

Greenside Primary School

Special Educational Needs and Disabilities (SEND) Information Report

What is a 'Local Offer'?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school SEND webpage.

Statement of Intent for Supporting Equality

The Governors and staff are committed to working with all members of the community to ensure that everyone has equality of opportunity and no one will suffer or be disadvantaged by direct or indirect discrimination. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

Disability Statement

Greenside Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promoted equality of opportunity to people with a disability; pupils, staff, parents, carers, visitors, governors and others who use our school.

By promoting a positive attitude towards people with a disability we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve people with a disability in forming the direction that our school takes to promote equality of opportunity and accessibility to the school environment. We will also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

What is SEND?

For the purposes of this report we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practice DfE 2014)

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEND includes:

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. A carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

Who decides if my child has a SEND?

Early identification is key. The earlier a Special Educational Need is identified, the more likely that outcomes will improve for children. Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education.

It may be that school staff initially identify a concern, in which case, we would liaise with parents at the earliest opportunity to discuss such concerns and agree a pathway. Pupil assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Pupil assessments provide important information for pupil review and support meetings and may also be used as a basis for an initial discussion with the SENDCo. At Greenside Primary School, we monitor the achievement and learning of all pupils on a daily basis. The tracking system is updated on a termly basis and after discussion in pupil progress meetings we identify pupils who are underachieving and may require some extra support. The data from tests as well as assessment of learning opportunities carried out by teachers regularly allows us to ensure that curriculum planning is delivered and differentiated to meet the needs of all pupils, with support where appropriate. Support may be provided by intervention teachers or learning support staff who will work with the children in small groups or on an individual basis (depending upon needs).

'Less than expected progress' includes where:

- progress is significantly slower than that of other children starting from the same point
- it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

If SEND provision be required, it will be based on the desired outcomes along with the expected progress and attainment. The views of the pupil and their parents will be included.

There are two categories of SEND at Greenside Primary School:

- A Pupil Learning Plan; the children are overseen by the school and the school and parents initiate, review, amend, and cease support for children.
- An Education, Health and Care Plan (EHCP); Children with greater needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually. An EHCP is generally a multi-professional process, where everyone comes together (including the parents and child) to jointly plan the support which he child requires and is entitled to.

How would my child be assessed?

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. We communicate the outcome of these assessments using annual report process (EHCP), or through parent consultations.

We may ask outside agencies to assess a child and we would always seek prior parental permission. These could include:

- Primary School Colleagues;
- Early years Area SENDCos
- SEN School Improvement Team
- Psychological Service;
- Education Welfare Service;
- SENIT (Special Education Needs Improvement Team)
- BSS (Behavioural Support Service);
- Queen Elizabeth Hospital Child and Family Unit;
- School Medical Officer;
- Community Based Services;
- LA 'EMTAS' Liaison Service;
- Physiotherapy Service.

LA Agreement

Accessing Specialist Support

The school has developed and maintained strong links with specialists from the following areas:

- Primary School Colleagues
- Psychological Service
- SEND School Improvement Team
- SENIT (Special Educational Needs Improvement Team))
- BSS (Behavioural Support Service)
- School Nurse
- EMTAS
- Physiotherapy

It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. If these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

What kind of additional provision and curriculum is on offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families. In order to meet this challenge, our school has:

- A SENDCo working alongside senior leaders to oversee the provision for all children with additional needs across the school.
- Dedicated and experienced teaching to ensure high quality first wave teaching. Experience support staff to directly support children across the school.
- A curriculum which is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT.

Some examples of additional provision which could be suitable for a child with SEND could include:

- Full-time education in class with additional support through a differentiated curriculum.
- Some individual/small group teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties.
- Small group focus work to address shared issues, e.g. fine and gross motor skills or handwriting support groups.
- Specialist interventions, e.g. Occupational Therapy.
- Additional adult assistance within the class, in order for the work to be further differentiated to meet exact needs.
- Additional resources to enable better access to the curriculum, e.g. seating / writing /reading aids as recommended by professionals.
- Thorough assessments undertaken by professionals in order to pinpoint exact areas of difficulty.
- ICT resources, e.g. additional reading using tablets.

What involvement can we have as parents at Greenside Primary School?

We very much value the contribution that parents can make to their child's education. We expect parents to attend a child centred 'Annual Review' for all pupils with an 'Educational Health and Care Plan', to enable all of the individuals involved to review children's short and long term outcomes. There are also termly parent consultations where Pupil Learning Plans can be discussed with class teacher as well as the SENDCo.

How will my child access statutory tests?

As with everything related to your child in our school – the answer is individual, but most children do achieve well when they have been supported effectively. If your child is able to access the Year 1 Phonic Screen, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data. Such decisions will always be discussed in partnership with parents.

What happens when my child transitions into a new school?

Before transition to Secondary Schools in September (mainstream or specialist placements), relevant SEN information is transferred during the Summer Term of Y6. Some pupils receive additional transition support where necessary and more frequent visits may take place depending on individual needs.

If a child is transitioning to a specialist placement more than one visit will take place depending on the child's needs and a familiar adult can accompany them for some of the visits.

How do the children contribute to their provision planning?

As with everything related to your child in our school – they have an opinion and voice that is listened to. At EHCP annual reviews your child is invited to write their views prior to the meeting with the help of our staff. Children with a Pupil Learning Plan are involved in reviewing their targets and have the opportunity to share their learning preferences in their Learning Profile. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

How do we enable children with SEND to engage in activities with children without SEND difficulties?

We aim to ensure that all children can access all things in the best way possible; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality learning experiences for our children.

How do we evaluate the effectiveness of our provision?

Reviewing children's academic outcomes, as well as targets set on EHCP and Pupil Learning Plans allows us to see how well our children achieve. We continually evaluate ourselves in order to improve.

In-Service Training

Whole school INSET on SEND matters will be delivered as and when the need arises. All staff will be made aware of INSET on offer and apply, as individuals, to the Staff Development Officer for relevant courses. The SENDCo and Senior Leadership Team will be a forum to discuss SEND matters and recommend whole school inset as and when the need arises. The Head Teacher can recommend INSET deemed necessary at any given time.

LA/National updates

Gateshead Primary SENDCo meetings take place each term. Updates are provided and the SENDCo can arrange to share resources and ideas.

SEND and Finances

As part of our school budget there is a 'notional' SEND amount. As such, schools are responsible for funding the first £6k of support for children with SEND – after which they can request addition 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and in receipt of an EHCP. In order to access these funds, the school requests the Local Authority to review what support is required – and how much above the school contribution is required to meet the needs of the child – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved. More information about SEND finances is available within the Local Authority Local Offer Website.

Who do I talk to if I have a query, compliment or complaint?

Parents can contact school by telephone, letter or in person by an appointment. Concerns about provision for pupils with special educational needs or learning and behavioural difficulties should be referred to the Headteacher.

The concern will be dealt with either through a letter, a phone conversation or an appointment arranged in school to discuss the matter. The Headteacher and SENDCo may need to involve other personnel e.g. the Educational Psychologist at some stage.

The Code of Practice 2014 sets out procedures for complaints about provision outlined. Parents are informed of their rights in the documentation from the Local Education Authority (LEA). The school will advise parents on provision outlined in the statement if this is requested. Parents have the opportunity through response to the school report system and review meetings to alert the school to concerns or issues. If a parent continues to be dissatisfied, then the issue should be referred to the Head Teacher and or the LA.

Please also see our SEND policy. Follow the link on our school website.

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