

School SEND Information Report



What Ofsted said in June 2023

“Teachers identify pupils with SEND swiftly and accurately. This helps them to adapt their teaching to meet the needs of all pupils. Pupils with SEND receive effective support so that they make progress against their individual targets. Pupils with SEND play a full and active part in school life.”

“Leaders have high aspirations for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND).”

CONTENTS

- 1 INTRODUCTION**
- 2 OBJECTIVES**
- 3 HOW PROVISION IS CO-ORDINATED WITHIN THE SCHOOL**
- 4 ADMISSION ARRANGMENTS**
- 5 PROVISION THAT THE SCHOOL SPECIALISES IN**
- 6 FACILITIES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**
- 7 ALLOCATION OF RESOURCES TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS**
- 8 IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**
- 9 ACCESS TO A BROAD AND BALANCED CURRICULUM FOR CHILDREN ON THE SEN REGISTER**
- 10 SOCIAL INCLUSION**
- 11 HOW THE GOVERNING BODY EVALUATE SUCCESS**
- 12 TREATMENT OF COMPLAINTS**
- 13 TRAINING**
- 14 WORKING WITH OUTSIDE AGENCIES**
- 15 PARENTS**
- 16 LINKS WITH OTHER SCHOOLS**
- 17 HOMEWORK**
- 18 SUPPORT FOR EMOTIONAL NEEDS**
- 19 COVID, SEND AND MENTAL HEALTH**
- 20 WHAT PARENTS SAY**

1 INTRODUCTION

The information within this policy document has been updated in line with the SEN Code of Practice 2014. It has been written in consultation with a number of parents with children on the SEN register and has been accepted by the governing body. It is reviewed on an annual basis.

2 OBJECTIVES

- 2.1 We are committed to meeting a wide range of Special Educational Needs and Medical and Physical needs within a mainstream setting.
- 2.2 Our aim at Greenleas is to deliver a broad, balanced and relevant education, both within the classroom and beyond it.
- 2.3 We want to help each and every child to achieve their full potential, both within the curriculum and beyond it.
- 2.4 We aim to identify children's individual difficulties as early as possible, in order to best meet their needs.
- 2.5 We aim to work in close partnership with parents to provide the best care and education for every child.
- 2.6 We aim to work in collaboration with a wide range of outside agencies, to ensure the most appropriate provision is made for every child.
- 2.7 We aim to create children who are independent learners.
- 2.8 We aim to maintain high levels of expertise in both teaching and support staff; therefore training is given a high priority.
- 2.9 We are committed to seeking the views of the children and reflecting these in the provision we provide,

This policy details how these objectives are applied to the day to day provision for children with Special Educational Needs or disabilities at Greenleas.

The Special Needs Co-ordinator (SENCO) is Mrs J Higerson.

She is responsible for co-ordinating the day to day provision for children with Special Educational Need, as well as writing and reviewing this policy document. She can be contacted on 0151 6391225 or by email via the school office (schooloffice@greenleas.wirral.sch.uk)

The named governors for Special Needs are Mrs Kate Coates and Mrs Jacquie Wilkinson. They can be contacted via the school office.

