

SEND information report

Greysbrooke Primary School



Approved by: Mrs E. Ballinger

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1. Aims

We believe in Inclusion being at the heart of effective education. As a school, we are totally committed to meeting the diverse needs of all pupils, aiming to ensure that the learning environment is one where individuality is recognised and barriers to learning are removed.

Our aim is for all children, whatever their need, to have access to the curriculum, recognising the right of every child to be entitled to a broad, balanced and relevant curriculum.

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- All children have a right to an education, which offers an equal opportunity to every individual.
- Ensure every member of staff has a contribution to make in supporting the needs of pupils within school.
- Ensure no child is disadvantaged by a special learning need.
- Ensure all children have a right to be taught within the mainstream environment in accordance with their assessed needs.
- Ensure pupils with severe or complex needs have a right to have these needs formally assessed.
- Recognise all children have a right either directly or through their parents, to express a preference in relation to their education needs and provision.
- Ensure partnership should exist between school, parents and all agencies involved in supporting the needs of the child.

2. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCo) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mr. Richard Storer - deputyhead@greysbrooke.staffs.sch.uk

They will:

- Work with the headteacher and SEND governor, Miss E. Johnson, to determine the strategic development of the SEND provision in the school
- Have day-to-day responsibility for the operation of the ATLP SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and ATLP to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at Local Governing Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENDCo and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the ATLP SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record (stored centrally) and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

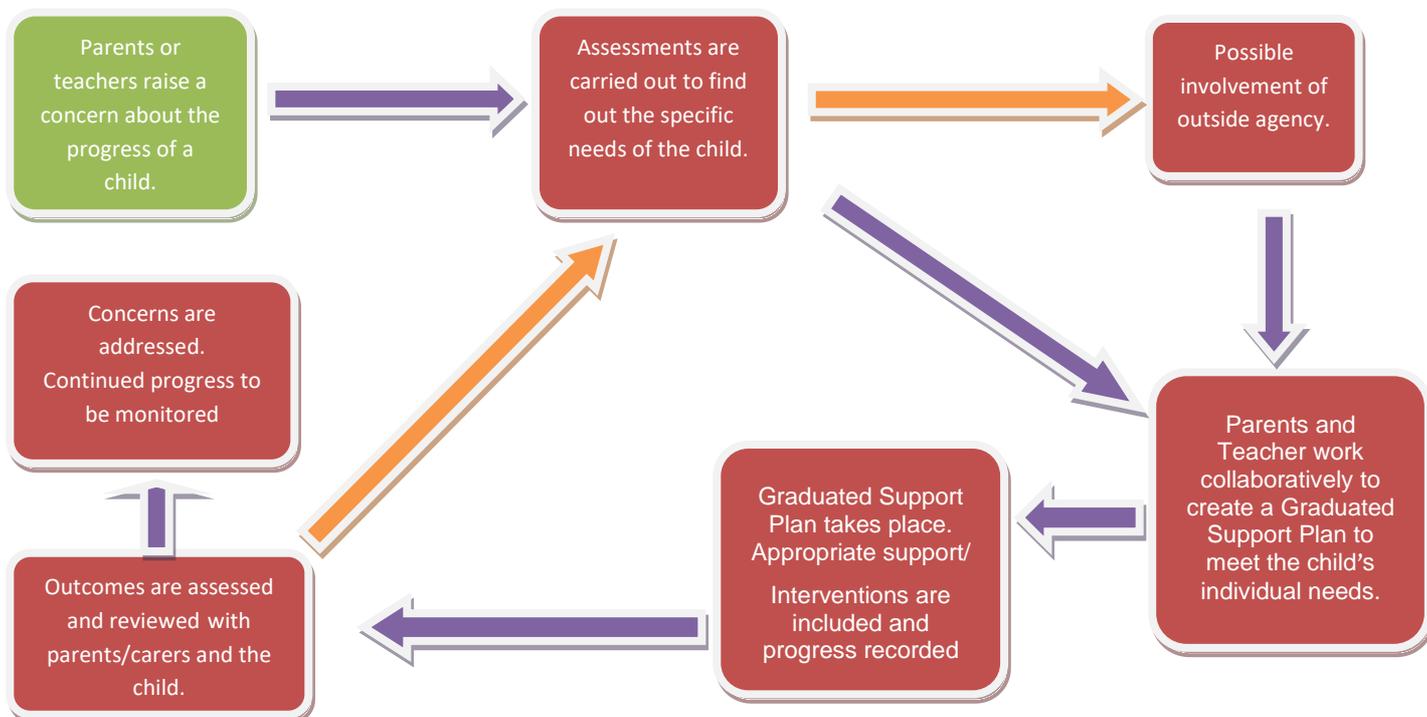
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our Graduated Approach to SEND

The school will involve parents and children in all decisions and listen to their views:



5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Based on needs, when moving to a new year group or school we:

- Introduce the child to their new teacher and teaching assistant during a transition day.
- Hold transition meetings between teachers to pass on key information and targets that will ensure a smooth transition can take place.

