



Greenvale Primary School

SEND Information Report 2021-2022

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 SEND, 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 SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

We refer to the Term "Special Educational Needs" if a child:

1. has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
2. 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.

The difficulty or disability may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs



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

Who should I contact to discuss the concerns or needs of my child?

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| <p>Class Teacher</p> | <p>The teacher is responsible for:</p> <ul style="list-style-type: none"> ● Adapting and refining the curriculum to respond to strengths and needs of all pupils. ● Checking on the progress of your child and the identification, planning and delivery of any additional support. ● Contributing to devising personalised learning plans which may be incorporated into Passports for Learning to prioritise and focus on the next steps required for your child to improve learning. ● Meeting with parents, ensuring they are kept informed regarding their child's needs and how these needs are being addressed in school. ● Advising parents how best to support their child's learning at home. ● Applying the school's Inclusion policies. Liaising with the SENCo as well as other involved staff (e.g. TAs, staff delivering intervention programmes). ● If you have concerns about your child you should speak to your child's class teacher. A meeting may then be arranged with the SENDCo. The SENCo's role is to coordinate provision for children with SEND in addition to developing the school's SEN and Inclusion policies. |
| <p>Special Educational Needs and Disability Coordinator (SENCo): Mrs T Whiting</p> | <p>The SENDCo's role is to coordinate provision for children with SEND in addition to developing the school's SEND and Inclusion policies.</p> <p>This is achieved through a collaborative approach:</p> <ul style="list-style-type: none"> ● Being involved in supporting a child's learning and access to the curriculum in consultation with teachers. ● Supporting staff by advising with regard to 'next steps' e.g. intervention, referrals, professional development opportunities. ● Informing parents, with the teacher, about the range and level of support offered to their child. ● Being available to meet with parents as necessary e.g. joining meetings with the Educational Psychologist (EP) and other professionals or to offer advice or reassurance on an informal basis. ● Regularly including parents when reviewing how their child is progressing. ● Being party to discussions regarding planning successful transitions to a new setting (class or school.) ● Liaising with a range of outside agencies including: Educational Psychologist (EP) |



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| | <p>Speech, language and communication therapists (SALT) Occupational Therapists (OT) Physiotherapists Child and Adolescent Mental Health Service (CAMHS) Visual Impairment service Hearing Impairment service Pupil Referral Unit Specialist teachers e.g., Autistic Spectrum Disorder, Dyslexia, physical disabilities School nurse Health Service Social Services & Educational Welfare Special schools Parents in partnership (PIP) The Virtual School (Children Looked After)</p> <p>A range of professionals are consulted who can offer advice and support to help pupils overcome difficulties, provide specialist advice to staff and facilitate training to ensure that all staff are skilled and confident in meeting a range of needs.</p> |
| <p>Headteacher: Mr D Bowden</p> | <p>The Head teacher is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND.</p> |
| <p>SEND Governor: Mrs L Macaulay-Sutherland</p> | <p>The SEND Governor is responsible for: Supporting the school in evaluating and developing the quality and impact of provision for pupils with SEND across the school. Discussing progress of pupils with SEND with teachers, SENDCo, Headteacher and Governors.</p> |

Support for children with Special Educational Needs

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

| | Question | Response |
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| 1 | <p>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?</p> | <p>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 SENDCo about any concerns they have.</p> |



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| 2 | <p>How will school staff support my child and how will the curriculum be matched to their needs?</p> | <p>All pupils are given 'Quality First Teaching' where lessons are differentiated and pupils are given 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.</p> |
| 3 | <p>How will I know if my child is making progress and how will you help me to support my child's learning?</p> | <p>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.</p> |
| 4 | <p>What training are the staff supporting children and young people with SEND had or are having?</p> | <p>Our Special Needs Co-ordinator (SENDCo) is an experienced qualified teacher. We regularly invest in training our teaching and support staff. The SENDCo 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 SENDCo meets regularly with other SENDCo's and attends training from the local LA termly.</p> |



