



SEN Information Report 2019-20



1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all pupils is monitored frequently and consistently by the class teacher and teaching assistants. Every term we hold a more formal "Pupil Progress Meeting" where the Head teacher, class teacher and Inclusion manager meet to talk through the progress of every child in each class and decide if any extra support is needed to ensure that every child meets their potential. Children falling behind age related expectations will be identified and given the appropriate support to make the necessary progress. Should concerns arise these will be discussed with the child's parents. We also hold parent teacher consultations three times a year.

If your child attends Greenfields Primary and you have any concerns about your child's progress, the first point of contact is the class teacher. Alternatively parents are welcome to contact the Inclusion Manager or other members of the Senior Leadership Team. At Greenfields Primary School we operate an open door policy where parents can raise any concerns, about their child's development, by phone, email or face to face meeting.

2. How will school staff support my child?

Our Inclusion manager oversees all support and progress of any child requiring additional help across the school.

- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made in every area.
- The class teacher will use a provision plan to set out the support your child is receiving and evaluate the success of any interventions.
- The provision plan will contain specific targets so that it is easy to track progress.

At Greenfields we aim to provide a broad and balanced curriculum making learning accessible and exciting. All lessons are differentiated using appropriate resources to enable all children to make progress. Our teachers work in a continuous cycle of assess, plan, do, review. This is called the graduated approach and more information about this can be found in the SEN code of practice (2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

3. How will I know how my child is doing?

As part of our ongoing support to parents of children at Greenfields we have:

- An open door policy – access to Inclusion Manager and Senior Leadership Team
- Termly parent teacher consultation meetings to share targets
- Communication in writing when extra support is being provided
- Where external specialists are involved, Inclusion Manager will set up Professionals/Parents meetings to share assessments, targets and progress
- Family Support Worker available to all parents
- Questionnaire each year to ensure parents' voice is heard
- Regular Inclusion drop in dates for parents to meet with the inclusion manager & class teacher.

4. How will the learning and development provision be matched to my child's needs?

All class teachers plan lessons using careful assessment, they differentiate accordingly to meet the needs of all children in the class. For children who have additional needs the teacher will plan for the child to use additional resources or an additional adult may work alongside small groups of children to support independent working.

5. What support will there be for my child's overall wellbeing?

We will work carefully with families to support children's overall wellbeing as well as using a range of strategies available in school as listed below.

- School Behaviour Policy consistently applied across the school
- Behaviour Policy focuses on positive behaviour management but with clear system where consequences are necessary
- Small group interventions on social skills using games and role play
- Small group interventions on anger management using games and discussion cards
- Drawing and Talking – 1:1 30 mins weekly for a 12 week block
- Lego Build to Express – 1:1 30 minutes weekly for a 12 week block
- Protective behaviours work used with groups or individuals.
- Social stories used to cope with change or to develop patterns of positive behaviour
- Children are taught ways to keep themselves and others safe – through the curriculum and visits from external groups e.g. NSPCC, Esafety experts
- Focus on 'Anti-Bullying' each year during Anti bullying week and revisited regularly as part of the curriculum
- School Council seek the views of their class on safety and behaviour issues
- School Council selects positive message posters for their class to display as reminders of good behaviour for learning
- Philosophy for Children – to teach children to listen to and value other

- people's opinions and express their own in a positive manner
- Play Leader training for yrs 4, 5 and 6. KS2 play leaders support the younger children
 - Peer Mediator training for yrs 5 and 6
 - Drop-in system at lunchtime for 1:1 with an adult
 - Whole school trained in Step on behaviour approach
 - Nurture group.
 - Play therapy based on need.

6. What specialist services and expertise are available at or accessed by the school?

At Greenfields we work closely with a number of specialists who help us to identify, assess and provide appropriate provision for pupils with SEN. These include:

- Educational Psychologists
- Laurance Haines Specific Learning Difficulties Base
- Colnbrook Outreach
- Chessbrook Education Support Centre Outreach
- Speech and Language Therapist
- School Health
- Health Visitors
- Specialist Advisory Service including Autism Advisory Teacher
- Occupational Therapists
- Physiotherapists
- South Oxhey Family Centre
- CAMHS
- Paediatricians
- Attendance Improvement Officer
- Visual Impairment Advisory Teacher
- Hearing impairment advisory teacher.
- Sensory and Physical Impairment Team
- Intensive Family support team –Families First
- South West Herts Partnership - School Based Family Worker
- Families First Assessment team.