3 HOW PROVISION IS CO-ORDINATED WITHIN THE SCHOOL

- 3.1 At Greenleas we believe that good provision for children with Special Educational Needs can best be provided when people work as a team. It is the SENCO's role therefore to work closely with class teachers, support assistants, parents, outside agencies and the children themselves.
- 3.2 Whilst it is the SENCo who co-ordinates provision, it is the child's class teacher who knows them best. It is therefore the responsibility of the class teacher (with the support of other teachers who work with them and Teaching Assistants) to write a child's Individual Education Plan. This includes children at School Support, as well as those with Individual Pupil Funding Agreements (IPFA), Individual Health and Care Plans (IHCP) and Education, Health and Care Plans (EHCP). It is the role of the class teacher and the support assistants to deliver these Individual Educational Plans to the children. The school SENCo is able to support with the writing of IEPs, whenever required. Class teachers should liaise regularly with the child's parents, to keep them up to date with the child's progress, to share a copy of the child's IEP and to listen to their concerns/ideas and represent them in the child's next IEP.
- 3.3 The SENCO is also responsible for:
- the day to day implementation of this policy.
 - Liaising with, advising and supporting other teachers and classroom assistants.
 - maintaining the school's SEN register. (including information being shared with the Local Authority (LA) being kept up to date)
 - developing effective working relations with parents.
 - liaising with external agencies.
 - organising in-service training whenever required.
 - co-ordinating the transfer of SEN records to other schools.
 - reporting to governors when necessary and keeping SEN Governors informed.
 - keeping the Headteacher informed.
 - ensuring the Code of Practice is being followed.
 - managing teaching assistants.
 - managing resources for SEN
 - monitoring the progress of the children on the SEN register and intervening to adjust specific programmes (via IEP) as necessary.
- 3.4 The governing body have elected two representatives, who are responsible for overseeing the SEND provision at Greenleas. The SEND Governors meet with the SENCO at least termly to discuss and review practice. Both SENCO and SEN Governor report back to curriculum committee of the governors and/or full governing body.

4 ADMISSION ARRANGEMENTS

Admission is the responsibility of the Local Authority. Arrangements are the same for all children regardless of their Special Educational Needs or disability. On admission the school will develop a clear plan of how an individual needs will be met. Parents will play a vital role in this.

5 PROVISION THAT THE SCHOOL SPECIALISES IN

5.1 Greenleas is a mainstream; community school with a commitment to meeting the individual needs of all children, whatever their area of special need.

5.2 As part of our population we have children who have:

- Medical
- Physical
- Learning
- Speech/language/communication
- Emotional/behavioural/mental health needs
- Hearing/vision needs.

5.3 Training and links with outside agencies on all of the above areas have been established in order to best meet the needs of every child.

5.4 Greenleas used to be a designated school for children with physical and medical impairment and whilst this specialist provision no longer exists within the Wirral Authority, Greenleas has enhanced its specialist knowledge and experience in this area.

5.5 Greenleas has a Deaf Resource Base.

5.6 Greenleas has been awarded 'ADHD Friendly School' status by the ADHD Foundation.

6 FACILITIES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

6.1 At Greenleas, we are committed to the inclusion of children who have special educational needs and/or a disability. This means that we regularly review our facilities to see how they can be improved.

The current facilities include:

- a one storey building with ramps to most external doors
- there are very few steps within the school building.
- two accessible toilets, which have lowered door handles and light switches, as well as panic buttons. One contains a ceiling track hoist. Each has a rise and fall changing bed.
- a parking bay for parents of disabled children or for disabled adults, which has easy access to the front door.
- a number of areas around the school where children can work in small groups or one to one with a support assistant, some of which are provided with additional screening to aid concentration and attention.

- A sensory room is available for children who need some sensory input during the school day.

6.2 Staff at Greenleas have developed a wide range of expertise with many areas of SEN

- Teachers and teaching assistants have attended courses provided by the Local Authorities ASD team.
- A number of Teaching Assistants have had specialist training from the Orretts Meadow Outreach teachers and are able to deliver the reading and spelling programmes within school.
- Many of our teachers and teaching assistants have had experience working with children with complex physical and medical needs.
- Some of our teaching assistants have worked alongside the specialist speech therapist to deliver speech therapy programmes to children with more complex needs. Many teaching assistants deliver regular speech therapy programmes and have received training from a Language Assistant. Several teachers and teaching assistants are now using the Wellcomm programme to assess and to deliver speech and language activities. They can use the Sounds-Listening programme to support the development of the speech sound system.
- A number of Teaching Assistants have had manual handling training.
- A number of Teaching Assistants have had specialist medical training, in order to tube feed children, to suction a tracheostomy and to administer insulin.
- In 2020, Greenleas was awarded the ADHD Friendly School award and we are proud of the support that we have in place for children with diagnosed or suspected ADHD. Teachers work closely with parents to identify barriers to learning around concentration and attention and are clear about many ways to support children in class.
- A number of our school staff are learning British Sign Language

