



## SEN Information Report

Reviewed:	1 <sup>st</sup> September 2019	1 <sup>st</sup> September 2020
Review Frequency:	Annually	Annually
Next review date:	1 <sup>st</sup> September 2020	1 <sup>st</sup> September 2021

### SEN Information Report 2020-2021

#### **What kind of Special Educational Needs (SEND) does Greenways Primary Academy make provision for?**

Greenways Primary Academy is proud to be a mainstream inclusive primary academy. We admit children from age 3 – 11 with a range of needs.

Children's learning needs can be vast and varied but can often fall into one or more of the following identified categories:

1. Communication and interaction: *Children with this area of need may have difficulty in communicating with others. They may have difficulty with one, some or all aspects of speech and language or social communication at different times in their lives.*
2. Cognition and learning: *Support for learning difficulties maybe required when children are learning at a slower pace than their peers, even with the appropriate differentiation.*
3. Social, emotional and mental health: *This may include such things as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.*
4. Sensory and/or physical needs: *Some children have special educational provision because they have a disability which prevents them from making use of the educational facilities generally required. This could include things such as vision or hearing impairment, or a multi-sensory impairment.*

### **How would Greenways Primary Academy identify and assess my child's special educational needs?**

The approach taken at Greenways Primary Academy is one where we regularly review and record what we offer EVERY child or young person in our care. This is termed our 'Universal provision'. We strive to support all children to enable them to achieve their full potential as we guide them through their learning journey.

Underpinning ALL our provision in the academy is a cycle of monitoring, evaluating and improving what we are doing. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress. Any concerns regarding progress or attainment will be raised with parents at the earliest convenience either in informal discussions or at formal parents' evenings which occur twice per year. If concerns continue despite class teacher intervention, the academy will speak to parents and discuss the next steps which may involve entering your child onto the Special Educational Needs register. This will mean they have needs that require intervention that is greater than or different from their peers in order to make expected progress.

If you are concerned that your child may have Special Educational Needs, you should speak to the class teacher or make an appointment to see the **Special Educational Needs Co-ordinator (SENCo) – Miss Stone**.

### **How will Greenways Primary Academy staff support my child?**

Greenways Primary Academy has a graduated response for supporting children. This begins with good quality teaching. Phonics is taught from Foundation Stage upwards and regularly assessed to ensure that progress in reading is as rapid as possible. Additional one to one support is given to those children who need it. In mathematics, gaps in children's skills are identified and addressed.

Those who need additional support in other areas may complete an intervention programme in a small group, which will usually be for 10-12 weeks. Some pupils who need intensive support may have one to one or regular small group support for part of the curriculum. Any advice given by professionals will be integrated into the child's provision. Teaching Support Assistants (TSAs) support children's learning including those with Special Educational Needs or disabilities and those learning English as an additional language. Where additional needs have been identified, the academy is able to assess a range of outside agencies to support children.

### **How will both you and I know how my child is doing and how you will help me to support my child's learning?**

The progress of all pupils is monitored through half-termly pupil progress meetings where class teachers discuss the progress of all children with the Head of Academy. Parents are consulted in a variety of ways including parents' consultation evenings and informal discussions. Review meetings are held for children with additional needs and strategies to support them are agreed. These are shared with parents either face to face or electronically via Edukey. If needed, the academy will set up home/school diaries, this will give staff and parents the opportunity to share information more easily and keep track of any significant events either at the academy or at home. Class teachers are always willing to discuss ways in which you can support your child.

### **How will the curriculum be matched to my child's needs?**

Our aim is to provide a curriculum that is relevant, broad and balanced and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

Teachers plan based on children's needs against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs, their work will be further differentiated by the class teacher to support barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help such as pre-teaching.

If appropriate specialist equipment may be given to the pupil, e.g. writing slopes, concentration cushions, pen/pencils, grips or easy to use scissors. If a child is identified as having a special need, they will be given a pupil passport, these replace Individual Education Plans (IEP's) and will be recorded electronically via Edukey. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENCo three times per year. Teaching assistants may be allocated to work with a pupil in a one to one or small focused group to target more specific needs. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards etc. Computer programmes may be used to support learning.

