



GREEN LANE PRIMARY ACADEMY



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SEND Information Report for Green Lane Primary Academy

IDENTIFICATION AND SUPPORT FOR LEARNING AND WELL-BEING

How does the school identify children with special educational needs?

Identification

- Information directly given by parents;
- Transition information passed on from nursery or early years;
- Data gathered from in-school assessments;
- Recommendations from other professionals;
- Pupil Progress Reviews held throughout the year (SENDCO involvement);
- Data gathered from other schools and shared with us on transfer;
- Annual transition meetings that take place before each new academic year.

Teaching Staff Responsibilities

- Teaching staff gather evidence over a half term (Pupil Cause for Concern form completed)
- Evidence shared with SENDCO
- Decision made to continue gathering evidence OR involve outside agency
- Child monitored OR child monitored and outside agency support implemented OR child monitored and outside agency support implemented and child registered with SEND.

Placing a child on our SEND Register

All teaching and non-teaching staff should be fully aware of school procedures in relation to children with SEND. The class teacher is ultimately responsible for the progress of all children in their care, including those with SEND. In full discussion and with permission from parents, a child will be registered as having a SEN Need if:

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years:

‘they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- *fall within the definition of the above or would do so if special educational provision was not made for them.*

Four Broad Areas of SEN

Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties.

	<p>Social, Mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.</p> <p>Sensory and/or Physical - this includes children with sensory, multi-sensory and physical difficulties.</p>
<p>What should parents do if they think their child may have special educational needs?</p>	<ul style="list-style-type: none"> • First point of contact is the class teacher. • SENDCO available if parent wishes to meet with her. • The Head Teacher is available if concerns are of a more serious nature.
<p>How is the decision made about how much individual support children need?</p>	<ul style="list-style-type: none"> • Leadership Team, Class Teachers and TLRs Standards and Progress review all progress data on a termly basis at the Pupil Progress Meetings (or sooner if necessary) for all SEND pupils. • The SENDCO and Class Teachers, acting on the advice of other professionals as appropriate determines support and Interventions. • The SENDCO has a strategic leadership role in supporting class teachers in developing provision for pupils with special educational needs. • Class teachers are responsible for day-to-day provision, and they manage the work of any teaching assistants who work with SEND pupils. The SENDCO offers support and guidance as necessary, as do other professionals e.g. S& L Therapists, Learning Support Teacher, TLRs Standards and Progress. • The amount of provision is decided in line with the needs of the pupil. For example, this could be a short term intervention programme such as a half-term of input on a specific area of need or longer term in class support. <p>Please note Any provision made via an Education, Health and Care Plan will be reviewed 6 monthly for those in Foundation Stage and Annually thereafter (unless significant changes are required in the interim).</p>
<p>How does the school support pupils with special educational needs?</p>	<p>Central to our practice is the breaking down barriers to learning and helping SEND pupils to move forward with their learning and progress.</p> <ul style="list-style-type: none"> • The Head Teacher and the SENDCO will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision; • All teachers at Green Lane Primary Academy have a responsibility for the teaching, monitoring and evaluating of pupils with SEND. This is the first principle of the New Code of Practice; • There is whole school commitment to raising achievement through quality first teaching, from Nursery to Year 6; • Appropriate, targeted differentiation according to pupil need; • Reduced class sizes where appropriate allowing for some smaller teaching groups; • Personalised provision through targeted learning (SEND Support Plans reviewed three times a year); • In addition to quality first teaching at Green Lane Primary Academy, pupils also have access to additional specialist support where appropriate e.g. <ul style="list-style-type: none"> ➤ Setting in Y1, Y2, Y3 and Y6; ➤ Special Educational Needs Higher Level Teaching Assistants; ➤ Higher Level Teaching Assistants for Intervention across EYFS and KS1; ➤ Specialist Teaching Assistants for Speech & Language, English as an Additional Language, Autism; ➤ Specialist Literacy Support Teacher;

- Educational Psychologist;
- Language and Learning Service.