7. What training have the staff, supporting children and young people with SEND (Special Educational Needs & Disabilities), had or are having?

Staff across the school access a wide range of training provided by both external providers as well as local experts coming into school for tailor made sessions.

Advice from specialist teachers/advisors is shared across the whole staff team.

Specific training is provided for staff working with children with particular medical conditions.

If additional training is needed this will be organised.

8. How will you help me to support my child's learning?

Where children have SEN parents/carers are invited in to contribute to the child's learning plan. As part of this meeting we will discuss strategies that can be used both at home and at school. Parents are always invited to meet with external professionals who are working with their child and may be given additional strategies so that they can support their child at home. Parents will then receive a copy of any advisory reports.

Parents will receive an annual report which will highlight areas of strength as well as areas needing additional support. This will help parents to see where they can further support their child at home. Then the children will present a learning review to their family to show their strengths and challenges.

9. How will I be involved in discussions about and planning for my child's education?

As outlined in section 3 the school will give parents regular opportunities to discuss their child's progress.

Parents whose children are on the SEN register will be invited into school at least termly to discuss and agree the targets and teaching strategies on the child's provision plan. In addition to this parents will be invited to meet with professionals involved with working with their child. There are inclusion drop in sessions planned across the school year offering families many opportunities to meet with the inclusion manager and the class teacher where necessary.

10. How will my child be included in activities outside the classroom including school trips?

We would expect that all children would participate in activities outside the classroom including school trips and would work closely with parents and external professionals to ensure that this is possible. We would liaise with the venue of the activity and the transport provider to ensure the full involvement of every child.

11. How accessible is the school environment?

Our school environment is all on one level and has wheelchair access. We have disabled toilets.

Amendments have been made to the school environment to cater for all children's needs and if further amendments were needed we would liaise with appropriate professionals to seek advice and acquire specialist equipment where necessary.

12. Who can I contact for further information?

Parent's first point of contact would be the class teacher to discuss any aspect of the child's school life. If parents wish to discuss anything further they can contact the Inclusion manager or members of the Senior Leadership Team.

Parents are able to contact the school by phone, email or arrange a meeting through the school office.

For any complaints parents would need to follow the schools complaints procedure, a copy can be obtained from the school website or the school office.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At Greenfields we are aware that moving between settings can be unsettling and we aim to make this as smooth a transition as possible. When children join Greenfields in nursery, we arrange a home visit so staff from school can visit children in their home environment where the child feels most comfortable.

As children join the school in other year groups we work with parents/carers to help them settle in. If children have English as an additional language we try wherever possible to help children settle by supporting them with a friend who may speak the same language.

When children move year groups within school, children are given the opportunity to visit and spend time with their new class teacher at the end of the summer term in July. Children who find transition more difficult would be given additional support.

For children identified as having SEN, Greenfields work closely with the parents and previous setting (where applicable) to support a smooth transition and ensure the child's needs are met from the start.

If your child has SEN and is moving to a new school then we would advise that you contact the Inclusion manager at the school to make sure that their needs are communicated. Where appropriate we would organise a meeting with parents and the new school to ensure a smooth transition for the child.

14. How are the school's resources allocated and matched to children's special educational needs?

At Greenfields pupil progress meetings form the basis of how resources are allocated across the school according to children's needs. The resources within the school are then allocated accordingly to ensure that all pupils make expected progress. This is reviewed regularly to monitor impact.

Each child's needs are carefully assessed and for children with SEN a provision plan is then discussed and agreed by parents, pupils & staff.

This is monitored more regularly to review progress. When parents and staff meet they will discuss the most appropriate support for the child to remove any barriers to learning and ensure targets are achievable.

15. How is the decision made about how much support my child will receive?

As outlined in section 14, progress is discussed regularly and this will determine the amount of support needed. Once the child's needs have been assessed the Inclusion manager will then decide how much support is required after discussions with the pupil, parents, class teacher & Senior Leadership Team have taken place. The school will also use information collected from external professionals where appropriate.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Hertfordshire County Council's local offer can be accessed online at:

www.hertsdirect.org/localoffer