

# SEN Policy and Information Report

Date of report	March 2024	Date of review	March 2025
Name of author	Alison Randall	Designation	Deputy Headteacher and Inclusion Lead

At Greenmount we provide an inclusive learning environment and a broad and rich curriculum which will meet the needs of all pupils including those with disabilities, special educational needs, different ethnic and cultural backgrounds and those with English as an additional language. Learning diversity will be recognised and planned for, any barriers to learning and participation will be challenged and supported and all pupils will be provided with equal opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is being considered for their child.

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

## 3. Definition

**The definition of SEND at Greenmount Primary School recognises as stated in the SEND Code of Practice 2014 that:**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Alison Randall. Alison can be contacted via the school office- 0113 2760771

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN Governor is Sabrina Sultan.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.3 Headteacher- Mrs Lisa Dixon

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### 5.0 SEN Information Report

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction-** Autism, ADHD, speech and language difficulties, developmental language disorder
- **Cognition and learning-** moderate learning difficulties and specific learning difficulties
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**, including hearing impairment, sensory processing difficulties, global delay, medical conditions.

The following information details our current responses to frequently asked questions by parents and carers. The information in these responses will be reviewed regularly and updated as necessary to reflect our commitment to providing quality, effective provision for our children.

#### How will school know if my child needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- There is lack of progress. If a pupil's progress is significantly below age related expectations, despite Quality First Teaching targeted at the pupil's area of difficulty. This might include progress in areas other than attainment, for example, social needs.
- There is a change of behaviour
- A pupil asks for help.

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes. When it is decided that a child needs SEN support they will be added to our SEN Register in school and parents/carers will be notified.

### **What should I do if I think my child has special educational needs?**

If you have concerns please arrange to have a chat with your child's teacher and/or Mrs Alison Randall-SENCo/Inclusion lead.

### **How will Greenmount support my child?**

If your child has SEN we will take a 'graduated, step by step approach' to providing support that is additional to or different from the adapted approaches and learning arrangements normally provided as part of our high quality, individualised teaching intended to overcome barriers to learning.

The class teacher and SENCO will put in place additional arrangements in order for your child to make progress. For most pupils extra help will be provided in the classroom, managed by the class teacher. This could be by working with the rest of the class, in small groups or on a one-to-one basis with a teacher or teaching assistant. Some children may receive targeted support working on areas of difficulty, for example extra phonics support or additional reading. We use Provision Map software to document the additional, targeted support that children are receiving. The provision in place for a child is reviewed at least termly, or sooner if appropriate and at pupil progress meetings. Teachers will talk to you at parent consultations about the additional support your child is receiving.

For some children, more specialised support may be needed. Outside support may be arranged in the form of sessions with a Speech Therapist, an Educational Psychologist and Inclusion Support workers. Children needing a high level of support will have an Individual Support Plan, written with the child if appropriate and shared with parents. The Individual Support Plan includes individual targets, ways in which the child will be supported and will monitor progress made. Individual support plans will be reviewed 3 times per year with the class teacher, SENCo, child and parents.

When providing support that is “additional to” or “different from” we engage in a four-stage process:



**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Support will be recorded on Provision Map and/or an Individual Support Plan and will form the basis of review meetings.

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided and consider whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle and helps us to then decide if more specialist support is needed.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care (EHC) assessment. This request can be made by school or by parents. In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by school to meet the child’s SEN. An EHC needs assessment will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets.

#### How will the curriculum be matched to my child’s needs?

- All our children have access to broad, rich curriculum. We have high expectations for all.
- We adjust and adapt the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This will usually be through first wave teaching

strategies and adaptations and may include; increased visual support, scaffolds, pre-teaching, mixed ability groups and pairing, access to equipment and manipulatives, technology. All staff are familiar with the EEF five-recommendations for supporting pupils with SEND. Further information can be found here; <https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send> We know that high quality teaching for pupils with SEND is high quality teaching for all pupils.

- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencil grips or easy to use scissors.
- A range of interventions (support programmes) will be used in small groups or one to one situations to accelerate progress. Our whole school provision map shows all the different ways we support our children with SEND.
- Where needed, there will be extra pastoral support arrangements to aid the social, emotional and behavioural development of children.

