

# School Information

## Report

and SEN

All reports are sent through at time agreed.

All staff are approachable.

My daughter is included in all of school and after school activities with full support.

The school allow private therapists to access my daughter during school hours.

Thank you



I cannot fault the staff at Greenleas School in meeting my child's needs. Mrs Higgerson (SENCO) and all of class teachers have always been so approachable and make us feel that we can speak to them at any time. The communication between staff is excellent and the ASC team have been so helpful assessing my son and providing strategies. Their input has been invaluable in helping staff to understand his needs and manage his behaviours effectively.

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The staff have been very supportive and informative over the past year. My child has grown in confidence and her needs have been met in every instance.

## **1 INTRODUCTION**

The information within this policy document has been updated in line with the new SEN Code of Practice 2014. It has been written in consultation with a number of parents with children on the SEN register and has been accepted by the governing body.

## **2 OBJECTIVES**

- 2.1 We are committed to meeting a wide range of Special Educational Needs and Medical and Physical needs within a mainstream setting.
- 2.2 Our aim at Greenleas is to deliver a broad, balanced and relevant education, both within the classroom and beyond it.
- 2.3 We want to help each and every child to achieve their full potential, both within the curriculum and beyond it.
- 2.4 We aim to identify children's individual difficulties as early as possible in order to best meet their needs.
- 2.5 We aim to work in close partnership with parents to provide the best care and education for every child.
- 2.6 We aim to work in collaboration with a wide range of outside agencies, to ensure the most appropriate provision is made for every child.
- 2.7 We aim to create children who are independent learners.
- 2.8 We aim to maintain high levels of expertise in both teaching and support staff; therefore training is given a high priority.
- 2.9 We are committed to seeking the views of the children and reflecting these in the provision we provide,

This policy details how these objectives are applied to the day to day provision for children with Special Educational Needs or disabilities at Greenleas.

The Special Needs Co-ordinator (SENCO) is Mrs J Higgerson. She is responsible for co-ordinating the day to day provision for children with Special Educational Need, as well as writing and reviewing this policy document. She can be contacted on 0151 6391225 or by email via the school office (schooloffice@greenleas.wirral.sch.uk)

The named governor for Special Needs is Mrs Cath Johnston. She can be contacted via the school office.

### **3 HOW PROVISION IS CO-ORDINATED WITHIN THE SCHOOL**

- 3.1 At Greenleas we believe that good provision for children with Special Educational Needs can best be provided when people work as a team. It is the SENCO's role therefore to work closely with class teachers, support assistants, parents, outside agencies and the children themselves.
- 3.2 It has been agreed by all Staff that the most successful way to do this is for the SENCO to meet with all parents and to write the majority of Individual Educational Plans. This includes children at School Support, as well as those with Individual Pupil Funding Agreements (IPFA), Individual Health and Care Plans (IHCP) and Education, Health and Care Plans (EHCP). It is the role of the class teacher and the support assistants to deliver these Individual Educational Plans to the children.
- 3.3 The SENCO is also responsible for:
- the day to day implementation of this policy.
  - Liaising with, advising and supporting other teachers and classroom assistants.
  - maintaining the school's SEN register. (including information being shared with the Local Authority(LA) being kept up to date)
  - developing effective working relations with parents.
  - liaising with external agencies.
  - organising in-service training whenever required.
  - co-ordinating the transfer of SEN records to other schools.
  - reporting to governors when necessary and keeping SEN Governor informed.
  - keeping the Headteacher informed.
  - ensuring the Code of Practice is being followed.
  - managing teaching assistants.
  - managing resources for SEN
  - monitoring the progress of the children on the SEN register and intervening to adjust specific programmes (via IEP) as necessary.
- 3.4 The governing body have elected a representative who is responsible for overseeing the SEN provision at Greenleas. The SEN Governor meets with the SENCO at least termly to discuss and review practice. Both SENCO and SEN Governor report back to curriculum committee of the governors and/or full governing body.

### **4 ADMISSION ARRANGEMENTS**

Admission is the responsibility of the Local Authority. Arrangements are the same for all children regardless of their Special Educational Needs or disability. On admission the school will develop a clear plan of how an individual needs will be met. Parents will play a vital role in this.

