



Greenbank Primary School

SEND Information Report November 2020

This Report is in the context of Schedule 1 Regulation 51 of the SEND Regulations 2014 and the Code of Practice 2014 and Equalities Act 2010.

1. The kinds of special educational needs for which provision is made at the school.

Children and young people's SEND are generally thought of in the following four broad areas of need:

- Cognition and Learning and
- Physical and Sensory
- Social, Emotional and Mental Health
- Communication and Interaction

We currently provide support for children within all four areas. We have a dedicated staff who have experience of supporting children with Autism Spectrum Disorder (ASD), Speech and Language Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Hearing and Visual Impairments; Specific Learning Difficulties such as dyslexia and various social and emotional needs. In addition to our staff support we also work closely with a range of outside agencies from education, health and social services to support the wide range of special educational needs.

A variety of evidence based learning interventions are currently used to support pupils such as Precision teaching, Success @ Arithmetic, 1st @number, , Sounds Write, Daily RM Maths and Lexia, IDL dyslexia intervention .

2. Information about the school's policies

Early identification of pupils with SEND is important in overcoming barriers to learning.

for the identification and assessment of pupils with special educational needs.

The SENDCO works closely with the school assessment coordinator to interrogate available data including RAISE online data, Fischer Family Trust and results of NFER tests.

Daily informal teacher assessments of learning inform lesson planning, this feeds into formal termly assessments and pupil progress meetings. Here members of the Leadership Team along with the class teacher identify pupils who are making slow or less than expected progress. The first response to this concern is to provide high quality precision teaching by the class teacher; where progress continues to be below expected the class teacher will highlight any concerns with the SENDCO. School based learning interventions will be delivered and progress reviewed. When a pupil is consistently and significantly falling behind normal expectations consideration will be given to the pupils' own individual needs and possible referrals to outside agencies will be discussed with parents / carers and, if appropriate, with the child before being made.

Parents may also raise their own concerns about their child. They may do this by having an initial conversation with the class teacher then arranging to meet the SENDCO to discuss their concerns.

3.Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

Provision and interventions are reviewed rigorously within school to ensure their effectiveness and measure their impact. Interventions that are not found to have an impact are discontinued. Learning walks inform the SENDCO and Leadership Team of the quality of provision on a day to day basis. Several times a year books are scrutinised by specialist external consultants to moderate the impact of interventions and planned learning tasks upon the progress children, including those with SEND, make.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Underpinning ALL our provision in school is the **graduated approach** cycle of Assess, Plan, Do, Review. Pupil Progress meetings provide regular opportunities for the class teachers and members of the Senior Leadership Team including the SENDCO to review progress. Learning Walks and Classroom observations also provide opportunities for further evaluation and guidance. Individual Pupil Profiles are reviewed with parents, staff and pupils and any necessary adjustments are planned and implemented.

(c) the school's approach to teaching pupils with special educational needs;

We are an inclusive school and strive to ensure that children with SEND are able to engage in all activities that are available to children who do not have SEND by making reasonable adjustments to the curriculum and the school environment..

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

All class teachers evaluate their own teaching and make changes wherever they feel it is necessary, this may include planning a personalised curriculum for individuals in their class. The school makes all possible efforts to make reasonable adjustments to the school environment to meet the needs of pupils with additional needs. We make arrangements for children with SEND to take part in school trips, including the residential visits in KS2. Parents are consulted to ensure that all of the child's needs are provided for. Children with SEND can, if they wish, take part in any of the extra-curricular activities available in the school, their individual needs will be carefully considered. Extra resources and/or staffing may be deployed if necessary.

e) additional support for learning that is available to pupils with special educational needs;

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the school SEND policy. Applications may be made to the Local Authority for High Needs Funding.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

We are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about how to overcome these. We always endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. Greenbank Primary School uses various PSHE programmes to develop skills such as Philosophy for Children and Values Based Education to help pupils to develop an understanding of another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. Mrs Garnett (Welfare Officer) provides 1:1 and small group support, including Lego Based Therapy, for individual pupils who may have particular needs. Outreach services such as PSS Spinning Worlds and PSS Family Impact programmes, CAMHS/YPAS 'Seedlings', Young Carers, Family Support Workers and behaviour therapists provide bespoke

	<p>services for vulnerable pupils. Yoga sessions have been provided for small groups of pupils. Mindfulness lessons have been taught throughout the school. Mrs Garnett has introduced Peer to Peer Massage to a number of classes. Some children required 1:1 support during playtime and lunchtimes to develop skills in play and social interaction, and to support their personal safety.</p>
<p>4. The name and contact details of the SENDCO</p>	<p>SENDCO: Patricia Heyes Contact: 0151 522 5748 p.heyas@greenbank.liverpool.sch.uk</p> <p>SEND Governor: Mrs Brenda Barnes may be contacted through the school office.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>We are committed to developing the ongoing expertise of our staff. This year, we have continued to provide an extensive CPD training programme for leaders, teachers and LSAs.</p> <ul style="list-style-type: none"> • The Head teacher and SENCO attend the School Improvement SEN Briefings in March and November as well as the Termly Consortia Meetings and SENCO attends School Information Forum meetings (SIF). SIF meetings provide an opportunity for a group of local SENCOs to meet together with other professionals from outreach services to discuss particular cases, to share experience and obtain advice. • PIVATS 5 training was delivered to the teaching staff and HLTA staff by SENDCO and SEND Teacher Joanne Hughes in the summer 2019 • ADHD, ASD and Awareness of Sensory Processing Disorder training was provided by the Lee Robinson and Evie McLoughlin from the Educational Psychology Service in Autumn 2019 • Several Learning Support Assistants have attended a number of training sessions provided by Children’s Speech and Language Therapy Service. • Several staff attended training sessions hosted by this school for staff from across the local Consortia with a CAMHS practitioner to learn about developing resilience in pupils, behaviour as a form of communication and about the resources available through the Fresh CAMHS website.

