Information Report



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The aim of this information report is to explain how we implement our SEND policy at Greenleas School. If you want to know more about our arrangements for SEND you can read our SEND policy which is also available on our school website.

1. What types of SEN does the school provide for?

At Greenleas we provide for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
Medical needs including	Epilepsy
	Diabetes

2. Which staff will support my child, and what training have they had?

Both our Special Educational Needs and Disabilities Coordinators (SENDCos) have achieved the National Award in Special Educational Needs Coordination. Both are also experienced teachers and are classroom based for two and a half days per week. They are each allocated two and a half days a week to manage SEND provision. The SENDCOs work together to fulfil their role and to ensure consistency in SEND support and provision across both sites. They provide regular whole school training to all of our teachers and learning support assistants (LSAs). Class teachers and LSAs and are also supported by each SENCO to meet the needs of pupils who have SEND. There is a Pastoral Assistant at each site who provide nurture. They are trained in supporting mental health and social wellbeing and work closely with the SENDCOs, children and families where necessary.

External agencies and experts

Sometimes we need extra help to offer our children the support they need. In these instances, we will work with external support services to meet the needs of our children with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists and physiotherapists
- GPs or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Jigsaw
- Specialist teachers and our SEND Advisory Teacher
- Social services and other local authority (LA)-provided support services
- Play therapists

3. What should I do if I think my child has SEND?

If you are worried about your child or think they have a special educational need you should speak to your child's class teacher in the first instance. They will be able to outline how we will work with you and talk through the process in place at Greenleas. We use the Central Bedfordshire Local Offer to support planning and decision making for children with SEND and to ensure that the appropriate provision is put in place. The steps we follow are set out in the diagram below.

Monitoring

Children who have a diagnosis of a special educational need or disability but are making age related progress will be monitored. Their progress will be discussed at pupil progress meetings and with you at parent consultations. Ordinarily Available Provision (OAP) will be in place and if progress continues a SEND plan will not be needed. If their class teacher notices they are not continuing to make expected progress a concern will be raised to the SENDCo. This will be communicated with you.

Concerns

All children are assessed through our normal assessment arrangements. If a teacher feels a child is not making their expected level of progress they will complete a concerns form, speak to the SENDCo and you as the child's parents. At this stage the SENDCo will observe and consult the Graduated Approach to ensure all available OAP is in place. The child's progress will be tracked with strategies and interventions put in place to support them. This will be reviewed after half a term.

SEND

If the class teacher or parents are still concerned after strategies and OAP options have been provided, the Graduated Approach will be consulted again to help identify further support and strategies to be put in place. This will be considered above and beyond OAP and the child will be placed on a SEND support plan with clear objectives and how we will help meet them. We may seek support from external agencies at this stage for example from the Early Years SEND Teams, one of our Outreach Specialist teachers or a Speech and Language Therapists. SEND support plans are reviewed every term. You will be invited to attend and contribute to these termly review meetings.

EHCP

Where a child needs continued support and more than reasonable adjustments to the OAP to enable them to access the curriculum a referral for an Education Health Care Needs Assessment (EHCNA) will be considered. The process of gathering evidence will begin by drawing on the knowledge and experience we have of your child. We will also ask for your input and for you to share your insight and experience from home. We will also seek support from external agencies for example the Early Years SEND Teams, Outreach Services, Speech and Language Therapists, Occupational Therapists and/or Educational Psychologists.

A more personal detailed approach will be provided by the class teacher and learning support assistant. The SENDCo will advise and support with this.

Applying for an EHCP can take at least 20 weeks. In the meantime, your child will continue to have an adapted curriculum with support and strategies in place. The objectives on their SEND support plan will draw on specialist advice, where available, and will be reviewed each term. If an EHCP is granted, the objectives and ways to meet them will be used in your child's SEND plan. SEND plans will be reviewed each term and the EHCP reviewed annually. Again you, and where appropriate your child, will be involved in the review process.

4. How will the school measure my child's progress?

We will follow the Graduated Approach to meeting your child's SEND needs. This is a four-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As part of the planning stage of the graduated approach, we will set outcomes that we all want your child to achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the outcomes, strategies and provisions will be revisited and refined.

5. How will I be involved in decisions made about my child's education?

As a school we will provide all parents with two written reports and two parent consultations per year. As a parent of a SEND child you can also expect to meet with your child's class teacher once per term to discuss progress towards outcomes, review support and plan next steps. The SENCO may also attend these meetings to provide extra support.