7 ALLOCATION OF RESOURCES TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

7.1 Children with Education, Health and Care Plans (EHCPs), Pupil Funding Agreements (PFAs) or Individual Health Care Plans may receive additional funding from the Local Authority. This is in addition to the funding allocated from the school's own budget. (Element 1 and 2 funding) It is for the school to decide how this funding can best be 'spent' so as to maximise the benefit for the individual child. However, the parents' views on what the child needs and the child's own views MUST be taken into account. The school SENCo would liaise closely with parents and any outside professionals involved, before making an application to the Local Authority for additional funding (Element 3 funding)

7.2 Resources allocated to children at 'School Support' come from the main school budget – element 2 funding

How the money is spent is decided by the SENCO in consultation with Headteacher and staff. However, the views of the parents and the child themselves would always be taken into account. Money is used for:

- Buying one day per year of SENAAT time – this is used mainly for assessments that the school cannot carry out themselves.
- release time for SENCO to meet with parents or outside agencies and to carry out assessments or observations on children.
- classroom assistant time to support children on SEN register
- classroom resources to support specific children
- specialist resources linked to children's IEPs.
- Buying in support or training when needed.

Money is allocated to individuals according to need of the child or to departments according to the number of SEN children or their specific needs.

8 IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

8.1 At Greenleas, we are committed to the early identification of children with special educational needs.

8.2 Early identification of actual difficulties is not only advantageous but in some areas is critical and the sooner appropriate help is offered the more positive the results. Failure to identify may lead to frustration and compound difficulties.

8.3 Children are identified under the headings of needs given by the code of practice. These are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

8.4 Children may be identified in a range of ways. These include:

- children identified by the class teacher. They may be concerned about lack of progress or a particular way a child is presenting.
- children whose parents have expressed concern about progress or specific behaviours.
- children transferred from another school, where they have been identified as having special needs.
- children whose needs become apparent during whole school screening.

8.5 Screening of children includes:

- Speech and language assessment (Wellcomm Screening pack)
- Early Years assessments
- NFER non verbal reasoning test can be used to measure general ability and compare this to other areas of learning and progress.
- Vernon spelling

- Salford reading
- Reading & spelling of Common Exception Words or phonics ability, linked to Little Wandle assessments.
- Y2 SATs
- Formal assessment of phonics during Year 1
- Regular class-based assessments, linked to the National Curriculum and recorded on Target Tracker.

More specific screening includes

- ADHD/ADD observation of behaviours sheet
- Dyslexia Screening test
- ABC assessments for co-ordination/motor skill difficulties
- Handwriting assessment
- Connors rating scale
- Social Communication observation profiles

Children are also continuously assessed throughout the year, informally and more formally by the end of unit assessments in the core subjects. Progress is checked for all children (including those with SEND) at department progress meetings and using our on-line tracking tool.

8.6 Following the screening process, the SENCO will decide whether to place the child on the SEN register. The SENCO/Class teacher will then meet with the child's parents to explain this process to them.

8.7 An IEP (Individual Education Plan) is written by the Class teacher using SMART targets which focus on the child's specific needs. This will be shared with the child's parents.

8.8 Children will be reviewed on a termly basis (half termly for Early Years children). Parents will be invited to meet with the Class teacher to discuss each review and the targets for the next IEP. This process focuses on the outcomes for the child following a period of intervention. When reviewing a child, information from the class teacher, set teacher (where relevant), teaching assistant, involved outside agencies, parents and the child themselves will be sought. Review meetings will also be used to inform decisions about whether the child needs further support and will remain on the SEN register, move off the register completely or a formal assessment is sought. Children may be placed on the special needs register at School Support or, if it is felt that their needs cannot be met within the resources of the school, may be placed at School Support Plus. At this point specialist support needs to be sought from outside the school (only with the consent of the parents.)

8.9 Annual Reviews – during each school year each child with an PFA, IHCP or EHCP will have their progress reviewed. This is organised by the SENCO and all relevant parties invited. Completed paperwork will be sent to the Local Education Authority.