### **5 PROVISION THAT THE SCHOOL SPECIALISES IN**

- 5.1 Greenleas is a mainstream; community school with a commitment to meeting the individual needs of all children, whatever their area of special need.
- 5.2 As part of our population we have children who have:
- Medical
  - Physical
  - Learning
  - Speech/language/communication
  - Emotional/behavioural/mental health needs
  - Hearing/vision needs.
- 5.3 Training and links with outside agencies on all of the above areas have been established in order to best meet the needs of every child.
- 5.4 Greenleas used to be a designated school for children with physical and medical impairment and whilst this specialist provision no longer exists within the Wirral Authority, Greenleas has enhanced its specialist knowledge and experience in this area.

## **6 FACILITIES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

- 6.1 At Greenleas, we are committed to the inclusion of children who have special educational needs and/or a disability. This means that we regularly review our facilities to see how they can be improved.

The current facilities include:

- a one storey building with ramps to all external doors
  - there are no steps within the school building.
  - two accessible toilets, which have lowered door handles and light switches, as well as panic buttons. One contains a ceiling track hoist. Each has a changing bed.
  - a parking bay for parents of disabled children or for disabled adults, which has easy access to the front door.
  - a number of areas around the school where children can work in small groups or one to one with a support assistant, some of which are provided with additional screening to aid concentration and attention.
- 6.2 Staff at Greenleas have developed a wide range of expertise with many areas of SEN
- Teachers and teaching assistants have attended courses provided by the Local Authorities ASD team, as well as working closely with our allocated ASD specialist teacher.
  - A number of Teaching Assistants have had specialist training from the Orretts Meadow Outreach teachers and are able to deliver this programme within school.
  - Many of our teachers and teaching assistants have had experience working with children with complex physical and medical needs.
  - Two Level 3 teaching assistants have had training and experience working with the PIVATs assessment programme.

- Some of our teaching assistants have worked alongside the specialist speech therapist to deliver speech therapy programmes to children with more complex needs. Many teaching assistants deliver regular speech therapy programmes and have received training from a Language Assistant. Several teachers and teaching assistants are now using the Wellcomm programme to assess and to deliver speech and language activities.
- One member of the teaching staff has shadowed the work of the SENCO in order to develop their understanding of this area of work.
- A number of Teaching Assistants have had manual handling training.
- A number of Teaching Assistants have had specialist medical training, in order to tube feed children and to administer insulin.

## **7 ALLOCATION OF RESOURCES TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

7.1 Children with EHCPs, Individual Pupil Funding Agreements (IPFAs) or Health Care Plans may receive additional funding from the Local Authority. This is in addition to the funding allocated from the school's own budget. (Element 1 and 2 funding) It is for the school to decide how this funding can best be 'spent' so as to maximise the benefit for the individual child. However the parents' views on what the child needs and the child's own views **MUST** be taken into account. The school SENCO would liaise closely with parents and any outside professionals involved, before making an application to the Local Authority for additional funding (Element 3 funding)

7.2 Resources allocated to children at 'School Support' come from the main school budget – element 2 funding  
How the money is spent is decided by the SENCO in consultation with Headteacher and staff. However the views of the parents and the child themselves would always be taken into account. Money is used for:

- Buying in specialist support from Orrett's Meadow
- Buying one day per year of SENAAT time
- release time for SENCO to meet with parents or outside agencies and to carry out assessments or observations on children.
- classroom assistant time to support children on SEN register
- classroom resources to support specific children
- specialist resources linked to children's IEPs.

Money is allocated to individuals according to need of child or to departments according to the number of SEN children or their specific needs.

## **8 IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

8.1 At Greenleas, we are committed to the early identification of children with special educational needs.

8.2 Early identification of actual difficulties is not only advantageous but in some areas is critical and the sooner appropriate help is offered the more

positive the results. Failure to identify may lead to frustration and compound difficulties.

8.3 Children are identified under the headings of needs given by the code of practice. These are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

8.4 Children may be identified in a range of ways. These include:

- children identified by the class teacher, whose progress they are concerned about.
- children whose parents have expressed concern about progress.
- children transferred from another school, where they have been identified as having special needs.
- children whose needs become apparent during whole school screening.

8.5 Screening of children includes:

- Speech and language assessment (Wellcomm Screening pack)
- Foundation Profile
- NFER non verbal reasoning test Y3 and Y5 or when specifically required
- Vernon spelling
- Salford reading
- Reading & spelling of high frequency words (from Letters and Sounds Programme and the new National Curriculum)
- Y2 SATs
- Assessment of phonics (using Letters and Sounds materials)
- Formal assessment of phonics during Year 1
- Regular class-based assessments, linked to the National Curriculum and recorded on Target Tracker.

