



Special Educational Needs and Disabilities (SEND) **Information Report** **2017-2018**

Greenfields Junior School is a Mainstream School.

We believe that every child and adult in our school has an entitlement to experience the excitement and personal fulfilment of learning in all its forms. We believe that every child should be encouraged to reach their full potential through a range of experiences. We aim to provide a supportive and nurturing environment in which the abilities and talents of each child are recognised, valued and celebrated. We have high expectations; high quality teaching in the classroom provides every child with rich learning experiences. These are demonstrated in our school vision of PRIDE: every child will learn to show Perseverance, Respect, Independence, Determination and Enthusiasm.

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 or a disability?

- The Inclusion Manager (IM), Mrs Clark, oversees the identification, provision and monitoring of SEND.
- The Class Teachers and the IM are happy to meet with families to discuss their children and any concerns they may have.
- The IM leads an experienced team of Learning Support Assistants (LSAs) who support the individual needs of the children.
- The school rigorously tracks the progress of every child in English and Maths. If your child is having difficulties in accessing learning, the school has a range of assessments and intervention programmes which will support your child.
- If there are concerns about progress, or if any child needs extra support, then this is identified early and acted upon. This may mean small group intervention or individual support and will be led by either the class teacher or an LSA.
- Teachers and the IM monitor the success of these interventions, judging their effectiveness by the impact on pupils' progress and their attitude to learning.
- The IM can also offer support in advising families about accessing advice from outside agencies.
- The school works in partnership with other agencies.
- The IM meets with governors and reports to the governors.



- The Governing Body actively monitor SEND provision and objectives on the School Improvement Plan in relation to SEND.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Every child's progress is tracked through the school's formal and informal assessment procedures; pupil progress meetings; Personalised Learning Plans; reviews of outside agency reports and Annual Reviews. All of this information will be shared with parents/carers.
- Personalised Learning Plans are shared with parents at parents' evenings.
- At the Annual Review meetings there is time for discussion and parents' views will be welcomed. We value the parent/carer partnership. We may not always be able to accommodate parent/carer's ideas for their child's education but will be able to explain why, if this is the case. Where children have social skills targets, we believe that it is important that the school and home work towards the same clear goals and we are happy to share resources that we create in school (e.g. social stories).
- The Teachers and IM have an open door policy and meet with families to communicate the progress their child is making.
- The school actively encourages a home/school partnership. Home/school Communication books are used where appropriate, and these are tailored to the particular needs of the children.
- Topic webs inform parents about the areas of study each term. These can be found on the school website.
- Differentiated homework provides opportunities for support at home.
- Parents are always welcome to clarify anything they are unclear about through discussion with the Teacher or IM.

How will the curriculum be matched to my child's/young person's needs?

- The staff are experienced in providing appropriately differentiated work which enables every child to access the curriculum.
- The learning environment is considered and adaptations are made where appropriate.
- A range of strategies and resources are employed to meet every child's individual needs so that they can experience success and make progress in their learning.



- Children are taught in a variety of settings, depending on need and level of support. They might be taught with the whole class, in a small intervention group, or sometimes individually for a short periods during the day.
- Teaching will be carried out by our experienced Teachers supported by our LSAs.

How is the decision made about the type and how much support my child will receive?

- The decision about the type and how much support the child receives is made following a range of school and external agency assessments and recommendations.
- Support is monitored and allocated according to the child's changing needs.
- Resources are sourced and allocated according to need.
- Any support outlined by an Educational Health Care Plan (EHCP) is fully implemented.
- The school offers support across the curriculum including in language and communication skills; emotional and social skills; motor skills and health matters.
- Parents are kept informed through communication with the Teacher and IM.

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

- Support is provided during break and lunch time when relevant.
- Parents are involved in all discussions concerning trips and extra-curricular activities. Decisions about the level of involvement a child has in outside learning and trips is shared with parents and is subject to the school being able provide suitable support, the school will ensure best endeavours to include all children in trips where possible.

What support will there be for my child's overall well-being?

- Greenfields has a fully trained Emotional Literacy Support Assistant (ELSA) to support children in the school.



- The school runs the FRIENDS programme, which teaches social skills to children who struggle with these situations.
- The newly-formed Sea Turtle Class will provide nurture support three afternoons a week for a small number of children from across the school.
- Medicines are administered by nominated staff.
- Staff take on training for specific medical needs of individual children.
- Support from outside agencies is sought in order to support behaviour needs.
- The children's views at Greenfields are sought through the School Council and on an individual basis where appropriate.

What specialist services and expertise are available at or accessed by the school? What training have the staff, supporting Special Educational Needs and Disabilities (SEND), had or what training are they having?

- The school accesses a range of specialist services from outside agencies where relevant, including Speech and Language, Educational Psychologist, Occupational Therapist and behaviour support.
- The school takes care to obtain appropriate and up to date training, in order to support the needs of individual children.

How accessible is the school both indoors and outdoors?

- The school makes use of outside agencies to support with access, facilities and equipment for children with additional needs.
- The building and grounds, including the new extension, are wheelchair accessible.
- There is a disabled parking bay.
- There are disabled toilet facilities.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

- Parents are welcome into school, to discuss their children's needs with the Class Teacher and the IM.
- Parents are invited to attend meetings with external agencies.



- Parents Evenings are held in the Autumn and Spring Terms, and parents can request that the IM attends these if required.
- Written reports are given to parents in the Summer Term.
- Open mornings and new parents meetings are held at the school, including coffee mornings specifically for parents of children with SEND.
- Parents are welcome to come into the school as parent helpers.
- The school office is open from 8.30am to 3.45pm to provide information.
- Children's views are sought in relation to their learning and provision.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

- To discuss the child's provision and resolve any concerns, the first point of contact is the Class Teacher and the IM. Thereafter, parents need to follow the formal complaints policy, which is available on the school website.

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

- A wide range of professionals and organisations are accessed through the school. Some of these include: Educational Psychology; Speech and Language Therapy; Parent Support Advice; Limington House Special School; Helen Arkell Dyslexia Centre; Ethnic Minority and Traveller Achievement Service (EMTAS); Occupational Therapy; Behaviour Support; Child and Adolescent Mental Health Service (CAMHS); School Nurse and any other relevant agency.
- The Inclusion Manager is Mrs A Clark who can be contacted through the Greenfields School Office.
- The Hampshire Local Authority Offer can be found on the Hampshire County Council Website.

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

- Early contact is made with parents and schools.
- Greenfields liaises with transition partners, to share knowledge and all relevant information and paperwork relating to individual children's needs, during the Summer Term, prior to the children starting or leaving Greenfields.





- Visits and liaison are carried out if the child is moving to Greenfields at a different stage of the school year.
- Parents are invited to meet with staff, and staff will take the opportunity, where possible, to meet with the child before arrival.
- Children are invited into school for taster sessions to meet their teachers and new classes.
- Additional taster sessions can be arranged where relevant.
- Social Stories are provided to provide information for the child.
- During the first term, parents are invited to activity afternoons in their child's class.

If you require any further information please contact the Greenfields Junior School Office to make an appointment to talk to Mrs Clark, the Inclusion Manager