8.10 Recording and reporting of children's achievements happen formally through regular parents' evenings and a written report in the summer term (as with all other children). As well as at the end of each IEP period, when parents are invited in to discuss their child's progress with the class teacher. However, at Greenleas we are committed to regular positive feedback delivered informally both to the child and/or their parents by teaching assistant/class teacher/SENCO as appropriate. Parents and children are encouraged to share their own views on targets/progress.

9 ACCESS TO A BROAD AND BALANCED CURRICULUM FOR CHILDREN ON THE SEN REGISTER

9.1 We feel that it is fundamental that all children are able to access a broad and balanced curriculum.

9.2 The key to this is good adaptation of lessons. It is the responsibility of all class teachers to adapt all areas of the curriculum so that every child can participate, regardless of Special Educational Needs or disability.

9.3 Currently, the key methods for children to access the broad and balanced curriculum are

- through additional support (from the class teacher or teaching assistant)
- through specific resources to help children access the curriculum
- support and advice from outside professionals on how to include children
- Additional time given to complete tasks.

10 SOCIAL INCLUSION

10.1 At Greenleas we are committed to equal opportunities. Our equal opportunity statement says:

“All pupils with Special Educational Needs have an entitlement to equal opportunities within the National Curriculum irrespective of gender, ethnicity, class or language.

Teachers have a responsibility to encourage all pupils to believe in their own ability and to encourage them to reach their full potential. Teachers need to be aware of the demands of different pupils. We have a responsibility to ensure that materials we use are free from gender and racial stereotyping.

The school has a responsibility to raise the awareness of parents of the value of following the National Curriculum to all children.”

10.2 Where possible children will be taught alongside their peers, with their task adapted. This however is not always possible and at times children may need to be withdrawn from lessons to be taught in small groups or on a one to one basis. Efforts will be made for children not to always miss the same subject, when they are withdrawn.

10.3 Children on the SEND register may require special arrangements in exams or tests. These are called access arrangements. Staff work carefully to identify these children who may require additional support. This is particularly the case with Year 6 SATs tests, which need to be carefully administered in a fairly formal way. At Greenleas most children take their SATs in the hall. However for some children, they may be better in a classroom or small office. This is particularly the case if:

- They require a reader
- They require a lot of prompting for attention or need a brain break
- They are extremely anxious

- They require additional time (children with an EHCP automatically qualify for this.)
- They require a scribe

The school must be able to evidence the child's additional needs and in some cases apply for the right type of access arrangement. This may mean that children's reading or writing speed need to be assessed. These assessments may be carried out by an outside agency.

School must be able to evidence that the access arrangement being requested for the test are a part of regular practise in school.

11 HOW THE GOVERNING BODY EVALUATE SUCCESS

11.1 The governing body regularly reviews the number of children on the SEN register and any movement between stages.

11.2 The named SEN Governors regularly liaise with the SENCO to discuss current issues.

11.3 The governors are closely involved in the target setting process for all children – this includes children on the SEN register.

11.4 Analysis of survey responses from parents.

12 TREATMENT OF COMPLAINTS

12.1 Complaints regarding special educational provision will be handled by the SEN Co-ordinator and/or the Headteacher in line with the school complaints procedures.

12.2 Parents at any time can contact outside agencies eg WIRED about all issues relating to special needs.

13 TRAINING

13.1 At Greenleas, we believe that high quality training is the key to good special needs provision and we constantly try to keep up to date with issues relating to special needs. Training consists of:

- SENCO attending LA run courses on a range of issues relevant to SEN.
- SENCO can then disseminate information to staff in the form of staff meetings or as a part of an INSET day.
- Guest speakers are invited in to speak on specific issues e.g. epilepsy nurse or expert in ADHD.
- Regularly arranged meetings with outside professionals for SENCO, class teacher or support assistants.
- Training for headteacher on wider issues relating to SEN e.g. disability discrimination
- Specialist medical training from health care professionals.
- The SENCo is able to use the Dyslexic Screening Test to identify dyslexic tendencies in children. (This is not a diagnosis).