When a child is transitioning to a new school, we:

- Ensure all appropriate SEND files are transferred.
- Liaise with the transition and SEND team at the new school.
- Where possible, arrange additional transition days.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

To meet the needs of children with SEND we will follow a tiered approach. All children have a right to quality first teaching. Where necessary, children will receive small group intervention work. Where a child has specific special needs, these may be addressed through one to one sessions.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Accessibility ramps (fixed and portable).
- Two disability friendly toilets.

5.8 Additional support for learning

We have eight teaching assistants who are trained to deliver interventions such as precision teaching and WellComm.

Teaching assistants will support pupils on a 1:1 basis when a child has specific needs that can not be addressed during whole class or small group interventions.

Teaching assistants will support pupils in small groups when a child's needs can not be met through differentiation.

We work with the following agencies to provide support for pupils with SEND:

- Midland Psychology
- SENSS
- Speech and Language
- School Nurse
- Behaviour support

For a full list of the agencies available, please visit the Staffordshire Local Offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

5.9 Expertise and training of staff

Our SENDCo has six years experience in this role. He has been awarded the qualification of National Award for SENDCo.

He is allocated three hours a week to manage SEND provision.

We have a team of eight teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained to support children with dyslexic tendencies across the school.

We use specialist staff for precision teaching and Read Write Inc phonics sessions.

5.10 Securing equipment and facilities

At Greysbrooke, we use a needs assessment to dictate training and resources each academic year. This enables us to meet the needs of the children in our care.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions – this time scale is dependent of the individual child’s needs and the intervention but should be no longer than six weeks.
- Using pupil questionnaires/pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Ingestre Hall (Year 3 and 4), Laches Wood (Year 5) or PGL (Year 6).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All lessons are adapted and differentiated so that they are accessible by all pupils irrespective of needs. Additional resources, including word maps, concrete resources and adult support are available to SEND children to allow access to all tasks.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the School Council, Art Council, Eco Council or Sport Coordinators.
- Pupils with SEND are also encouraged to be part of nurture sessions to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work closely with agencies which can provide additional advice / support in school.

We are supported by SENSS and a member of the SENSS team will work with a limited number of children to provide more detailed assessments and advice on strategies we can use. SENSS will meet with parents as requested.

An Educational Psychologist provides support in school for children who are recognised as requiring to be put forward for Statutory Assessment. The Educational Psychologist will meet with parents and provide parents and school with supporting advice.

A Speech Therapist liaises regularly with the SENDCo and can provide advice and support programs for individual children which can be followed in class.

The School Nurse liaises with the SENDCo on health and social issues relating to pupils.

The SENDCo also liaises with other services including School Doctor, Community Pediatrician, Sensory Support Service, Behaviour Support, Midland Psychology and representatives from Child and Mental Health Service and Social Services. Further information can be found on the Staffordshire local offer –

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

5.15 Complaints about SEND provision

If a parent has reason to complain regarding the level or appropriateness of provision for their child, then the parent shall be invited to meet with the class teacher and SENDCo. If a resolution is not forthcoming, parents will be directed to the school complaints policy and a meeting arranged with the Headteacher.

Parents are advised of the schools governor for Special Educational Needs, Miss E Johnson, should they need to take the matter further.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.16 Contact details of support services for parents of pupils with SEND

Details for support services in the local area can be found on the link below.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

5.17 Contact details for raising concerns

Mr R Storer. SENCo, Deputyhead teacher deputyhead@greysbrooke.staffs.sch.uk

Mrs E Ballinger. Headteacher. headteacher@greysbrooke.staffs.sch.uk

Mrs J Swinton. Chair of Governors. jswinton@greysbrooke.staffs.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

6. Monitoring arrangements

This information report will be reviewed by Mr Storer/SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Head Teacher.

7. Links with other policies and documents

This information report links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions