

SEND Information Report

Green Lane Primary Academy is an inclusive school that ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of gender, sexual orientation, ethnicity, social background, religion, physical ability or educational needs.

Pupils are identified as having Special Educational Needs and Disability when they have greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority. Where a child is identified as having SEND an induction meeting will be arranged prior to admission to ensure that school can adequately meet the pupil's needs. Green Lane Primary Academy has put measures in place to cater for pupils with physical, visual and hearing disabilities by installing ramps, lifts, disabled toilets with changing beds, rails, adequate lighting, disabled parking bays and Personal Emergency Evacuation Plans. Green Lane Primary Academy works to comply with:

Children and Families Act 2014 Section 69 www.legislation.gov.uk/ukpga/2014/6/section/69

The Special Educational Needs and Disability Regulations 2014 regulation 51

www.legislation.gov.uk/uksi/2014/1530/regulation/51/made Equality Act

2010 paragraph 3 Schedule 10

www.legislation.gov.uk/ukpga/2010/15/schedule/10

At Green Lane Primary Academy children are identified as having Special Educational Needs and Disability through a variety of ways including:

- Liaison with Nursery or previous school.
- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning difficult.
- Your child's class teacher expressing concerns about behaviour or interactions with peers and adults.
- Our assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- Concerns raised by a Parent.
- To support children through significant changes either at home or at school
- Liaison with external agencies
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS and DISABILITIES DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and Disabilities? (SEND)	Philippa Kirwan-SENCO	<p>They are responsible for:</p> <ul style="list-style-type: none"> Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you are: involved in supporting your child's learning kept informed about the support your child is getting involved in reviewing how they are doing □ part of planning ahead for them. Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
	Class teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"> Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEND.
	Joanne Sercombe Head of Academy	<p>They are responsible for:</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, this includes the support for children with SEND.

	Academy Advisory Body	<ul style="list-style-type: none"> • They will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • They must make sure that the AAB is kept up to date about any issues in the school relating to SEND. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND.
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HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using 	All children in school should be getting this as a part of outstanding classroom practice when needed.

		<p>more kinaesthetic learning and personalised teaching and learning approaches.</p> <ul style="list-style-type: none"> □ Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	
	<p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. <p><i>Stage of SEND Code of Practice:</i></p> <p>Wave 2 which means they have been identified by the class teacher as needing some extra support in school.</p>	<ul style="list-style-type: none"> □ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. □ A Learning Support Assistant/teacher may run small group sessions using the teacher's plans either in a small group or within the classroom setting 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEND Code of Practice called Wave 2 which means they have been identified by the class teacher as needing some extra support in school.</p>

	<p>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</p>	<p>☐ Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups.</p>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and</p>
	<p><i>Stage of SEND Code of Practice:</i></p> <p>Wave 3, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • STARs Team, Hearing Impaired Team, Visually Impaired Team Physical and Medical Team • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist and Cognition and Learning Team 	<p>☐ You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</p> <p>☐ The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group or individual work with outside professional ○ The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>intervention groups.</p>

	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p><i>This was usually provided via a Statement of Special Educational Needs</i></p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out an Education, Health and Care Plan assessment of your child's needs. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of
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	<p>but has now been changed to an Education, Health and Care Plan (EHCP). At Green Lane Primary Academy present Statement of Special Educational Needs are being converted to Education, Health and Care Plans. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • STARs Team, Hearing Impaired Team, Visually Impaired Team Physical and Medical Team • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist and 	<p>child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Plan assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at RANGE 3.</p> <p>The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	<p>support in school</p>
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	Cognition and Learning Team		
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> If you have concerns about your child's progress you should speak to your child's teacher initially. The concerns may need referring if your child is still not making progress to the SENCO . If you continue to feel that your child is still not making progress you should speak to the Head of School or the school SEND Governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> To listen to any concerns you may have too To plan any additional support your child may receive To discuss with you any referrals to outside professionals to support your child's learning 		
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> The school budget includes money for supporting children with SEND. The Academy Head decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Senior Leadership Team and the SENCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> the children getting extra support already the children needing extra support the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed. 		

Who are the other people providing services to children with an SEND in this school?	A. Directly funded by the school	<input type="checkbox"/> Learning support teachers <input type="checkbox"/> Higher Level TAs
	B. Paid for centrally by the Local Authority but delivered in school	<input type="checkbox"/> Educational Psychology Service <input type="checkbox"/> Hearing Impaired Service <input type="checkbox"/> Visually Impaired Service <input type="checkbox"/> Physical and Medical Team

		<input type="checkbox"/> Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapists • Community Nursing Team
How are the teachers in school supported to work with children with an SEND and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information & training on SEND issues such as ASD, Speech and Language • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Team, Speech and Language Consultant, Occupational Therapists, Physiotherapists, School Nurses 	
How will the teaching be adapted for my child with learning needs? (SEND)	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. 	
How will we measure the progress of your child in school?	<input type="checkbox"/> Your child's progress is continually monitored by his teachers and the Senior Leadership Team. <ul style="list-style-type: none"> • This progress is reviewed every term formally by the Senior Leadership Team. • At the end of Foundation Stage, Key Stage 1 and Key Stage 2 the school is required to report academic achievement to the government. This is something the government requires all schools to do and the results that are published nationally. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. 	

<p>What support do we have for you as a parent of child with a SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
<p>How have we made Green Lane Primary Academy accessible to children with SEND?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We ensure consistency of approach from Foundation Stage to the end of Key Stage 2 • We have ramps, disabled toilets with changing beds and hoists
<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> □ If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ If your child has a Statement of Special Needs or an Education and Health Care Plan we will arrange extra pre school visits if these are necessary □ When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.