14 WORKING WITH OUTSIDE AGENCIES

14.1 This is a highly valued part of the role of the Special Needs Co-ordinator.

14.2 At Greenleas we are proud of the well-established links that we have with a wide range of outside agencies. Not only do they offer expertise in a range of areas, but also by working closely with them, help us to extend our own knowledge and skills. We have worked closely with the following agencies, many of whom work regularly within our school:

- Educational Psychologist – the school SENCo can arrange a ‘drop-in session’ to discuss their concerns about a child. This is done with the consent of the child’s parent. Advice should be documented and translated into targets in the child’s IEP.
- SENAAT – one day per school year. This can be used to carry out assessments that we are not able to do ourselves.
- Speech and Language Therapy – come into school to assess referred children.
- Hearing Support – on request
- Vision Support – on request
- ASC team – children can be referred into this team, in order to gain advice. Children do not need to have a medical diagnosis to access this support.
- Physiotherapists – allocated by a paediatrician according to a child’s specific needs
- Occupational Therapists – children can be referred onto the Dyspraxic pathway, in order to access OT support. Children must first be seen by a paediatrician. However, they must have an ABC assessment that scores in the red zone for this to progress.
- Child Health – community paediatricians. Children must be referred to the 0-19 team in order to be referred to a paediatrician.
- CAMHs service (Child and Adolescent Mental Health service) In school we have weekly access to the Mental Health Support Team (MHST) who can work with children on an individual basis or as part of a group. There is a strict referral process for this.
- School Nurse – following a referral to the 0-19 team.
- Specialist nurses (asthma, allergies, epilepsy, continence, diabetes, tube feed) – on request for training or HCP meetings
- Social Care team – for advice or to attend meetings

14.3 Referrals to outside professionals ONLY occur with parents’ consent - unless a child is deemed to be ‘at risk’.

Referrals to a health care professional can be made either through the school nurse, or through a child’s own GP.

Outside agencies can be contacted via the school SENCo.

15 PARENTS

The Code of Practise places the views of parents and children at the heart of decisions made within school.

15.1 At Greenleas we believe that successful practice in SEND involves a clear partnership between school and parents. Where this is the case, it is clear that children make most progress. We have worked hard to build up these partnerships by:

- Regularly keeping parents informed of their child's difficulties and their progress. This is usually through review meetings.
- Being honest and open at all times.
- Having an open-door policy. We understand having a child who has special educational needs can be difficult or even upsetting at times. We are always available to talk over issues and will make every effort to give appointments at the earliest opportunity.
- We believe that the parent is the expert on their child and that they have a great deal of information to give. We encourage them to contribute ideas for the IEP as well as keeping us informed of any changes in the child's life.
- Parents are encouraged, although not under any pressure to support their child's learning at home. All parents receive a copy of their child's IEP, showing the targeted areas. Strategies to achieve these are discussed with parents, but emphasis is placed on learning being fun.
- A working party of interested parents was set up to review and update this policy document and SEND practice at Greenleas.

16 LINKS WITH OTHER SCHOOLS

For many years we worked with Orrets Meadow School's outreach teaching service for children with Specific Learning Difficulties. This provided high levels of training for the Teaching Assistants who delivered this programme. Although we no longer buy into this service, we have the expertise within school to deliver programmes to support children who have Dyslexic Tendencies. We also purchase a small amount of time from SENAAT (Special Needs Assessment and Advice Team) which is a s traded service run by Orrets Meadow. We have received training from Orrets Meadow and have sent Teaching Assistants on their training courses.

16.1 We have developed good links with Elleray Park Special School, who have been kind enough to allow us to visit their site to look at their resources. They have also been an excellent source of advice and information.

16.2 We make it our policy to visit all early years' settings to observe any pupils transferring to our foundation stage. This has enabled us to create links, working with staff and gaining ideas for resources. Children who have been identified as having SEND in their pre-school setting will be offered an extended package of transition, which will include a home visit.

16.3 We have worked hard to develop our links with Secondary Schools. The SENCO meets with each secondary SENCO to discuss the children who are

transferring. This is in addition to completing the LA transfer forms for children on the SEN register.