- The SENCO and Welfare Officer attended a training session on Lego Based Therapy in April 2017.
- In June 2018 SENDCO attended Speech and Language Therapy Referral Training.
- September 2020 Nursery staff received training from Laura Kilgannon of Language Box Therapy
- SENDCO attended [SEND Briefing: Returning to School - COVID-19 related themes - Online session](#) to explore issues relating to children and young people with SEND returning to their setting.
- Any additional specialist expertise may be accessed, if necessary, either through the local consortia, via School Improvement Liverpool or through independent providers.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent review days – implement or review 'Individual Pupil Profiles'	Parent pupil and teacher	Termly
EHAT reviews	Parent, pupil, team of professionals	Usually every 12 weeks
Educational Psychology Reviews	Pupil, parent, teacher, SENCO and EP	When scheduled by EP
Behaviour therapy reviews	Pupil, parent, teacher, SENCO and therapist	Every 12 weeks
Occasional Meetings	SENCO/teacher/parent/pupil/Leadership Team	Whenever they are requested by any of the parties.
Updating Health Care plans	School Nurse, parents, pupil, SENCO, Welfare Officer	Usually annually but can be earlier if deemed necessary
School Nurse Drop-ins	Parent/ pupil/nurse	by appointment

	Attendance reviews	Parent, Education Welfare Officer, Welfare Officer, SENCO/Designated Safeguarding Lead/ Headteacher	Regular meetings throughout the year.
	Occasional telephone calls or emails	SENCO or teacher	When required and requested by parents or staff.
<p><i>During the Covid-19 pandemic it has not usually been possible to arrange for face-to-face meetings with parents or professionals, meetings are facilitated via telephone or virtual platforms such as Zoom.</i></p>			
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>If you have any complaint about the special education provision we make for your child please speak initially to the class teacher or SENDCO. If the matter is not resolved then please contact the Headteacher and follow the school's Complaints Procedure. The Headteacher will investigate and will contact you within 5 school days. If she has not resolved the matter to your satisfaction then please see the Complaints Procedure for details of the next steps to take. A copy of the school's Complaints Procedure is available on the school website https://greenbank-primary.co.uk/wp-content/uploads/2020/10/School-Complaints-Procedure-2020.docx.pdf</p>		
<p>10. How the governing body involves other bodies, including health and social services bodies, local</p>	<p>The SENDCO attends Consortia meetings throughout the year as well as SEN briefings with the Local Authority. These are multi professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and their consent sought. We have established relationships with a range of professionals in</p>		

authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, family support workers, speech and language therapy and occupational therapy.

When multi-agencies are involved with a family, we offer the Early Help Assessment Tool (EHAT) model in order to coordinate support for that children and their family.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

For general support and advice parents/carers may contact **Special Educational Needs & Disability Information Advice and Support Service (SENDIASS) Formerly Parent Partnership**

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=bPa4bJNDWDo>

Liverpool's Local Offer provides a great deal of information about available support for families including those with SEND at <http://liverpool.gov.uk/localoffer>

Parents are often signposted to the support offered by a variety of agencies including:

- **Advanced Solutions** and the **Isabella Trust** for advice if they are experiencing difficulties with Sensory Processing Difficulties (SPD)
<http://www.advancedsolutions.co.uk/>
<http://www.theisabellatrust.org/autistic-spectrum-disorder-asd/>
- **Advanced Solutions** and **ADHD Foundation** for ADHD support
<http://www.adhdfoundation.org.uk/>
- **Advanced Solutions** and **National Autistic Society** for Autistic Spectrum Disorders
<http://www.autism.org.uk/>

	<ul style="list-style-type: none"> • Scope for families of children with physical or learning disabilities https://www.scope.org.uk/support/families/primary
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education</p>	<p>Greenbank Primary School recognises that 'moving on' can be difficult for a child with SEN and steps are taken to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If a child is moving to another school, relevant staff: <ul style="list-style-type: none"> - will contact the new school's SENDCO to ensure a comprehensive hand over. - will ensure all records are passed on as soon as possible. - will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with an EHC Plan • When moving classes in school: <ul style="list-style-type: none"> - Information, including Individual Pupil Profiles, will be passed on to the new class teacher in advance and, in most cases, a planning meeting will take place. - Visits to the new classroom and facilities will be made - If beneficial, a social story book or electronic photo album will be created. • In transferring from Year 6 to Y7 <ul style="list-style-type: none"> - The SENDCO attends the Secondary School Transition Day to discuss the specific needs of SEND pupils with the SEDNCO. In the summer - Additional, personalised support for individual SEND pupils may include extra visits to their new school and in some cases staff from the new school will visit Greenbank.
<p>13. Information on where the local</p>	<p>Liverpool's local offer provides information for children and young people with special educational needs and disabilities (SEND), their parents or carers - all in one place. Knowing what is out there gives you more choice and control over what support is right for you or your child.</p>

authority's local offer is published.

On the local offer website you can search for services from a range of local agencies including education, health and social care; find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows. Visit their website at <http://liverpool.gov.uk/localoffer>.