

# Anston Greenlands Primary School

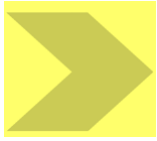


## **SEND Information Report**

### **February 2024**

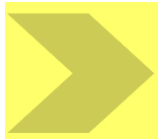
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## Our school's approach to supporting pupils with SEND

At Greenlands we strive to be as inclusive as we possibly can, welcoming all children and families. Our high expectations for all pupils extends to just that – ALL pupils. Every child is different – every child is special. The school has a clear approach to identifying and responding to pupils with SEND. Early identification and effective provision improves long-term outcomes for the pupils. Effective communication and relationships between home and school are vital in supporting pupils. All staff follow the SEND policy and regular termly meetings mean that pupils are regularly monitored. A clear graduated response is followed by staff with high quality first teaching being priority. The approach of 'review', 'assess', 'plan' and 'do' underpins our provision.



## Catering for different kinds of SEND

### Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCo will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

### Cognition and learning

Pupils with learning difficulties may require support and interventions.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

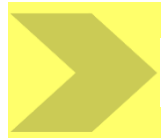
### Sensory and/or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism



## Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Claire Bratt	SENCO	National SENCO qualification

### The SENCO

Name of staff member	Email address	Phone number
Claire Bratt	<a href="mailto:claire.bratt@nclt.ac.uk">claire.bratt@nclt.ac.uk</a>	01909 550557

## Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of pupils with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development



## Identifying and assessing pupils with SEND

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress



## Consulting with pupils and parents

Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them confidence that their views and contributions are valued and will be acted upon.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils, and their parents at separate intervals throughout the academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Pupils' views are central to the process. Children are consulted with at all times and their opinion is valued, listened to and acted upon. Regular pupil voice activities take place throughout the year and these are shared at review meetings. Their interests, aspirations and difficulties are noted and this informs future targets and planning. Pupils are invited to review meetings and are involved in their target setting and progress.



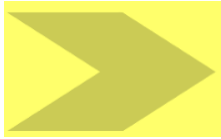
### **Involving key stakeholders**

The governing body, headteacher, SENCO, senior leaders and teachers are involved in SEND meetings and pupil progress meetings. SEND provision is discussed at governors meetings and the SENCO regularly meets with the Chair of Governors.

All authority services are used and regularly consulted with. This can be as a professionals meeting or one which involves all parties.

Learning Support Services and Educational Psychology Service are frequently in school and meet with pupils, SENCO and parents on a regular basis.





## Teaching approach and adaptations to curriculum and environment

We believe in quality first teaching for all pupils. Teachers plan for individual learning needs. Effective communication and relationships between home and school are vital in supporting pupils. All staff follow the SEND policy and regular termly meetings mean that pupils are regularly monitored. A clear graduated response is followed by staff with high quality first teaching being priority. The approach of 'review', 'assess', 'plan' and 'do' underpins our provision. Pupils are at the centre of their own learning and regular pupil voice activities take place where pupils take an active role in their learning styles and work with teachers to help cater for their needs.

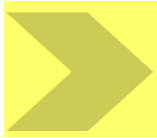
We are very proud of our curriculum here at Greenlands. We believe that it is exciting and unique and gives all pupils the opportunity to learn and develop new understanding and skills. Learning environments are taken into consideration and we like to look at corridors as extensions to the classroom. There are several 'quiet' areas where pupils can be taken for small group or 1:1 intervention. We are incredibly lucky to have the grounds that we do and we often make the best use of the space we have, regularly taking learning outside. Forest Schools lessons take place for all pupils and if they have special requirements or disabilities then these are taken into consideration and learning is adapted for that child.



## Transition

The FS2 school staff liaise with all settings prior to the start of school in September. Transition meetings and reviews can be held up to a year before the start of school to ensure the right provision is available for your child. This may involve meeting with health care professionals or other groups. School offer a graduated start to the term, involving firstly afternoons, then morning and a lunch. Stay and Play sessions are also offered by the FS2 staff team prior to the summer holidays. Staff also operate a home visit programme to ensure all children's needs are known.

Additional transition visits are planned for all children with SEND. Staff from feeder Comprehensive schools also visit to provide additional support and a 'friendly face'. Within school additional transition support is provided for items such as timetables, organisational issues and new vocabulary of lessons.

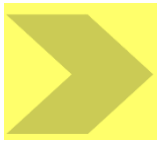


## **Inclusivity in activities**

We firmly believe in inclusivity in all activities for children with all SEND. Activities should be adapted and made available for all children, regardless of their need. Staff are committed to inclusivity for all children and adults in school.

When planning trips and residential activities, the pupils needs are well thought out and considered in all aspects of planning.

School clubs are made available to all and adapted when needed.



## Evaluating effectiveness

In line with the statutory requirements, we hold termly reviews to discuss progress and effectiveness of interventions. Additionally, all staff complete pupil progress reviews where children are identified to need intervention – the effectiveness is then discussed at the following pupil progress review. Teachers complete termly progression maps where all children requiring and receiving intervention are identified. This is monitored by the SENDCo regularly and progress is noted. The SENDCo observes the effectiveness of interventions and gives feedback to staff and SLT. Detailed assessments will identify the full range of the individual's needs, not just the primary need.



## Handling complaints

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.



## Local offer

<https://www.rotherhamsendlocaloffer.org.uk/>



## Named contacts

Name of individual	Email address	Phone number
<b>Claire Bratt</b>	<a href="mailto:c.bratt@greenlandsprimary.org">c.bratt@greenlandsprimary.org</a>	<b>01909550557</b>
<b>Alex Wirth</b>	<a href="mailto:a.wirth@greenlandsprimary.org">a.wirth@greenlandsprimary.org</a>	<b>01909550557</b>