- The Academy also employs a Learning Mentor who works with pupils who may require additional support to access learning due to emotional, social or behavioural difficulties. Often, these pupils are those who have SEND;
- Some individual pupils may have specifically tailor-made interventions as required e.g. Toe by Toe, Talk Boost, Blast, Blast 2, Read Write Inc. Catch and Fresh Start, Inference Training etc.

What mechanisms are in place for supporting pupils' overall wellbeing?

- Pastoral Care**
- All pupils belong to a year group team;
 - The Year Group Team Leader has overall responsibility for the year group and in particular pupil progress;
 - The Class Teacher has the role of ensuring pastoral well-being is in place and works with the team leader and SENDCO to ensure progress and well-being;
 - Our electronic system CPOMS ensures that all relevant staff are aware of personal, social and emotional issues in order to fully support the children in their care.

- Medical Needs**
- The Academy manages the administration of medicines in line with the Medicines Policy by means of a specifically monitored and locked resource;
 - Green Lane Primary Academy has a full medicines policy;
 - A member of support staff is on duty each morning to receive medicines from parents and they are specifically monitored and stored;
 - Parents are asked to complete a consent form, as well as providing specific information from the GP prescribing the medication;
 - Care plans are written, as required, in line with the agreed policy;
 - To support this process, school has a number of designated first aiders and they are on duty at break and lunchtimes;
 - Training is provided and continually updated;
 - The School Nurse is easily accessible.

- Behaviour**
- The Academy Positive Behaviour Plan is transparent and made known to all pupils;
 - Bespoke Programmes are created and implemented where necessary;
 - The Learning Mentor works with children and their parents when children are experiencing behaviour or social and/or emotional difficulties.

- Attendance**
- The Learning Mentor also monitor attendance data carefully, and support pupils and families who may have difficulties in this area;
 - An Educational Welfare Officer may become involved if it is deemed necessary;
 - A process of first day contact is in place and children are prioritised as necessary;

	<ul style="list-style-type: none"> • Home visits take place as required and close liaison is maintained with parents via meetings and phone calls. <p>Pupil Views</p> <ul style="list-style-type: none"> • The views of pupils are obtained via the school council which has pupil representatives from each class from Y2 to Y6; • Children complete pupil questionnaires bi-annually; • KS2 SEND children complete pupil questionnaires; • Pupils participate in PSHE lessons where circle time fosters exchange of views. <p><i>Special exam arrangements for identified students are organised for year 6 SATs.</i></p> <p>Some of the Academy's SEND pupils are involved with other agencies, and where this is the case multi-agency meetings are held. Relevant professionals and outside agencies are involved, as well the pupils and their parents.</p>
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PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

<p>How will parents know how their child is doing?</p>	<ul style="list-style-type: none"> • All parents are invited to three parents evenings throughout the academic year to discuss their child's development and progress; • When reporting to parents, via termly reports, their child's progress is compared with the National Picture in terms of expected attainment; • More regular meetings are arranged regarding individual pupils, depending on need through Joint Home School meetings; • If required, contact is maintained between home and school via a home to school book which can be used for a variety of reasons.
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<p>How are parents involved in discussions about planning for their child's education?</p>	<ul style="list-style-type: none"> • Meetings with parents to discuss child's SEND Support Plans are scheduled in the autumn and spring term. • If the pupil has been working with our Specialist Literacy Teacher or any outside agency, then a report is produced with assessments and recommendations listed. Copies of these reports are sent home to parents; • Parents are able to meet with professionals to discuss the findings of these reports; • For parents with a child who has an Education Health and Care Plan (EHCP), annual reviews are held and provide a forum to voice their opinions about the support their child is receiving; • EHCPs are written/reviewed in close consultation with parents and all external agencies involved with the child; • Most pupils with an EHCP have a named support assistant who has very regular contact with parents. • Effectiveness of provision is gathered through Parent / Carer questionnaires.
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<p>How are children able to contribute their views?</p>	<ul style="list-style-type: none"> • From Y2 upwards our target recording system, affords the opportunities for the class teachers to discuss reading, writing, Maths and science targets on a very regular basis; • Children's views contribute to Annual Reviews / EHCP review meetings; • Children share their views at student council meetings; • KS2 SEND children complete pupil questionnaires;
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PROVISION, RESOURCES & SERVICES