### **What support will there be for my child's overall wellbeing?**

Greenways Primary Academy has a nurturing ethos based on aiming high and becoming a star. We want to develop all of our children to be happy, well rounded individuals who have a love of learning through which they can achieve and progress. These values are based on being positive, understanding your impact, taking personal responsibility, having bounce back ability and setting huge goals. There is consistent behaviour

management policy and every day is a fresh start. Teaching Assistants are able to support children with social or emotional needs.

Pupils with medical needs will be provided with a detailed healthcare plan via Edukey, compiled by the academy with support from appropriate health professionals and in partnership with parents and if appropriate the pupils themselves. All medicine administration procedures adhere to the LA policy and DFE guidelines included within the Supporting pupils with medical conditions policy. (See academy website).

### **What specialist services and expertise are available at or accessed by Greenways Primary Academy?**

Staff at Greenways Primary Academy are able to deliver a range of intervention programmes including communication, English and math's programmes.

A range of specialist services can be accessed including:

- Inclusive Learning Service (ILS)
- Autism Outreach Team
- Speech and Language therapists,
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Education Welfare Officer
- Children and Young People Services
- School Nurse Team
- Integrated family Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy
- Physiotherapy Referrals can be made to Special Academy Outreach for children with statements of Special Educational Needs or Education, Health and Care plans.

An Educational psychologist is allocated to each academy. He/she would normally only work directly with pupils whose needs are quite considerable and who have not responded well to the interventions previously put in place for them. This involvement is planned by the SENCo with the permission of parents/carers. In order to help understand the pupil's educational needs better, the Psychologist will generally meet with the parents and give feedback after the assessment has been completed. He/she will offer advice to the academy and parents/carer on how to best support the pupil in order to take their learning forward.

The academy has 4 visits per year from ILS specialists which can include training, specialist support or generic whole academy advice.

### **What training have the staff supporting the children with SEND had or are having?**

All staff at Greenways Primary Academy have training on safeguarding children. First aid training is updated regularly. Staff have been trained in the use of a wide variety of intervention programs to support children's learning. These include Inference Training, Numicon, Better Reading Partnership, Talking Partners, Active Literacy Kit, Beat Dyslexia, Dyslexia and Autism Awareness, Deaf Awareness, training, Switch on!, Precision Teaching, Wordshark and pre-teaching vocabulary. Some staff have completed Stoke Speaks Out Level 1.

We are an 'Attachment Aware' academy and all staff have received training in Attachment and Trauma awareness as well as Emotion Coaching.

There is on-going professional development for all staff. Training is arranged in response to specific needs. This year, the academy will be working towards achieving Dyslexia Friendly Level 1.

Miss Stone – SENCo qualification (in progress).

INSET (In service training) needs for all staff are delivered through the professional development programme as identified in the Academy's Development Plan. We are committed to developing the expertise of our staff. We try to spread the skills throughout the key stages where possible so that all classes have access to relevant practitioners.

All staff are trained in Level 1 Safeguarding, but DSL's have level 3 also.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Specialist visits by the Local Authority and other outside agencies are requested to advise, train and support staff development in different areas of need.

### **How will my child be included in activities outside the classroom including trips?**

Greenways is an inclusive academy, which endeavours to provide opportunities for all children to participate in activities including visits and clubs.

When planning visits children's needs are considered and where necessary adjustments are made or additional support provided in consultation with parents.

Where this is not possible, every effort will be made to provide a suitable alternative. Risk assessments are carried out and procedures are put in place to enable children to participate. If the academy or a health and safety risk assessment suggests that a child

needs one-one support due to their particular needs the academy are available to provide this. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in the academy.

### **How accessible is the academy environment?**

Greenways Primary Academy has one level with 8 classrooms. Foundation Stage 1 and Foundations Stage 2 are in a separate building on the academy grounds. We have access to a field for outdoor activities and sports. The academy has wheelchair access and if necessary classrooms are relocated according to the needs of pupils. Walkways through the building are free from clutter and obstacles. Displays are tidy and orderly to prevent sensory overload. There are suitable toilet facilities for children with disabilities. There is currently one portable Soundfield system ,which will amplify sound in the classroom. Interactive whiteboards and visualizers are available in all classrooms.