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| | | 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. |
| 5 | 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. |
| 6 | 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 involved outside agencies such as the Occupational Therapy Service and Visual Impaired Team with parents to ensure that we meet the needs of individuals. |
| 7 | What happens when my child with SEND transfers to Secondary School? | <p>We work closely with 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.</p> <p>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.</p> |



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| 8 | <p>How is the decision made about what type and how much support my child will receive?</p> | <p>In response to data tracking and working with the learner, their families and other staff, the Class Teacher and SENDCo consider 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.</p> |
| 9 | <p>Who should I contact if I think my child needs extra support?</p> | <p>Contact can be made through your child's class teacher, SENDCo (Mrs T Whiting) or Headteacher (Mr D Bowden).</p> |
| 10 | <p>What additional support is available at Greenvale?</p> | <p>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.</p> <p>Writing - Depending on the age and ability of the children we run fine motor skills groups to develop handwriting, grammar, punctuation and spelling groups in KS2 and as a whole school during this academic year we are embarking upon a Talk for Writing initiative which we believe will support our children with SEND.</p> <p>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.</p> <p>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 are written and suggestions for activities are made.</p> |



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| | | <p>Teaching Assistants carry out the support according to needs.</p> <p>School Counsellor - We employ a school counsellor 1 day per week at Greenvale. Our counsellor works with children across the primary age range and works with children in 1:1 sessions and sometimes groups.</p> |
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Croydon SEND Locality Project

Our school has become an early adopter in an exciting new initiative by Croydon Council to improve support for children with special needs or disabilities who live in Croydon.

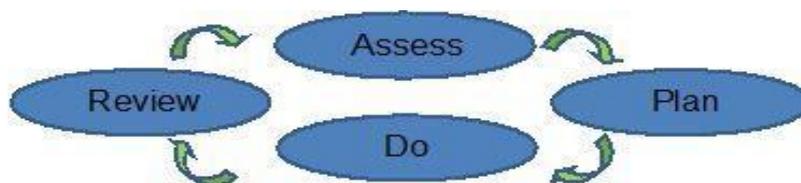
Along with several other schools in our area, we’ve been given funding to provide earlier and better targeted help and support to SEND youngsters. This will enable our special needs staff to work closely with our partner schools to quickly get the necessary support and help for students who are beginning to demonstrate that they have additional needs which can’t be met through our own school SEND resources.

This early help which may be in the form of advice, school to school support, referral to specialist services, or additional resource can be put in place rapidly without unnecessary delay. This is because our group of schools hold the funding between us so we can direct this to the most suitable children in an efficient targeted way.

