SEND Information Report

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

Our Vision:

At Greasley Beauvale Primary School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum. We take notice of each other** and **strive to be healthy and happy in body and mind**. We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together**.

At Greasley Beauvale Primary School, you are "Learning for Life" to "Paint Your Own Rainbow"

Special Educational Needs and Disability Information Report

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The SEND Information Report can also be accessed here:
https://read.bookcreator.com/DXtthFBJIsblGDPqYu4xNf6Ofcz1/VFRLht80Rm-w12l-_7qt_g

1. Who is who



Mrs Bates
Head Teacher



Mrs E Clarke
Mental Health Lead



Mrs Barrowcliffe
Behaviour Lead



Miss Manson
SENDCo



Mrs L Clarke
Early Help Lead



Mrs Parnell
Behaviour Lead

2. Contact details

The designated persons for the co-ordination of SEND are Miss Taryn Manson (SENDCo) or Mrs Emily Clarke (Assistant SENDCo)

Telephone: 01773712128
E-mail: tmanson@greasley.notts.sch.uk or eclarke@greasley.notts.sch.uk

The designated governor for SEND is Ms Amy McGarry-Thickitt. Should you wish to contact Ms McGarry-Thickitt, please call the school office.

3. The kinds of SEN that are provided for

We are a mainstream primary and nursery school and provide SEND provision for children of primary school age (3-11), supporting children with a wide range of needs.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- **communication and interaction:** this area of need focuses on children who are diagnosed with autistic spectrum condition, speech and language difficulties and communication difficulties;
- **cognition and learning:** this area of need focuses on those children who learn at a slower pace than their peers, even with appropriate support in place and it also includes dyslexia, dyscalculia, dyspraxia, down syndrome and global delay;
- **social, emotional and mental health difficulties:** this area of need focuses on children who are diagnosed with attention deficit hyperactivity disorder (ADHD), have attachment and trauma difficulties, have additional behavioural needs and who need additional emotional well-being support;
- **sensory and/or physical needs:** this area of need focuses on children who may have visual impairments, hearing impairments, processing difficulties and epilepsy.

4. Identification of and assessing SEN

The school recognises that early identification and effective provision improves long-term outcomes for children. As part of the overall approach to the progress and development of all children, it has a clear approach to identifying and responding to SEND. Our SENDCo co-ordinates the SEND provision throughout school liaising with parents, children, school staff, health care, social care and schools and families specialist services from the Local Authority.

Assessing need prior to joining our school:

We have good links with outside agencies and will work closely with other settings to ensure that each child has a transition package which best meets their needs and that relevant information about the child's needs are shared. If your child starts Greasley Beauvale Primary and Nursery in KS1 or KS2, we follow our admissions policy to ensure that your child's needs can be met before transitioning into our school.

Parents and children are invited to visit the school and discuss any initial concerns. Where required, an extended transition plan can be put into place to ensure their transition is successful.

Assessing need throughout the school year:

In order to assess if a child requires extra provision class teachers will make regular assessments of progress for all children and identify those where progress (this may include progress in areas other than attainment, for example, social needs):

- is significantly slower than that of their peers starting from the same baseline;
- does not match or better the child's previous rate of progress;
- does not close the attainment gap between the child and their peers;
- widens the attainment gap.

5. What to do if you think that your child has special education needs

Parents should initially raise this concern with the class teacher. The class teacher will monitor this concern for 1-2 weeks. If there is no improvement with regards to need to that has been raised, an ***initial concern meeting*** will be initiated.

When considering whether special educational provision is required, we will start an ***initial concern meeting*** with parents to discuss current concerns (this will include the child's voice too), observations and desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents.

A range of specific, more specialised tests may be accessed to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions or additional support.

These conversations will make sure that:

- everyone develops a good understanding of the child's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

This will be reviewed after a maximum of six weeks to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

To obtain further understanding of a child's learning difficulties, we may use:

- BSquared assessments
- Dyslexia Screening Assessment
- Phonics assessments
- Sensory checklist
- Speech and Language Assessments
- Boxall Profiles
- AET Framework
- Assessments advised by outside agencies

Decisions on whether to make special educational provision for a child will be based upon:

- discussions between the teacher and SENDCo;
- an analysis of the child's progress – using internal formative and summative assessments, alongside national data and expectations of progress;
- an analysis of whether or support needed is additional to or different from the majority of their peers;
- a discussion with the child and their parent.

We will formally notify parents when it is agreed that a child will receive SEND support. Where outside agencies are involved in a child's provision, parents will be informed and, where appropriate, invited to attend meetings with these professionals.

6. Consulting with parents and children

During planned termly Parent's Evenings, additional time is allocated to assess and review current provision in place for children with SEND (linked to their provision and accountability map).

In addition to the formal termly Parent's Evening, the class teacher is regularly available to discuss your child's progress or any concerns you may have. Sharing information about what is working well at home as well as school is vital to maintaining a consistent approach.

The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries you may have.

The voice of the child is a priority within our school community. All children are listened to and their voice is valued.

Teachers and teaching assistants regularly discuss progress with each child providing the opportunity for children with SEND to feedback their views.

Prior to any review meeting, the views of the child are sought and recorded as part of the meeting. (this can be done verbally or non-verbally). Children may attend all or part of review meetings to share their perspectives and make a commitment to implementing any agreed actions. Children with an Educational Health Care Plan will be included within the annual review in a way which suits their needs best.

At the end of each academic year, children are also given the opportunity to add a comment onto their end of year school report.

