



Green Lane Primary Academy



SEND Information Report for Green Lane Primary Academy

IDENTIFICATION AND SUPPORT FOR LEARNING AND WELL-BEING

<p>How does the school identify children with special educational needs?</p>	<p>Identification</p> <ul style="list-style-type: none"> • Liaison with previous school/setting/parents • Liaison/referral from outside agencies e.g. Speech and Language, Health Visitors, CAMHS etc • Early Years Foundation Stage Baseline assessments • Termly Tracking data used to assess progress against targets • Termly pupil progress meetings with Leadership Team, Class Teachers and TLRs Standards and Progress. Children causing are brought to the attention of the SENCO • Provision Mapping of Interventions and outcomes of the same
<p>What should parents do if they think their child may have special educational needs?</p>	<p>First point of contact is the class teacher SENCO available if parent wishes to meet with her The Co HTs are available if concerns are of a more serious nature</p>
<p>How is the decision made about how much individual support children need?</p>	<ul style="list-style-type: none"> • Leadership Team, Class Teachers and TLRs Standards and Progress review all progress data on a termly basis at the Pupil Progress Meetings (or sooner if necessary) for all SEND pupils • The SENCO and Class Teachers, acting on the advice of other professionals as appropriate determines support and Interventions. • The SENCO has a strategic leadership role in supporting class teachers in developing provision for pupils with special educational needs. • Class teachers are responsible for day-to-day provision, and they manage the work of any teaching assistants who work with SEND pupils. The SENCO offers support and guidance as necessary, as do other professionals e.g. S& L Therapists, Learning Support Teacher, TLRs Standards and Progress • The amount of provision is decided in line with the needs of the pupil. For example, this could be a short term intervention programme such as a half-term of input on a specific area of need or longer term in class support; <p>Please note Any provision made via an Education, Health and Care Plan will be reviewed 6 monthly for those in Foundation Stage and Annually thereafter (unless significant changes are required in the interim)</p>

How does the school support pupils with special educational needs ?

Central to our practice is the breaking down barriers to learning and helping SEND pupils to move forward with their learning and progress.

- The Co-Head Teachers and the SENCO will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision.
- All teachers at Green Lane Primary Academy have a responsibility for the teaching, monitoring and evaluating of pupils with SEND. This is the first principle of the New Code of Practice.
- There is whole school commitment to raising achievement through targeted intervention strategies, from Nursery to Year 6.
- In addition to quality first teaching at Green Lane Primary Academy, pupils also have access to additional specialist support where appropriate e.g.
 - Special Educational Needs Higher Level Teaching Assistants;
 - Higher Level Teaching Assistants for Intervention across EYFS and KS1;
 - Specialist Teaching Assistants for Speech & Language, English as an Additional Language, Autism, Down's Syndrome;
 - Specialist Literacy and Numeracy Support Teachers
- The Academy also employs a Learning Mentor who works with pupils who may require additional support to access learning due to emotional, social or behavioural difficulties. Often, these pupils are those who have SEND
- Some individual pupils may have specifically tailor-made Programmes as required e.g. Toe by Toe, Talk Boost, Blast, Blast 2, Read Write Inc. Catch and Fresh Start, Inference Training etc.

What mechanisms are in place for supporting pupils' overall wellbeing?

Pastoral Care

- All pupils belong to a year group team;
- The Year Group Team Leader has overall responsibility for the year group and in particular pupil progress;
- The Class Teacher has the role of ensuring pastoral well-being is in place and works with the team leader and SENCO to ensure progress and well-being
- Pastoral records are maintained by class teachers and the learning mentor and are reviewed as required by the Co HTs.

Medical Needs

- The Academy manages the administration of medicines in line with the Medicines Policy by means of a specifically monitored and locked resource.
- Green Lane Primary Academy has a full medicines policy;
- A member of support staff is on duty each morning to receive medicines from parents and they are specifically monitored and stored
- Parents are asked to complete a consent form, as well as providing specific information from the GP prescribing the medication
- Care plans are written, as required, in line with the agreed policy;
- To support these process school has a number of designated first aiders and they are on duty at break and lunchtimes.
- Training is provided and continually updated
- The School Nurse is easily accessible