<p>How is learning and development provision matched to individual pupils' needs?</p>	<ul style="list-style-type: none"> • Additional teachers are employed in Y2 – Y6 to enable smaller ability sets; • SEND children receive additional support as necessary, for example through nurture groups and deployment of resources and staff; • All students have an entitlement to study a broad and balanced curriculum; • School discretion can be used to tailor the curriculum to a pupil's needs; • Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a wide range of strategies; • In some year groups, within the core subjects (English and Maths), groups are set within ability bands, which enables differentiation to the appropriate level using quality first teaching and ensuring that targets are stretching and attainable; • Where appropriate, applications are made to the Higher Needs Funding Matrix.
<p>How are the school's resources allocated and matched to pupils' SEND?</p>	<ul style="list-style-type: none"> • The Academy's notional SEND budget is allocated for resources, staffing, and training and to support the specific needs of pupils with EHCPs; • The Head Teacher, SENDCO and governors have overall responsibility for the SEND budget; • Pupil Premium money is also used to provide additional staff and resources for those SEND children who may also be eligible for FSM. <p>As a small example resource allocation includes:</p> <p>Staffing</p> <ul style="list-style-type: none"> • Provision of S& L Teaching Assistants; • Language and Learning Assessor (Two half days a month); • Educational Psychologist (Two half days a month); • Bi-lingual staff. <p>Resources</p> <ul style="list-style-type: none"> • Purchase of resources at a suitable level; • Sensory resources and equipment <p>Training</p> <ul style="list-style-type: none"> • Positive Handling Training • Dyslexia Support Training • Reciprocal Reading Training • Mental Health – Risk and Resilience • Sounds Write Phonics Training • Manual Handling Training
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<p>Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress. The following is a snapshot of these, but is not an exhaustive list.</p>

	<p>Expertise in School</p> <ul style="list-style-type: none"> • The Academy has several Paediatric First Aid members of staff • Several members of staff have First Aid Qualifications • Talk Boost Trained Staff • Specialist Literacy Teacher –Diagnostic Assessments and Advice to staff and parents • Positive Handling REMOVE • Sounds Write trained members of staff <p>Expertise/Specialist Services Accessed by Schools</p> <ul style="list-style-type: none"> • Educational Psychologist: Detailed assessments for part of this specialised service. • Language and Learning: Detailed assessments for part of this specialised service. • Speech and Language Therapy Services: Detailed assessments for part of this specialised service. • Hearing Impaired Service & Teachers of the Deaf: Detailed assessments for part of this specialised service. • Child and Adolescent Mental Health Service (CAMHS): Detailed assessments for part of this specialised service. • Occupational Therapy: Detailed assessments for part of this specialised service. • Physiotherapy: Detailed assessments for part of this specialised service. • School Nursing Services • The Bungalow Project (Behaviour and Mental Health Problems): Reports are provided at the end of therapy. • The Cleveland Unit • Middlesbrough SEN 0-25 Team • Daisychain • Holmwood School • Priorywoods School
<p>How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<ul style="list-style-type: none"> • Disabled toilets are available on ground floor. • Ground floor fully wheelchair accessible. • Changing room and shower facilities available. • Disability Discrimination Act considered when refurbishing and redecorating. • Communications with parents whose first language is not English is available - respond to need.
<p>How are pupils included in activities outside the classroom including trips?</p>	<ul style="list-style-type: none"> • All pupils with SEND are able to access all of the school’s activities including visits and where possible, residential visits • The school assists individual pupils on a needs-led basis.
<p>STAFF TRAINING</p>	
<p>What training have the staff supporting pupils with SEND had, or what are they expected to have?</p>	<p>Green Lane Primary Academy values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate. We summarise below the most recent staff training in respect of SEND.</p>

(n.b under the SEND Code of Practice legislation, schools/academies need to offer high quality professional development and training to the work force.)