More specific screening includes

- Madeleine Portwood's assessment for children with motor co-ordination difficulties
- ADHD/ADD observation of behaviours sheet
- Dyslexia Screening test
- NFER comprehension tests
- Handwriting assessment
- Connors rating scale
- Dyscalculia screening

Children are also continuously assessed throughout the year, informally and more formally by the end of unit assessments in the core subjects. Progress is checked for all children (including those with SEND) at department progress meetings and using our on-line tracking tool.

8.6 Following the screening process, the SENCO will decide whether to place the child on the SEN register. The SENCO will then meet with the child's parents to explain this process to them.

- 8.7 An IEP (Individual Education Plan) or IBP (Individual behavioural Plan) is written by the SENCO using SMART targets which focus on the child's specific needs.
- 8.8 Children will be reviewed on a termly basis (half termly for Early Years children). Parents will be invited to meet with the SENCO to discuss each review and the targets for the next IEP. This process focuses on the outcomes for the child following a period of intervention. When reviewing a child, information from the class teacher, teaching assistant, involved outside agencies, parents and the child themselves will be sought. Review meetings will also be used to inform decisions about whether the child needs further support and will remain on the SEN register, move off the register completely or a formal assessment is sought. Children may be placed on the special needs register at School Support or, if it is felt that their needs cannot be met within the resources of the school, may be placed at School Support Plus. At this point specialist support needs to be sought from outside the school and an Additional Support Plan may be completed.
- 8.9 Annual Reviews – during each school year each child with an IPFA, IHCP or EHCP will have their progress reviewed. This is organised by the SENCO and all relevant parties invited. Completed paperwork will be sent to the Local Education Authority.
- 8.10 Recording and reporting of children's achievements happen formally through regular parents' evenings and a written report in the summer term (as with all other children). As well as at the end of each IEP period, when parents are invited in to discuss their child's progress with the SENCO. However, at Greenleas we are committed to regular positive feedback delivered informally both to the child and/or their parents by teaching assistant/class teacher/SENCO as appropriate. Parents and children are encouraged to share their own views on targets/progress.

## **9 ACCESS TO A BROAD AND BALANCED CURRICULUM FOR CHILDREN ON THE SEN REGISTER**

- 9.1 We feel that it is fundamental that all children are able to access a broad and balanced curriculum.
- 9.2 The key to this is good differentiation. It is the responsibility of all class teachers to differentiate all areas of the curriculum so that every child can participate, regardless of Special Educational Needs or disability.
- 9.3 Currently, the key methods for children to access the broad and balanced curriculum are
- through additional support (from the class teacher or teaching assistant)
  - through specific resources to help children access the curriculum
  - support and advice from outside professionals on how to include children

## **10 SOCIAL INCLUSION**

- 10.1 At Greenleas we are committed to equal opportunities. Our equal opportunity statement says:

“All pupils with Special Educational Needs have an entitlement to equal opportunities within the National Curriculum irrespective of gender, ethnicity, class or language. Pupils with English as an additional language will have their needs catered for and where applicable help from the authority will be sought.

Teachers have a responsibility to encourage all pupils to believe in their own ability and to encourage them to reach their full potential. Teachers need to be aware of the demands of different pupils. We have a responsibility to ensure that materials we use are free from gender and racial stereotyping.

The school has a responsibility to raise the awareness of parents of the value of following the National Curriculum to all children.”

- 10.2 Where possible children will be taught alongside their peers, with their task differentiated. This however is not always possible and at times children may need to be withdrawn from lessons to be taught in small groups or on a one to one basis. Efforts will be made for children not to always miss the same subject, when they are withdrawn.

## **11 HOW THE GOVERNING BODY EVALUATE SUCCESS**

- 11.1 SEN is a regular agenda item on the Curriculum and Pastoral Committee. This committee feeds back information to the whole governing body.
- 11.2 The governing body regularly reviews the number of children on the SEN register and any movement between stages.
- 11.3 The named SEN Governor regularly liaises with the SENCO to discuss current issues. She also visits the school to see the SEN children working.
- 11.4 The governors are closely involved in the target setting process for all children – this includes children on the SEN register.
- 11.5 Analysis of survey responses from parents.