We value your input and we will work closely with you to identify need and put support in place where necessary. We will always ask for your thoughts and views at these meetings and work with you to agree outcomes which are important for your child's whole development and not just their academic progress.

If you have concerns that arise between these meetings, you are able to contact your child's class teacher or the SENDCo via the school office - office@greenleas.net. The SENDCos will get back to you as soon as possible.

6. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of need. We may seek your child's views by asking them to:

- Attend child friendly meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil survey

7. How will the school adapt its teaching for my child?

Every teacher is responsible and accountable for the progress and development of all children in their class.

Ordinarily available provision is our first step in meeting the needs of all children at Greenleas. We will make sure that we have a range of strategies and processes in place in every classroom/lesson. We will adapt how we teach your child and the curriculum content if necessary. These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example 1-to-1 work, adapting the content of the lesson, use of visuals, use of resources,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, vocabulary or word mats etc.
- Adapting our resources for example coloured overlays, coloured paper, coloured screens, social stories
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and spacing, etc.
- Adult support where necessary. This may be on a 1-to-1 basis or as part of a small group.

8. How will the school evaluate whether the support in place is helping my child?

As outlined in assess, plan, do review approach we will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. How will the school resources be secured for my child?

The school receives notional funding to cover the initial cost of meeting a child's needs. If funding is needed beyond this, we will seek it from our local authority through emergency funding or by making an Educational Health Care Needs Assessment. It may be that your child's needs mean we need to secure:

- Extra equipment or resources
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Adaptations and adjustments may need to be made but we will work with you to ensure that our activities are accessible.

All pupils are encouraged to go on our school trips, including our residential trip. At times, we might ask you as parents to support your child by sharing social stories before we go or by coming with us.

All pupils are encouraged to take part in sports day, school plays and workshops. Again, adaptations and adjustments may be made and we will provide social stories and support before these events.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Greenleas our admissions policy clearly sets out how we work to make our settings accessible to all children and families including those with a special educational need or disability.

To ensure our admissions process is fair places will be offered to children according to the criteria for admissions, in the following order of priority:

- All looked after children and all previously looked after children, including those children who appear to the Council to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- Children of staff
- Children with siblings at the school
- Children for whom the school is their nearest lower school
- Any other children

If we are named on a child's EHCP we will advise the local authority as to whether we can meet the child's need or not. We follow advice and guidelines when making these decisions.

12. How does the school support pupils with disabilities?

The school is aware of its obligations under the Equality Act 2010 and we work hard to ensure no one with a disability is treated less favorably than anyone else.

We work closely with occupational therapists, physiotherapists and specialist teachers for example the hearing for the deaf teacher to ensure disabled pupils can access our school including the provision of auxiliary aids, equipment and services. We also work with these professionals to ensure children with disabilities can participate in the curriculum and access the physical environment.

More information can be found in our Equality and Accessibility Policy.

13. How will the school support my child's mental health, and emotional and social development?

Each site has a full time pastoral worker who support children's mental, emotional and social development.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school community for example by being on the school council
- Pupils with SEN are also encouraged to be part of extra curricula clubs to promote teamwork, self-esteem and build friendships.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our behaviour policy.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule transition activities with the incoming teacher towards the end of the summer term
- Provide transition packs and social stories to support the transition.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. If your child moves to our school we will work closely with yourselves and the previous setting to ensure a smooth transition. This could include sharing information, tours, transition days and transition booklets to share at home.

Between phases (lower school to middle school)

The SENDCos at Greenleas will work with the SENDCo of the middle school during the summer term before transition. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Transition days and extra transition days for our SEND children
- Learning how to get organised independently
- Sharing social stories about changes and moving on.
- Social skills support for example how to make new friends, conversation openers and questions to ask.

15. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO will work with you and your child's teacher to make sure that everyone understands how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND and have the same access and arrangements made for them.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher, SENCO or headteacher as appropriate. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Central Beds local offer: localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page

We also work closely with families in a number of ways. This may be signposting local help and support, sharing strategies or an Early Help Assessment to access external sources of help and support. Support available and put in place depends on the need but could include help completing paperwork, a referral to a local charity or voluntary service, securing a place on a parenting workshop or group.

18. Glossary

- **Adapted learning** – When teachers adapt how they teach, the content and/or the outcome in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHCNA** – an education care and health needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Ordinarily available provision** - everyday provision that must be available to all learners in the classroom

- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs coordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or life stages