Greenvale Primary School

SEND Information Report 2017

Introduction

Welcome to our SEND information report which is part of the Croydon Local Offer for learners with Special Educational Needs (SEN) or disabilities. This information is updated annually.

Greenvale Primary is an inclusive school with a family feel. We pride ourselves in treating pupils as individuals and realise that every child is different and learns in different ways. Being a 'one form' entry school, the staff and pupils get to know one another well and build strong relationships based on respect and care. We think carefully about the children's emotional and social well being and have an open door policy for parents to speak to staff about their children. We have very effective relationships with our families and have good communication between teachers, children with SEN, their parents and outside agencies.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows: "A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age

or

b) 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 or mainstream post-16 institutions.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs T Whiting (Deputy Headteacher /SENCo) to discuss your concerns.

Support for children with Special Educational Needs

If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'.

The following questions and responses will give you some more information about Special Educational Needs at our school.

	Question	Response
1	**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**	We track the progress of all our pupils and regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the Class teacher and SENCo about any concerns they have.
2	**How will school staff support my child and how will the curriculum be matched to**	All pupils are given 'Quality First Teaching' where lessons are differentiated and pupils are given

	their needs?	work at their own level according to their needs. Sometimes this is with the direct support of a Teaching Assistant. Pupils with SEND may be given different tasks to achieve. Prior to entry, we liaise with pre-schools, previous schools and parents/carers. We share information and identify needs. We seek to match provision to need and the Leadership Team closely monitor the impact of specific interventions on pupil progress. Progress and impact of interventions are regularly shared with the learner and their families at parent consultations.
3	**What outside agencies could I access through Greenvale Primary?**	The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include: Behaviour Support Team (Bramley Bank Outreach) CAMHS (Child and Adolescent Mental Health Service) Community Paediatrician Teams Early Help Team Education Welfare Service Educational Psychologist Family Resilience Service Hearing Impairment Service Occupational Therapy Parent Partnership School Nurse Service Social Care Special School Outreach Support Speech and Language Therapy Virtual School for Children who are Looked After

		Visual Impairment Service
4	**How will I know if my child is making progress and how will you help me to support my child's learning?**	We regularly share progress feedback with all our learners and their families. We offer 3 parent consultations each year and each child is given an annual report in the summer term. It may be appropriate to hold further meetings during the year with the family, parents and outside agencies. We share what can be done by families at home to support the learning at school and our open door policy gives parents the opportunity to speak to school staff.
5	**What training are the staff supporting children and young people with SEND had or are having?**	Our Special Needs Co-ordinator (SENCo) is an experienced qualified teacher. We regularly invest in training our teaching and support staff. The SENCo ensures our staff are updated on all matters pertaining to special educational needs and disability. Staff also undertake training where possible specific to individual needs. The SENCo meets regularly with other SENCO's and attends training from the local LA termly. We are a 'Nurturing School' and have a designated room – 'The Nest' where children can come for sensory breaks or some chill out time if needed. We have a School Counsellor/Therapist who is trained in psychotherapy. Some of our children experiencing social and emotional issues have play therapy sessions.
6	**How will my child be included in activities outside the classroom including school trips?**	As an inclusive school, we involve all our children in all aspects of the curriculum, including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and parents/carers are consulted and involved in planning.
7	**How accessible is the school environment?**	Our school consists of 4 classrooms (Years R-3) in the main building and 3 huts (Years 4-6). The huts are all accessible by ramp. The school has tailored handrails at 2 heights throughout the school to cater for the needs of children whose balance is compromised due to a health issue. Some pupils may require specific arrangements

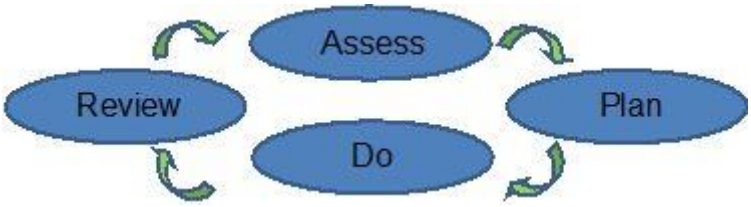
		and we work closely with the Occupational Therapy Service and with parents to ensure that we meet the needs of individuals.
8	**What happens when my child SEN transfers to Secondary School?**	We work closely with our feeder school Riddlesdown and other local Secondary schools to help make this transition as smooth as possible and to ensure that individuals needs are catered for. We often set up extra visits for children with SEND to help this process. If your child has an Education Health Care Plan we arrange a transition meeting at the end of year 6 and invite high school colleagues. Parents find this meeting invaluable in ensuring that the correct provision is available for their child at transition.
9	**How is the decision made about what type and how much support my child will receive?**	In response to data tracking and working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.
10	**Who should I contact if I think my child needs extra support?**	Contact can be made through your child's class teacher, SENCo (Mrs T Whiting) or Headteacher (Mr D Bowden).
11	**What additional support is available at Greenvale?**	**Reading** - a range of reading support is available for children across all year groups. This may take the form of one-to-one reading, additional phonics, support with decoding or reading high frequency words, additional guided reading groups, reading intervention programmes, comprehension support and booster groups. We TA's trained in precision teaching. **Writing** - Depending on the age and ability of the children we run fine motor skills groups to develop handwriting. **Maths** - Maths support can be given in a variety of ways including one-to-one support, targeted maths resources, differentiated maths meetings, group intervention programmes and booster groups. **Speech and Language Therapy** - We have regular visits from the Local Authority Speech and Language Therapist. In consultation with parents

		and teachers care plans for the appropriate children and written and suggestions for activities are made. Teaching Assistants carry out the support according to needs.

To find out more about what Croydon LA can offer your child please follow this link.

HTTP://WWW.CROYDON.GOV.UK/EDUCATION/SPECIAL-EDUCATIONAL-NEEDS/SEN-EDUCATION/SEN-HEALTHCARE

Support for children with Special Educational Needs
If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in a four-stage process:



Children who are receiving SEN support will have an IEP (Individual Education Plan) and this will include targets and actions to help your child overcome any difficulties. This will take into account your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review. These IEPs will be reviewed each term and you will be invited to discuss this at parents' evenings or at a separate meeting if necessary. You and your child will be invited to contribute to reviewing your child's progress against the IEP. In some cases it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

Children who have an Education, Health and Care Plan (EHCP) will have an additional annual review of their progress which involves all adults involved in the child's education.

Class teachers meet with the SENCo/Deputy Headteacher each term to monitor the progress of every child in the school and identify children who may need additional support in one or more areas. The SENCo coordinates the provision and will let you know in writing if your child would benefit from some additional

support – please note that this may include children who do not have any SEND but would make better progress with a short term intervention.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Class Provision Map and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations.
Do – providing the support – extra assistance for learning or learning aids – as set out in the plan.
Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENCO – contribute to this review. This stage then informs the next cycle, if necessary.
This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.
For a small number of learners, their needs may require access to technology e.g Modified ICT equipment, recording devices etc.
While the majority of learners with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners.
A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set.
Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency

and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support maybe requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.