## **12 TREATMENT OF COMPLAINTS**

- 12.1 Complaints regarding special educational provision will be handled by the SEN Co-ordinator and/or the Headteacher in line with the school complaints procedures.
- 12.2 Parents at any time can contact the Parent Partnership about all issues relating to special needs.

## **13 TRAINING**

- 13.1 At Greenleas, we believe that high quality training is the key to good special needs provision and we constantly try to keep up to date with issues relating to special needs. Training consists of:
- SENCO attending LA run courses on a range of issues relevant to SEN.
  - SENCO can then disseminate information to staff in the form of staff meetings or as a part of an INSET day.

- Guest speakers are invited in to speak on specific issues e.g. epilepsy nurse or expert in ADHD.
- Regularly arranged meetings with outside professionals for SENCO, class teacher or support assistants.
- SENCo meets termly with other SENCOs in the Wallasey Alliance, to discuss current issues.
- Support assistants regularly attend LA provided training, either on general SEN issues, or relating specifically to the child/children they work with.
- LA provide subject specific training e.g. how to support children with SEN in numeracy or literacy.
- Training for headteacher and deputy head on wider issues relating to SEN e.g. disability discrimination
- Specialist medical training from health care professionals.
- The SENCo is able to use the Dyslexic Screening Test to identify dyslexic tendencies in children. (This is not a diagnosis).

## 14 WORKING WITH OUTSIDE AGENCIES

14.1 This is a highly valued part of the role of the Special Needs Co-ordinator.

14.2 At Greenleas we are proud of the well-established links that we have with a wide range of outside agencies. Not only do they offer expertise in a range of areas, but also by working closely with them, help us to extend our own knowledge and skills. We have worked closely with the following agencies, many of whom work regularly within our school:

- Educational Psychologist – on request
- SENAAT – one day per school year
- Speech and Language Therapy – in school half a day per term.
- Hearing Support – on request
- Vision Support – on request
- Teacher for ASD – on request
- Physiotherapists – allocated according to a child's specific needs
- Occupational Therapists –on request, where a child has a medical diagnosis
- Child Health – community paediatricians – to attend school based meetings
- CAMHs service (Child and Adolescent Mental Health service) – to attend school based meetings
- School Nurse – in school for one afternoon per week
- Specialist nurses (asthma, allergies, epilepsy, continence, diabetes, tube feed) – on request for training or HCP meetings
- Social Care team – for advice or to attend meetings

Currently we buy in additional support from a family support worker. She works within school for half a day per week.

14.3 Referrals to outside professionals ONLY occur with parents' consent - unless a child is deemed to be 'at risk'.  
Referrals to a health care professional can be made either through the school nurse, or through a child's own GP.

Outside agencies can be contacted via the school SENCo.

## **15 PARENTS**

The new Code of Practice places the views of parents and children at the heart of decisions made within school.

15.1 At Greenleas we believe that successful practice in SEN involves a clear partnership between school and parents. Where this is the case, it is clear that children make most progress. We have worked hard to build up these partnerships by:

- Regularly keeping parents informed of their child's difficulties and their progress. This is usually through review meetings.
- Being honest and open at all times.
- Having an open door policy. We understand having a child who has special educational needs can be difficult or even upsetting at times. We are always available to talk over issues and will make every effort to give appointments at the earliest opportunity.
- We believe that the parent is the expert on their child and that they have a great deal of information to give. We encourage them to contribute ideas for the IEP as well as keeping us informed of any changes in the child's life.
- Parents are encouraged, although not under any pressure to support their child's learning at home. All parents receive a copy of their child's IEP, showing the targeted areas. Strategies to achieve these are discussed with parents, but emphasis is placed on learning being fun.
- A working party of interested parents was set up to review and update this policy document.

## **16 LINKS WITH OTHER SCHOOLS**

For a number of years we have worked with Orrets Meadow School's outreach teaching service for children with Specific Learning Difficulties. This traded service provides a specialist outreach teacher to work with four children and to mentor a Teaching Assistant. We also purchase a small amount of time from SENAAT (Special Needs Assessment and Advice Team) which is a second traded service run by Orrets Meadow. We have received training from Orrets Meadow and have sent Teaching Assistants on their training courses.

16.1 We have developed good links with Elleray Park Special School, who have been kind enough to allow us to visit their site to look at their resources. They have also been an excellent source of advice and information.