Full Staff Training

- Annual Child Protection training
- Inference Training
- De-escalation and Resilience Training
- Reciprocal Reading
- Safeguarding
- Sensory Processing training

Individual/Group Training in the past 2 years

- Autism in the Classroom
- Positive Handling
- Dyslexia
- Speech, Language and Communication
- Diabetes Training
- Epi-pen Training
- Dental Health
- Counselling level 2
- Hearing Impairment
- Behaviour management
- LAC – looked after children
- First Aid & Medications in school and the Law
- Down’s Syndrome Association training
- Active Literacy
- Active Maths
- LiLAC Training
- Outreach Support
- Managing Diabetes in School (EYFS Staff)
- Positive Handling (EYFS Staff)
- Introduction to CAMHS
- Mental Health, Risk and Resilience
- Introduction to ADS
- Team Teach
- SEN Support Conference
- Supporting LAC to Achieve
- Attachment Therapy
- FGM, Forced Marriage & Honour Based Violence Workshops
- SEND Briefing Reforms
- Improving Language and Communication Opportunities in the Classroom
- SEND Provision Visits
- SEND Matrix Briefing Session
- Epi-pen Training
- Administering Medication

- Working with SEND Children
- Introduction to ADHD
- An Introduction to Sensory Processing Difficulties
- Introduction to Positive Behaviour
- Outcomes in EHCPs: North East Workshop 2
- Child Behaviour Online course
- ADHD Training and Workshop
- Team Teach Training
- SEND and the Law
- Annual Review Process
- SEN Support and EHCP Assessment
- Early Help Process
- Autism and Communication (Early Years Teacher)

TRANSITIONS

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?

Before Joining

- Before a child with SEND joins the school detailed meetings with parents and appropriate agencies are held in order to assess need and plan provision which reflects those needs.

Within School

- Year Group Teams hold transition meetings at the end of the summer term to discuss all children but particularly those with SEND;
- Children visit their next class at the end of the summer term to meet their new teacher;
- Packs including photographs of members of staff are provided for some children in preparation for the new academic year.

Secondary Transition

- Parents of pupils with SEND in Year 5 are encouraged to visit the secondary schools in the Spring/Summer terms. This is so that they can begin to make informed decisions about their placement in a local secondary school;
- Parents of pupils with SEND are encouraged to attend open evenings at local secondary schools in the autumn term of Year 6;
- Once a place has been confirmed, the SENDCO liaises with parents and the secondary school;
- A transition plan is put in place which could include the possibility of extra transition visits;
- A mentor might be put in place as a familiar adult to help with transition;
- All Information is passed on to a new school.

FURTHER INFORMATION

Who can parents contact for further information?

The first point of contact for a parent if they want to discuss something about their child would be the child's class teacher.
If more advice/ information is required they are welcome to contact the SENDCO.

Contact Details

Green Lane Primary Academy

Green Lane

Acklam

Middlesbrough

TS5 7RU

Telephone: 01642 277407

www.greenlanemiddlesbrough.co.uk

Head Teachers: Mrs Walsh

SENDCO: Mrs Brownsell

SEND Governor: Mrs Forrester

Information about further activities and support available in the area can be found by following the link below:

Middlesbrough Local Offer: www.middlesbrough.gov.uk/localoffer

Redcar and Cleveland Local Offer: <http://search3.openobjects.com/kb5/redcar/directory/localoffer.page>

Darlington Local Offer: <https://livingwell.darlington.gov.uk/Categories/528>

Glossary:

SEND - Special Educational Needs and Disability

SENDCO – Special Educational Needs & Disabilities Coordinator

HLTAs – Higher Level Teaching Assistants

BSL - British Sign language

EHCP - Education Health and Care Plan (replaces statement)