



SEN Information Report : March 2018



What types of SEN do we offer support and provision for?

At Greenhill, we provide SEN support to pupils with a range of difficulties linked to

- Cognition and Learning
- Interaction and Communication difficulties (including, Autistic Spectrum Conditions)
- Social, Emotional and Mental Health difficulties
- Physical and Sensory needs

Who will I have contact with if my child has identified SEN?

Class teacher:

The main point of contact will be with your child's class teacher who is responsible for any child that has SEN within their class.

The class teacher plans and monitors the support and will ensure that the pupil's needs are fully met.

Class Teacher

contact@greenhillprimary.co.uk

SENCO:

The SENCO attends reviews and oversees the SEN provision. Helps coordinate the support of pupils with SEN; provides professional guidance to staff members and is responsible for liaising with external agencies when specialist advice is sought.

Mrs. Vicki Lee (0161 764 7298)

vicki.lee@greenhillprimary.co.uk

Head teacher:

There may be times when it is appropriate to speak to the head teacher in relation to your child's needs.

There may be also be occasions when the head teacher attends an SEN review meeting

Mr Sean Crosier

head@greenhillprimary.co.uk

SEN Governor

There may be a time when you wish to speak to the SEN governor about the SEN provision within school

Mrs. Joan Heffernan

contact@greenhillprimary.co.uk

How do we identify and assess pupils with SEN?

In some circumstances children join Greenhill with previously identified Special Educational Needs. However, there are times when children's needs become apparent during the early stages of education. As a school we rely on a variety of information in order to ascertain whether a child does have SEN, such as

- Meetings and discussions with the child's pre-school setting
- Discussions and information received from parents and carers
- Baseline assessments
- Foundation Stage Scores
- Assessment data
- On-going assessments
- Observations / interactions with pupils
- Review meetings with class teachers
- Input from specialists, e.g. Speech and Language therapists, Educational Psychologists,
- Annual Review meetings

What provision is made available to children with SEN?

If a child has identified SEN then provision is put in place to meet their needs. This is provided through targeted 'quality first teaching' by the class teacher and in addition may involve:

- In class support
- An intervention led either by the class teacher or support assistants
- Specialist equipment or resources
- Outside support from specialist agencies.

In order to ensure that the support is having an impact, we follow a cycle of 'Assess, Plan, Do, Review'.

This involves carrying out assessments to highlight pupil's strengths and difficulties and gathering information from parents, carers and staff members. From this, targets are set and appropriate interventions are put in place to support these needs. These interventions last for a maximum of 6 weeks and then the outcomes reviewed. The evaluation of the intervention outcomes determines new targets and future provision. This cycle runs continuously to support the pupil's needs.

Provision for pupils with SEN is closely monitored by the class teacher and SENCO. For pupils with a Statement (until 2018) or Education, Health and Care Plan an Annual Review is held to ensure that provision continues to be matched to best meet the child's needs.

How are staff trained to support children with SEN?

Within school, all teachers and support staff have access to training offered by the Local Authority or other training providers. Training covers a range of areas, including

- Autism
- Dyslexia
- Dyspraxia
- Intervention programmes to support Literacy and Numeracy difficulties
- Motor skills

The SENCO has completed the National Award for Special Educational Needs Coordination. The SENCO's role is to support the class teacher in planning and providing support for pupils with SEN.

All support staff are trained to support the needs of pupils with SEN.

If specialist expertise is required, the school is able to request involvement from the SEN support team.

How do we consult and involve parents and carers of children with SEN?

At Greenhill, we value the role of parents and carers and believe that strong links are vital to ensure that children's needs are best met. In order to ensure clear communication and partnership the school provides

- An 'open door' policy whereby parents are welcome to speak to the class teacher, SENCO or head teacher at any time
- Regular SEN review meetings – at least every term or at the end of an intervention
- Targets are sent home and advice as to how their needs can be best supported at home is provided
- Meetings, discussion and feedback linked to involvement from outside agencies.

- A dedicated page on the school website to support children with SEN and provide helpful information for parents / carers

How do we consult and involve pupils with SEN?

Pupils are given regular opportunities to share their views about SEN.

- Discussion during activities with a member of staff
- Pupil interviews to discuss targets and allow children to share what they feel help support their learning and what they find difficult.
- Involvement in termly reviews through written or verbal feedback
- During Annual Reviews for Statements or Education Health Care Plans – pupils share their own written views and are invited to join the meeting at the end to share their thoughts and wishes.

How does the Governing Body involve other bodies in meeting the needs of the pupils with SEN and in supporting families?

The link SEN Governor is Mrs Joan Heffernan, who can be contacted at contact@greenhillprimary.co.uk
Mrs Heffernan oversees the SEN provision that is made available within school.

School has links and access to many outside agencies which provide specialised support. Examples of these are

- School Nurse
- Additional Needs Team (incl. Visual and Hearing Impairment team)
- Educational Psychologist
- CAMHS
- Behaviour Outreach Team
- Social Services
- Speech and Language Therapy

What arrangements are made for supporting pupils with special educational needs in a transfer between phases of education?

Greenhill recognises that the transition into the Foundation Stage and then on to High School can cause some anxiety and apprehension for both pupils with SEN and their families.

At Greenhill we provide an enhanced transition process for pupils with SEN which ensures all information is passed onto the relevant members of staff.

Enhanced transition for pupils starting in Foundation Stage

- Visits to the child's current setting by the Class teacher, SENCO and Support Staff (nursery, preschool, or home)
- Meetings with relevant staff at current setting (e.g. nursery teacher, SENCO) to gather information about the child
- Transition photo books for the child to take home over the summer, including photographs of the school environment, staff members etc
- Visits to school prior to the main 'New Intake Visits' (both outside and within the school day)
- New intake visits to allow all new pupils to become familiar with the classroom and children

Enhanced transition for pupils transferring to High School

- For pupils with a statement or EHCP, a transition plan is created during the Annual Review
- Involvement from the Additional Needs Team and specialist agencies currently working with the child

- Meetings with the High School's SENCO to pass on and discuss relevant information about the child
- Opportunities for the child to visit the school prior to the High School's main transition visit for all pupils

Where will I find contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32?

Please refer to the information set out in Bury Local Authority's 'Local Offer'
Available at www.theburydirectory.co.uk

A link to the Authority's local offer is also available on the school's website www.greenhillprimary.co.uk/send/

What should I do if I have a complaint in relation to the SEN provision provided by Greenhill?

All complaints will be dealt with as sensitively and swiftly as possible. Initially the SENCO should be contacted and then the nature of the complaint will determine the course of action to be taken and the people involved. Wherever possible the complaint will be dealt with by the SENCO but it may be necessary to involve other staff, the Head teacher and the Governing Body.

Should a formal complaint be made to the Governors or Head teacher, the nature of the complaint will be discussed with the SENCO and appropriate action taken. If necessary other relevant agencies will be consulted. A response to a formal complaint will be made as soon as possible after investigation and full consultation has taken place.