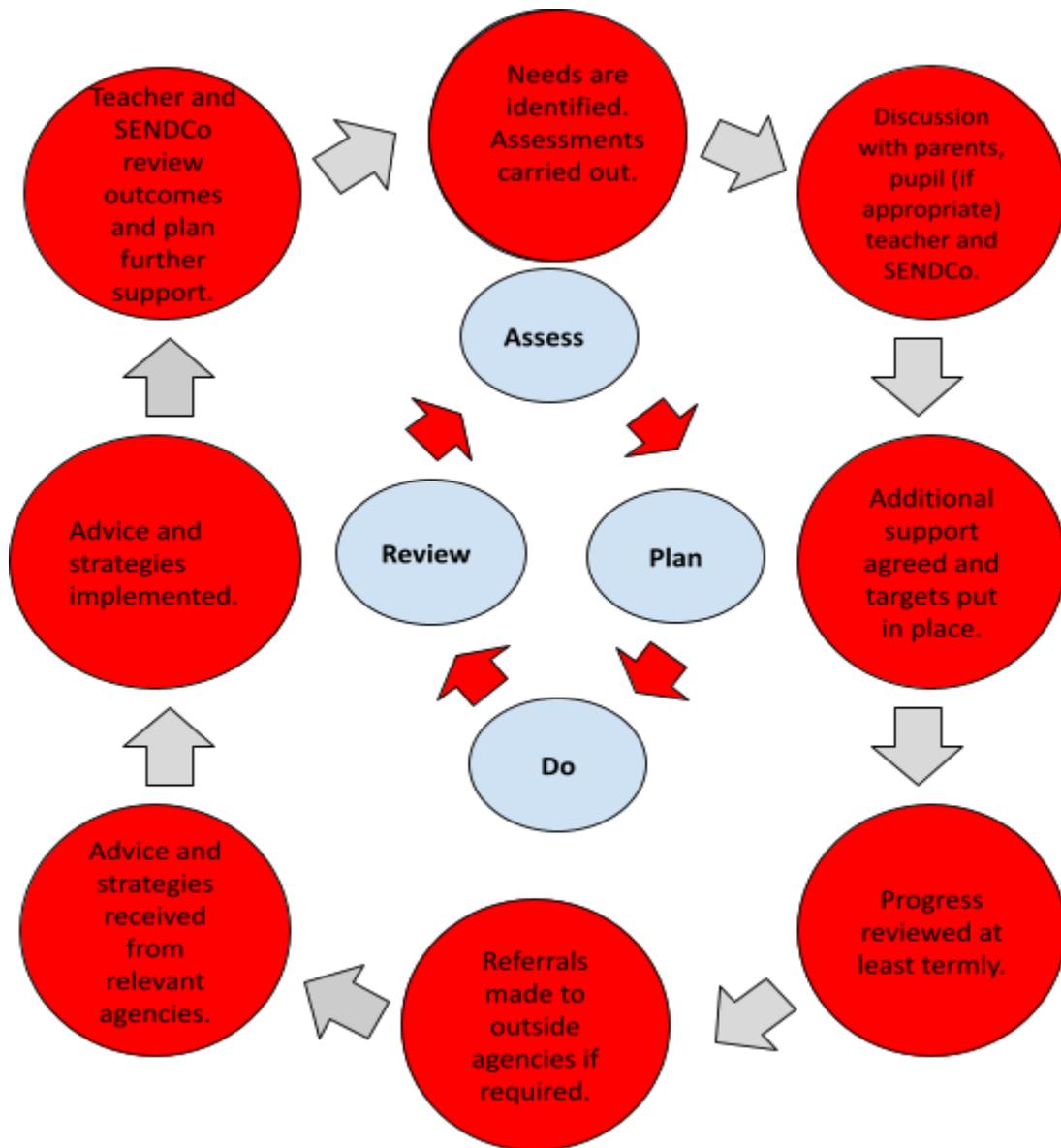
The initiative is called “Locality SEND Support”. We will monitor the outcomes closely, and if it continues to prove successful it is anticipated that it will then be rolled out across all schools in Croydon. Presently the scheme is only for Croydon residents and will not impact on students who already have an Education & Health care Plan or those in Enhanced Learning Provisions.

Assessment, Planning, Do and Review

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 first 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:



If there are concerns over a child’s progress the following cycle will take place.



Children who are receiving SEND support will have a 'Support Plan' and this will include targets and actions to help your child work towards overcoming 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.

Support Plans 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. 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 SENDCo/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 SENDCo coordinates the provision and will let you know 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. This will be discussed termly, 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 SENDCo 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, modified text.

While the majority of learners with SEN will have their needs met in this way, some may require an EHCP 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 may be 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 (EHCP), 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.



Further Information

To find out more about what Croydon LA can offer your child please follow these links.

Croydon Local Offer <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

The Local Authority Local Offer <https://www.croydon.gov.uk/education/special-educational-needs>

Parents in Partnership (PIP) <https://www.pipcroydon.com/>

DfE Code of Practice Special Educational Needs and Disability Code of Practice Jan 2015
www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code

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