	<p>Behaviour</p> <ul style="list-style-type: none"> • The Academy Positive Behaviour Plan is transparent and made known to all pupils. • Bespoke Programmes are created and implemented when necessary • The Learning Mentor and Parent Support Adviser (PSA) will work with children and their parents when children are experiencing behaviour or social and/or emotional difficulties <p>Attendance</p> <ul style="list-style-type: none"> • The Learning Mentor and PSA also monitor attendance data carefully, and support pupils and families who may have difficulties in this area. • An Educational Welfare Officer may become involved if it is deemed necessary. • A process of first day contact is in place and children are prioritised as necessary. • Home visits take place as required and close liaison is maintained with parents via meetings and phone calls. <p>Pupil Views</p> <ul style="list-style-type: none"> • The views of pupils are obtained via the school council which has a pupil representatives from each class • Children complete a pupil questionnaire bi-annually. • Pupils participate in weekly PSHE lessons where circle time fosters exchange of views <p>Special exam arrangements for identified students are organised for year 6 SATs.</p> <p>Some of the Academy's SEND pupils are involved with other agencies, and where this is the case multi-agency meetings are held. Relevant professionals and outside agencies are involved, as well the pupil's parents.</p>
PROGRESS, PLANNING AND KEEPING PARENTS INFORMED	
How will parents know how their child is doing?	<ul style="list-style-type: none"> • All parents are invited to three parents' evenings throughout the academic year to discuss their child's development and progress. • When reporting to parents, via termly reports, their child's progress is compared with the National Picture in terms of expected attainment. • More regular meetings are arranged regarding individual pupils, depending on need • If required, contact is maintained between home and school via a home to school book which can be used for a variety of reasons.
How are parents involved in discussions about planning for their child's education?	<ul style="list-style-type: none"> • Meetings to devise the first Individual Educational Plan (IEP) of the academic year are scheduled in the autumn term. • In addition to these IEP meetings, if major amendments are made to the IEP parents will be invited in to discuss • If the pupil has been working with our Specialist Literacy Teacher or any outside agency, then a report is produced with assessments and recommendations listed. Parents are invited to discuss any of these reports in a Joint Home School Consultation. • For parents with a child who has Statement or Education Health Care Plan (EHCP) annual reviews provide a forum to voice their opinions about the support their child is receiving. Statements or EHCPs are

	<p>written/reviewed in close consultation with parents and all external agencies involved with the child.</p> <ul style="list-style-type: none"> • Pupils with a Statement or EHCP have a named support assistant who has very regular contact with parents. This can lead to further contact with Special Educational Needs Coordinator (SENCO) where necessary. planning their child’s education. • When reporting to parents, via termly report, their child’s progress is compared with the National Picture in terms of expected attainment.
How are children able to contribute their views?	<ul style="list-style-type: none"> • From Y2 upwards our target recording system, affords the opportunities for the class teachers to discuss reading, writing. maths and science targets on a very regular basis • Children with IEP targets are regularly involved in discussion of their progress towards those targets
PROVISION, RESOURCES & SERVICES	
How is learning and development provision matched to individual pupils’ needs?	<ul style="list-style-type: none"> • Additional teachers are employed in Y3 – Y6 to enable smaller ability sets • SEND children receive additional support as necessary, for example through deployment of resources and staff. • All students have an entitlement to study a broad and balanced curriculum; • School discretion can be used to tailor the curriculum to a pupil’s needs; • Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a wide range of strategies and interventions • Within the core subjects (English and Maths) groups are set within ability bands, which enables differentiation to the appropriate level using quality first teaching and ensuring that targets are stretching and attainable.
How are the school’s resources allocated and matched to pupils’ SEND?	<ul style="list-style-type: none"> • The Academy’s notional SEND budget is allocated for resources, staffing, training and to support the specific needs of pupils with Statements/EHCPs • The Co Head Teachers and governors have overall responsibility for the SENDD budget • Pupil Premium money is also used to provide additional staff and resources for those SENDD children who may also be eligible for FSM. <p>As a small example resource allocation includes:</p> <p>Staffing</p> <ul style="list-style-type: none"> • Provision of S& L Teaching Assistants • Provision of a specialist numeracy teacher providing small group and individual ‘catch-up’ teaching <p>Resources</p> <ul style="list-style-type: none"> • Purchase of Read, Write, Inc. materials • Purchase of reading materials at a suitable level • Purchase of Blast Materials <p>Training</p> <ul style="list-style-type: none"> • Elklan Training for TAs • Team Teach Training • Dyslexia Support Training