16.4 Children with an EHCP, PFA or children who may find transfer particularly difficult are given additional induction sessions (to the one whole day that all children have). They are offered the opportunity to spend some time at the secondary school, where they can see their classroom and meet key staff.

16.5 Secondary SENCOS are invited to the final review meeting of the year, where they can meet with the parents, to discuss any concerns.

16.6 The SENCO works alongside SENCOS from other schools to offer support and advice.

16.7 The SENCO has been invited by both the LA and the speech therapy service to join working parties to develop current practice.

17 HOMEWORK

Homework can be a difficult area for children on the SEN register and can be a concern for parents. Parents who have concerns regarding homework can speak in the first instance to the class teacher. It may be that homework can be adapted to a more suitable level or that a teaching assistant could spend a little more time explaining tasks. If, however, difficulties persist, parents are encouraged to speak to Mrs Higginson, the Special Needs Co-ordinator. It may be helpful to offer lunchtime club to enable children who are having difficulty to complete their homework in school.

18 SUPPORT FOR EMOTIONAL NEEDS

The self-esteem of all children at Greenleas is considered vital. Staff are encouraged to monitor carefully the self-esteem and confidence of pupils on the SEN register. This is done by:

- Ensuring that no stigma is attached to children receiving extra support – at Greenleas it is considered a privilege to have one to one or small group work with a TA.
- Individual programmes to support self-esteem, social skills, confidence, anger management and anxiety are available.
- Children can access individual support from the SENCo or other outside agencies, if their difficulties are considered complex.
- Children on the SEN register are encouraged to participate in a range of extra-curricular activities. Extra support can be provided to ensure their full participation.
- We have a number of staff in school who have been trained as Mental Health First Aiders.
- See also Greenleas' Mental Health Policy

19. COVID, SEND and Mental Health

- Children with SEND are at greater risk of having difficulties with mental health and well-being.
- COVID and lockdown has had a significant impact on the mental well-being of many children.
- At Greenleas, we are committed to supporting children's mental well-being. Work is completed as a whole class, within small focused groups and on a one to one basis (as needed.)

- School can seek further support with mental health issues eg from CAMHs to support children with more complex needs. Class teachers identify concerns and share with the school SENCo. Concerns are also discussed with parents, who have a vital role to play, in sharing their insights.
- Greenleas has a direct link with CAMHs Mental Health Support Team, with a worker coming into school once a week. Support offered can take the form of group work or one to one support, depending on the child's needs.
- Many children identified with additional needs or SEND have been impacted by not being able to attend school during lockdown. Staff at Greenleas are working extremely hard to ensure that gaps in learning are filled. This happens in a number of ways:
 - ✓ Class teachers identifying gaps in learning and planning how to fill these within lessons.
 - ✓ Class teachers identifying gaps from Target Tracker and planning to support children to fill these.
 - ✓ Teacher Assistants work with groups of children in sessions before or after school. Objectives are identified by class teachers.
- ✓ Identifying children who need additional emotional support.

For further advice on what Wirral Local Authority has to offer children with SEND go to Wirral's SENDLO website.

<https://www.sendlowirral.co.uk/>

This policy has been reviewed and updated September 2023

Top Tips from parents who have children with additional needs at Greenleas.

My child loves school because he knows whatever problems arise he has the help and support he needs to overcome them. One size does not fit all. Do not hesitate to ask for help. Mrs Higgerson is nearly always at the gate in the morning and is very approachable.

Utilise the expertise and knowledge of the SEN team – I have and both me and my child feel really supported. Their involvement is proactive and nothing is ever too much trouble. My child is happy and supported every day to reach the best of his ability with the team who show 100% dedication to his needs.

My son's transition from pre-school to primary was seamless due to the exceptional communication with pre-school from Greenleas, and Greenleas offering an enhanced transition package allowing my son to move at his own pace. Greenleas always supports the voice of the child and have always listened to any worries or concerns I have had as a parent. This has been invaluable. Mrs Higgerson is a someone that has always gone above and beyond to ensure my son gets the support he requires to allow him to fulfil his full potential both educational and socially. Without the support of Greenleas my son wouldn't be the happy boy we see today who loves everyday he is in school.