#### **How will you and I know how my child is doing?**

- You will be able to discuss your child's progress at Parent Consultations, held twice per year. In addition, there will be opportunities to meet with the SENCo to discuss your child's progress and external agencies if they are involved.
- Class teachers continually monitor progress. Pupil Progress meetings are held termly with the class teacher, Headteacher and SENCo to formally discuss progress. This shared discussion may highlight any potential problems in order for further support to be planned.
- At the end of each key stage (in Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires us to do and the results are published nationally.
- Progress is recorded on B-squared, an assessment tool, for children that are working significantly below their peers. This is updated termly.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

- Regular book scrutiny and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **How will you help me to support my child's learning?**

- Class newsletters are sent home that inform you what is going to be taught each half term. The class teacher may suggest additional ways of supporting your child's learning and provide resources for you. The Headteacher also sends out a whole school newsletter regularly to inform you of what is going on.
- Information can be found on the school website including the curriculum for each year group and the twitter page is kept updated with the many goings on that happen at our busy school!
- Mrs Alison Randall (Inclusion Lead) may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parent/Carer workshops and coffee mornings are arranged throughout the year by our family support team, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

### **What support will there be for my child's overall health and wellbeing?**

All children have weekly PSHE (Personal, Social and Health Education) lessons to support their social and emotional development. We use Mindmate lessons to teach children about mental health and wellbeing and promote healthy lifestyles. Children are taught how to relax through mindfulness, yoga, meditation and brain breaks.

We value and place emphasis on the importance of physical activity on a child's overall health and well-being and through active learning, physical education lessons and physical activity opportunities, we focus on the social, emotional, physical and cognitive elements that we believe are important in supporting our pupils' development.

Physical activity is incorporated throughout the day through activities such as the daily mile and active learning . At breaktimes children have access to a variety of play equipment and activities are run by lunch supervisors and coaches from ACE sports who come into school each lunchtime. We

offer additional pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include;

- Members of staff are readily available for pupils who wish to discuss issues and concerns. Worry Monsters (KS1) and Worry boxes (KS2) are in each class for children to write anything that is troubling them.
- Some children have a behaviour plan if they need more individualised support with their behaviour. These are shared with parents and reviewed regularly.
- Our attendance officer (Miss Pickering) and family support workers (Mrs Ambreen Ahmed, Afia Khattun and Emma Benatmane) are always available for parents to talk to.
- The School regularly accesses support from the JESS cluster. This is a team that consists of Children's Support Workers, Family Support Workers, an Inclusion Support Worker and a Play Therapist. They can offer support to children and families where there are issues which are presenting barriers to learning.
- The School also refer children to Core Therapeutics, psychotherapists, who deliver 1:1 counselling, talking and drawing therapy and parent and child groups in school.
- All our extra-curricular activities, events and school visits are available to all our pupils, including our after-school clubs.

Our Behaviour and Relationships policy and Anti-Bullying policy can be found on our school website.

<http://www.greenmountprimary.co.uk/policies/> Our immediate intervention in responding to concerns raised by children, parents and/or staff ensures that reoccurring incidents are kept to an absolute minimum. We do not tolerate bullying. Our children are taught to be kind and respectful to all.

### **Children with medical needs**

- If a child has a medical need then a care plan is compiled by Mrs Emma Benatmane with parents/carers. These are kept in classrooms. A snapshot overview with key information about children with higher medical needs, including those with allergies, are kept in a medical file in the office and a copy in classrooms- these are shared with all staff involved with the child.
- Some children have an Individual Health Care Plan if there are significant, ongoing medical needs.
- Where necessary and in agreement with parents/carers medicines are administered in school where a signed Care Plan is in place. Anti-biotics may be given in some circumstances on discussion with the office staff and on completing of a medication form.



### What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologist
- Speech and Language Therapy
- DAHIT (Deaf and Hearing Impaired Team)
- School Nursing
- Mind Mate
- GP Practices
- CAMHS
- SEN Inclusion Team (SENIT)
- Early Years SEN Inclusion Team
- Leeds Inclusion Support Service
- Community Paediatrician
- St Georges Child Development Centre
- Physiotherapist
- Occupational Therapist
- Pupil Referral Service
- Health Visiting Team
- Social Care
- Support and Guidance

### What training are the staff supporting my child had or having?

- Staff have regular training to keep their knowledge, skills and expertise up to date and in line with current research and initiatives. All class-based staff attend in-house CPD each week run primarily by subject leaders and/or SLT. Staff also attend courses relevant to their year group and specialisms. Some of the training pertinent to developing skills and expertise in working with children with SEN include;

Autism awareness AET level 1 training- completed by all staff.

Autism AET level 2 - completed by staff working in Explorers or 1:1.

Autism AET level 3 training provided by STARS- Alison Randall (SENCo)

Team Teach- Positive Handling training for 4 members of staff

All EYFS and KS1 staff- Talk Boost Training provided by NHS Speech and Language Therapist.