<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ul style="list-style-type: none"> Green Lane Primary Academy staff have a wealth of expertise which is over and above the qualifications needed for their jobs. Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress. <p>The following is a snapshot of these, but is not an exhaustive list.</p> <p>Expertise in School</p> <ul style="list-style-type: none"> The Academy has 4 Paediatric First Aid members of staff Several members of staff have First Aid Qualifications Makaton Trained Staff Elklan Trained Staff Talk Boost Trained Staff Staff Trained in supporting children with Down’s Syndrome Specialist Literacy Teacher –Diagnostic Assessments and Advice to staff and parents Specialist Numeracy Teacher – Diagnostic Assessment and Intervention <p>Expertise/Specialist Services Accessed by Schools</p> <ul style="list-style-type: none"> Educational Pyschologist Speech and Language Therapy Services Beverley School – Outreach Support Hearing Impaired Service & Teachers of the Deaf Child and Adolescent Mental Health Service (CAMHS) Occupational therapists School Nursing Services The Bungalow Project (Behaviour and Mental Health Problems) The Cleveland Unit Inclusion Support
<p>How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<ul style="list-style-type: none"> Disabled toilets are available on ground floor; Ground floor fully wheelchair accessible; Changing room and shower facilities available; Disability Discrimination Act considered when refurbishing and redecorating; Communications with parents whose first language is not English is available respond to need.
<p>How are pupils included in activities outside the classroom including trips? (n.b the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)</p>	<ul style="list-style-type: none"> All pupils with SEND are able to access all of the school’s activities including visits and residential visits The school assists individual pupils on a needs-led basis.
<p>STAFF TRAINING</p>	
<p>What training have the staff supporting pupils with SEND had, or what are they expected to have? (n.b under the SEND Code of Practice legislation, schools/academies need to offer high quality professional development and training to the work force.)</p>	<p>Green Lane Primary Academy values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.</p> <p>We summarise below the most recent staff training in respect of SEND.</p> <p>Full Staff Training</p> <ul style="list-style-type: none"> Annual Child Protection training

	<ul style="list-style-type: none"> • Team Teach • Inference Training <p>Individual/Group Training</p> <ul style="list-style-type: none"> • Autism in the Classroom • Dyslexia • ELKLAN Speech & Language for 5-11 year olds • Speech, Language and Communication • British Sign Language level 6 • New SEND Code of Practice • New SEND Reforms • Counselling level 2 • Behaviour management • LAC – looked after children • First Aid & Medications in school and the Law • Down’s Syndrome Association training
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TRANSITIONS

<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<p>Before Joining</p> <ul style="list-style-type: none"> • Before a child with SEND joins the school detailed meetings with parents and appropriate agencies are held in order to assess need and plan provision which reflects those needs. <p>Within School</p> <ul style="list-style-type: none"> • Year Group Teams hold transition meetings at the end of the summer term to discuss all children but particularly those with SEND. The SENCO also advises receiving teachers in relation to SEND children • Children visit their next class at the end of the summer term to meet their new teacher <p>Secondary Transition</p> <ul style="list-style-type: none"> • Parents of pupils with SEND in Year 5 are encouraged to visit the secondary schools in the Spring/Summer terms. This is so that they can begin to make informed decisions about their placement in a local secondary school; • Once a place has been confirmed, the SENCO liaises with parents and the secondary school; • A transition plan is put in place which could include the possibility of extra visits; • A mentor might be put in place as a familiar adult to help with transition. • Information passed on to a new school includes the pupil’s file and where appropriate AEN/CIN/CP information
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FURTHER INFORMATION

<p>Who can parents contact for further information?</p>	<p>The first point of contact for a parent if they want to discuss something about their child would be the child’s class teacher. If more advice/ information is required they are welcome to contact the SENCO Green Lane Primary Academy Green Lane Acklam Middlesbrough TS5 7RU</p>
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Co Head Teachers: Mrs J. Lucas & Mrs J. Walsh

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Glossary:

SEND - Special Educational Needs and Disability

SENCO – Special Educational Needs Coordinator

HLTAs – Higher Level Teaching Assistants

BSL - British Sign language

EHCP - Education Health and Care Plan (replaces statement)