7. Assessing and reviewing progress

Once a child has been identified with SEND, the school will employ a graduated approach to meeting the child's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** through a provision and accountability map – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

The process is as follows:

- **Assess**: establishing a clear assessment of the child's needs
- **Plan**: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do**: implementing the agreed interventions and support
- **Review**: analysing the effectiveness of the interventions and their impact on the child's progress in line with the agreed review date

The four-part cycle will be reviewed with parents and children termly.

Assessments may vary depending on need, area of learning and age of the child, but can include any of the following:

- observations
- BSquared
- written tests
- intuitive assessments such as those used on Lexia, TTRockstars and Nessy
- those carried out by other professionals such as speech and language and occupational therapy

8. Evaluating the effectiveness of provision

The class teacher will carry out a clear analysis of the child's needs, in consultation with the SENDCo or family SENDCo as appropriate. This will draw on:

- the teacher's assessment and experience of the child;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the child's own views;
- advice from external support services, if relevant.

The assessment will be reviewed with parents and children termly and more regularly, where appropriate.

9. Our approach to teaching children with special education needs

At Greasley Beauvale Primary and Nursery School, we aim to deliver a creative, stimulating and exciting curriculum to engage all children with a variety of learning styles and needs. Every effort will be made to educate children with special educational needs alongside their peers in a classroom setting, where appropriate.

Quality first teaching is always our first port of call in supporting all children on their learning journey. There are opportunities in all lessons to revisit prior learning, to work through thinking routines, to be supported through guided, shared and independent practice activities and to use enabling resources. The curriculum is adapted where required and reasonable adjustments are made to ensure children with SEND can access the teaching and learning successfully.

We understand that some children may need over and above what can be provided in the classroom such as specific, small group intervention or support programmes or access to our school's SEMH support offer.

The provision for children with special educational needs will be monitored through their provision and accountability maps – this will detail what their barriers are, what their specific targets are, the provision in place to meet the targets and then there will be an opportunity to review this termly.

10. Adaptations to the curriculum and learning environment

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all children with a variety of learning styles and needs. The curriculum is adapted when required and reasonable adjustments are made to ensure children with SEN are included.

Where a child is not working within their key stage curriculum – their learning foci will be around targets linked to their BSquared profile, SEMH needs linked to their Boxall profile or interest linked to the engagement model.

Where possible, every effort will be made to educate children with special educational needs alongside their peers in a classroom setting.

11. Training that staff have had

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/ signposts relevant SEND focussed external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

All staff have safeguarding training at the beginning of their post and this is refreshed annually.

Recently we have had members of staff attend training regarding:

- anxiety interventions (from CAMHs);
- mental health first aider training;
- phonics interventions;
- epilepsy awareness and administration of Buccal Midazolam;
- ELSA;
- Autism Progression Framework;
- Autism awareness focussed on proprioception;
- Autism and masking;
- Lexia intervention training;
- ABI awareness training;
- Choking training (due to medical needs);
- Attachment and trauma informed practice;
- Using logical consequences when managing behaviour;
- Personal and intimate care and safe use of moveable plinth;
- Tourettes - what it is is and how to support;
- Makaton;
- Downsyndrome awareness (Down Sydrome UK).

We have provided some in-house training on:

- the BSquared small steps tracking tool;
- using the Boxall Profile.

12. Engaging in activities with peers

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our residential trip(s), to take part in sports day, school plays and special workshops or events.

Risk assessments are completed for all our school visits and we specifically consider suitable for provision for any children with additional needs. We make careful choices of groupings and may adapt our adult to child ratio if we feel this is required.

We will always consider the views of parents and children with regards to participation in any school related activities.

Please see the school's website for the Accessibility Plan, Equality Policy and Admissions Policy.

13. SEMH provision

We believe that all children are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition

into adulthood. The health and well-being of the children is at the centre of all actions in school.

Children's health and well-being is paramount. All staff have a responsibility for their children's overall wellbeing. This is supported within the classroom through the PSHE RSHE curriculum, through lessons where children are given the opportunity to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum, as well as through assemblies and themed days/weeks.

In addition to meeting this need through the curriculum, the school offers a variety of wellbeing support services including:

- ELSA (Emotional Literacy Support Assistant)
- Therapy dog
- Drawing and Talking
- Sensory room time
- Lego Therpay
- A relational approach to behaviour
- Brain breaks
- Sensory circuits
- Meet and Greet
- MHST referrals

14. What to do if you have a complaint

The first point of contact for a parent to discuss general concerns should be the class teacher.

If a parent still has concerns, then the SENDCo would be the next point of contact followed by the Headteacher.

If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure set out in the school policy which can be found on our school website.

15. What is The SEND local offer?

The SEND Local Offer brings together helpful and useful information for children and young people with SEND, from birth to 25 years, and their families. The information is all contained within one website, which will enable you to search for services and within your own community and Nottinghamshire as a whole. This will cover public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention services

- Health: e.g. GPs, school nurses, therapists and mental health support
- Social care: e.g. respite services and children's disability services

It will also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups.

As well as containing many records of different services, the SEND Local Offer is a really useful source of information, advice and guidance. For example, you can find information on Education, Health and Care (EHC) Plans, support for special educational needs in schools and preparing for adulthood.

16. How to access the SEND local offer

The SEND Local Offer can be accessed through smart phones, tablets and laptops/desktops. Just type 'Notts Local Offer' in to a search engine such as Google or type www.nottinghamshire.sendlocaloffer.org.uk in to your web browser.

Nottinghamshire County Council's Customer Services Team will be able to provide details of the information contained within the SEND Local Offer to those without easy access to the internet.

Pop into you Local library in Nottinghamshire to access the SEND Local Offer on a public computer or telephone: 01623 677 200 or email: ask@inspireculture.org.uk