### **How will the academy prepare and support my child to join the academy or the next stage of their educational career?**

Children joining Nursery class are invited to play and stay sessions during the Summer Term. This enables a smooth transition and the children settle well. Children joining mid-term may be supported by Teaching Assistants according to their needs. For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. In many cases a member of staff has met with staff from the previous setting to gain information which will help in setting your child in our setting.

When children transfer to other settings, staff from Greenways liaise with the new setting to share information and plan transition, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

This may include staff accompanying children and parents on transition visits to the new setting. Staff from secondary provision are invited to SEND review meetings in year five/six. Extended transitions can be arranged if this is required for individual pupils and the next education provider accepts it.

### **How are the academy's resources allocated and matched to children's special educational needs?**

Greenways Primary Academy receives funding from the Local Authority to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds are allocated per pupil to the academy to provide for their education.
- The SEN budget.
- The pupil premium funding for pupils who meet certain criteria.

- In addition, for those pupils with the most complex needs, the academy may be allocated Additional Educational Needs funding.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In class support from teaching assistants
- Small group support from teaching assistants e.g. English and Math's support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support
- Provision of specialist resources
- Continual Professional Development (CPD) relating to SEND for staff

### **How is the decision made about what type and how much support my child will receive?**

Decisions about support will be agreed at pupil progress meetings according to your child's needs and progress. Some support may be recommended by outside agencies and this will be implemented wherever possible.

For pupils with SEND but without an Education, Health and Care plan (EHC plan), the decision regarding the support required will be taken at meetings with the SENCo, class teacher, parent and other relevant staff as appropriate. Children with statements of Special Educational Needs or EHC plans will be allocated the level of support recommended. This decision will be reached when the plan is being produced or through the Annual Review process with the Local Authority.

### **How will parents be involved in the decisions about the learning of our children?**

Involving parents and learners in the dialogue is central to our approach. Parents/Carers of children with identified special educational needs are encouraged to contribute to Pupil Passports, which can be done face to face with the class teacher or electronically via Edukey. They will be able to discuss the support their child is receiving via a review, which will be held three times a year. Structured conversations are held and parents' views are sought through the annual Review Process for pupils with statements of Special Educational Needs or EHC plans. Parents are also invited to meet with professionals from outside agencies. We consider the views of our parents / carers and children with the highest regard. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **How are parents involved in the academy? How can I be involved?**

Greenways Primary Academy has an open door policy and parents are welcome to speak to staff at a mutually agreed time, either face to face or by telephone.

Members of the Senior Leadership Team are available at the beginning and the end of the academy day.

Regular newsletters are sent home. Parents' evenings are held twice a year and there is an annual report on your child's achievement.

Parents are invited to attend class showcase assemblies to share their children's learning.

### **What do I do if I have a concern about the academy provision?**

The initial point of contact is the child's class teacher. If concerns cannot be dealt with by the class teacher, then an appointment can be made with the Assistant Head. If concerns still need addressing, then an appointment with the Head of Academy. If any person feels that their complaint has not been dealt with adequately by the academy staff, they are able to contact primarily the Executive Head followed by the Chair of Trustees who will report their concerns to the Trust Board.

In addition, the Local Education Authority provides a disagreement resolution service. The LA also provides a parent partnership service details of which are also displayed in the entrance hall, or can be obtained by the SENCo.

### **What other support is available to parents and how can I contact them?**

SEND information advice and support services is a service which provides free, accurate, impartial confidential, information, advice and support relating to Special Educational Needs and Disability (SEND) for parents/carers, children and young people aged 0-25 years.

SENDIASS  
Mount Education Support Centre  
Mount Avenue  
Penkhull  
Stoke-on-Trent  
ST4 7JU

Tel: 01782 234701 / 01782 234847

Email: [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

Website: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

Business hours – Monday-Friday – Telephone Helpline operates 10:00am – 17:00pm

**Where can I get information about the local authority's local offer for my child?**

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=phhNoiLP8o8&localofferchannel=0>

**Relevant academy policies underpinning this SEN Information Report include:**

Complaints Policy  
SEND Policy

Approved by Trust Board

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