Colourful Semantics training for all staff, delivered by a specialist Speech and Language therapist.

Intensive Interaction training- EYFS staff.

TACPAC- 1 member of staff.

Continued Floppy's Phonics Training for EYFS, KS1 and KS2 staff.

PSHE Conference and network meetings attended throughout the year by Sally Ackroyd (PSHE Lead)

PECS update training- 1 member of staff

Youth mental health first aid- 1 member of staff

Two members of staff have completed mental health lead training.

Drawing and Talking advanced practitioner training- 1 member of staff

Lego therapy training for two members of staff

Makaton level 1 and 2 -5 members of staff

The SENCo attends SEN network meetings and Educational Psychologist cluster meetings throughout the year.

- In-House training is provided by our NHS Speech and Language Therapist who works in school every Monday. This includes;  
TA's been present in sessions with a child so that they continue work in class.  
Training to staff in Colourful Semantics, PECS, Visual Supports, speech sounds, Makaton.
- Staff Meetings have included Growth Mindset, the use of Manipulatives in Maths, Quality First Teaching approaches and adaptations using EEF research.

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the site accessible to all
- Accessible toilets
- Double doors
- A Lift
- Care Suite

We have an up to date Accessibility Plan at <http://www.greenmountprimary.co.uk/policies/>

### **How will the school prepare and support my child when joining Greenmount or transferring to a new school?**

New Pupils to Greenmount;

Foundation Stage staff meet with parents prior to pupils starting school there will also be a home-visit. Concerns about particular needs will be brought to the attention of the SENCo. Where necessary the SENCo will arrange a further meeting with parents, previous setting, health visitor.

Children with SEND coming to Greenmount from another school will have a supported transition and there will be close liaison with the previous school and parents. Approved support and provision will be organised and in place for when the child starts.

When children with SEND transfer to high school we work closely with the SENCo from the new school and if necessary, a review meeting will be arranged with parents, all agencies involved with the child and staff from the new school.

When specialised input or resources are required our school staff will visit with the child and parents to discuss in detail the needs of the child.

### **How are the school's resources allocated and matched to the children's special educational needs?**

The school budget, received from Leeds Local Authority, includes money for supporting children with SEND. Funding may be used to buy in specialist support, training for staff, resources.

Where the needs of a pupil are more complex we would then apply for additional support through Funding For Inclusion (FFI) This is top up funding from the Local Authority where a child has significant and complex needs.

The Head Teacher, SENCo, Leadership Team discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

Our whole school provision map identifies all support given within school. It is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

### **How are parents involved at Greenmount? How can I get involved?**

At Greenmount we value the importance of building positive relationships with our families. We are a friendly, welcoming school that will always have time for you to share any concerns you may have.

Our family support workers, Mrs Afia Khattun, Mrs Ambreen Ahmed and Mrs Benatmane are based in the family support hub and will meet with you to discuss any family issues.

Other useful contacts to discuss your child's educational needs;

- Your child's class teacher

- SENCo/Inclusion Lead- Mrs Alison Randall
- Lead practitioner for Inclusion- Sam Taylor
- Foundation Stage Leader- Mrs Angela Lee
- KS1 Leader- Mrs Heather Metcalfe
- KS2: Year 3 & 4 Leader- Mrs Hannah McGuire
- KS2: Year 5&6 Leader- Mrs Fiona Redshaw
- Headteacher- Mrs Lisa Dixon

We actively encourage you to be part of your child's learning and you will be invited to attend parent consultations, workshops, open classroom events, coffee mornings, class assemblies and celebration events.

### **Complaints**

If you have a complaint regarding SEND, please refer to our complaints policy at

[www.greenmount.co.uk/policies](http://www.greenmount.co.uk/policies)

### **Governing Body**

Our named Governor for SEND is Sabrina Sultan

### **LEEDS LOCAL OFFER**

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them. For links to the Leeds Local Offer parents/carers can access the website at

<https://leedslocaloffer.org.uk/#!/directory>

**This SEN Policy and Information Report details our annual school offer to children with SEND.**

The following policies are also available which reflect our commitment to inclusion, safety and well-being of children.

\*Accessibility Plan

\*Admissions

\*Attendance

\* Anti-Bullying

\* Behaviour and Relationships

\* Care and Control policy

\* Child protection and Safeguarding

\* Equality

- \* Health and safety policy

- \* Healthy Schools

- \* Intimate Care

- \* Medical Conditions

- \* Relationships Education

These can be accessed via the school website, or a hard copy provided. Please contact the school office- 0113 2760771 if you wish to discuss any of these policies.