16.2 We make it our policy to visit all early years' settings to observe any pupils transferring to our foundation stage. This has enabled us to create links, working with staff and gaining ideas for resources. Children who have

been identified as having SEND in their pre-school setting will be offered an extended package of transition, which will include a home visit.

- 16.3 We have worked hard to develop our links with Secondary Schools. The SENCO meets with each secondary SENCO to discuss the children who are transferring. This is in addition to completing the LA transfer forms for children on the SEN register.
- 16.4 Children with an EHCP, IPFA or children who may find transfer particularly difficult are given additional induction sessions (to the one whole day that all children have). They are taken by the SENCO to spend some time at the secondary school, where they can see their classroom and meet key staff.
- 16.5 Secondary SENCOS are invited to the final review meeting of the year, where they can meet with the parents, to discuss any concerns.
- 16.6 The SENCO works alongside SENCOS from other schools to offer support and advice.
- 16.7 The SENCO has been invited by both the LA and the speech therapy service to join working parties to develop current practice.

## 17 HOMEWORK

Homework can be a difficult area for children on the SEN register and can be a concern for parents. Parents who have concerns regarding homework can speak in the first instance to the class teacher. It may be that homework can be differentiated to a more suitable level or that a teaching assistant could spend a little more time explaining tasks. If however, difficulties persist, parents are encouraged to speak to Mrs Higerson, the Special Needs Co-ordinator.

## 18 SUPPORT FOR EMOTIONAL NEEDS

The self- esteem of all children at Greenleas is considered vital. Staff are encouraged to monitor carefully the self- esteem and confidence of pupils on the SEN register. This is done by:

- Ensuring that no stigma is attached to children receiving extra support – at Greenleas it is considered a privilege to have one to one or small group work with a TA.
- Individual programmes to support self-esteem, social skills, confidence, anger management and anxiety are available.
- Children can access individual support from the SENCO or Family Support Worker, if there difficulties are considered complex.
- Children on the SEN register are encouraged to participate in a range of extra-curricular activities. Extra support can be provided to ensure their full participation.

Link to Local Offer

The provisions made for \*\*\*\*\*, ie, small groups for lessons and speech therapy, have made such a big impact on her happiness and confidence. We are very grateful to Greenleas.

Thank you

We are very pleased with the excellent support that our son receives from school. We believe that their professional approach has helped him to progress positively.

I am extremely pleased with the extra support my daughter has been receiving, her confidence has grown so much and she finds it easier to ask if she doesn't quite understand something. Her special needs were discussed by Mrs Higginson and myself at the first parents evening and together agreed this would be beneficial to my daughter.

I am very grateful for the support and guidance that has been provided, not only to my son, but also to myself and my husband as parents. We have been fully informed and included in our sons progress and future plans in regards to his education. We have been provided with materials on how we can re-enforce the learning within our home environment, so that education is a seamless process and remains enjoyable. So thank you all.

Outstanding support from SENCO Mrs Higginson, teachers and teaching assistants. Amazing progression by our son of which we believe is down to the additional support, one on one and tailoring of some lessons to support his academic development. We are always kept up to date with any issues or progress made, with additional input from external bodies when needed.

I could not ask for any more input from Mrs Higginson as she is excellent at keeping me informed and caring so well for my sons needs, she is the reason why he is thriving and is more confident in himself, also his teaching assistants have been the lifeline in any problems with a daily diary. Thank you so much for making his needs met with hard work and dedication.

Mrs Higginson has been absolutely brilliant in helping \*\*\*\*\*. She has spent time with us to explore options which might help. We have been kept informed and involved throughout. Nothing has been too much trouble. \*\*\*\*\* confidence and self-belief has grown as a direct result of the interventions offered by the school. We couldn't have asked for more. We are confident in the support \*\*\*\*\* will receive in Year 6 in order to help her do well in her SAT's and the transition

I have always felt that my daughters needs are dealt with collectively at both home and school and there is constant communication - more so from the SENCO than class teachers though. If there are any issues or concerns I can speak to Mrs Higginson and the issue is resolved or looked into, even issues with classmates, which is very reassuring to me that my daughters' emotional needs are dealt with as well as educational needs. I also feel very reassured that Mrs Higginson knows my daughter, she has taught her and known her since F2 so she sees first hand what her needs are.