



## **SEN Information Report 2022-23**



### **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 SENCO 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 SENCO 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 SENCO 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 one page profile to find out about each child's interests and how they feel about their learning
- Children will have specific targets which are reviewed regularly.

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 SENCO and Senior Leadership Team
- Termly parent teacher consultation meetings to share targets, appointments can also be booked with the SENCO.
- Communication in writing when extra support is being provided
- Where external specialists are involved, SENCO will set up Professionals/Parents meetings to share assessments, targets and progress
- Family Support Worker available to all parents through the school.
- Questionnaire each year to ensure parents' voice is heard

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

All class teachers plan lessons using careful assessment, they make adaptations to the curriculum to make it accessible 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 / alternative resources or an additional adult may work alongside small groups of children to support and encourage 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 sessions on social skills using games and role play
- Drawing and Talking – 1:1 30 mins 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
- Play Leader training for yrs 4, 5 and 6. KS2 play leaders support the younger children
- Drop-in system at lunchtime for 1:1 with an adult

- Regular whole school reviews into supporting the development of positive behaviour management
- Nurture lunch club
- 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:

- Colnbrook Outreach
- Chessbrook Education Support Centre Outreach
- Speech and Language Therapist
- School nurse
- Health Visitors
- Specialist Advisory Service including
  - o Communication & Autism team, Early Years SEN team,
  - o Specific Learning Difficulties
  - o Visual Impairment Advisory Teacher
  - o Hearing impairment advisory teacher.
  - o Physical & sensory team
  - o Educational Psychologists
- Occupational Therapists
- Physiotherapists
- South Oxhey Family Centre
- CAMHS
- Paediatricians
- Attendance Improvement Officer
- Intensive Family support team –Families First
- South West Herts Partnership - School Based Family Worker
- Families First Assessment team.
- DSPL 9 behaviour support
- Chessbrook ESC
- Children's wellbeing 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 who have been assessed by external professionals so they can deliver personalised interventions to a high standard ensuring the best

outcomes for the child.

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

If additional training is needed this will be organised.

Recently staff in Key stage 2 have undertaken training around social stories. Some adults who support in class have attended training about supporting Maths. 1 member of staff has attended Drawing and Talking training level 1 & 2.

The SENCOs attend regular updates. Mrs Dupree achieved the SENCO award in 2012 and Mrs Evans is currently working towards the accreditation.

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

Where children have SEN parents/carers are invited 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

### **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 is an open door policy so families are able to organise a meeting with the SENCO whenever 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. Adaptations have been made to the school environment to cater for all children's needs and if further adaptations 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 SENCO 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 SENCO 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 one page profile is then discussed and agreed by parents, pupils when age appropriate & 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 SENCO 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](http://www.hertsdirect.org/localoffer)