


Greenside School's SEND Core Offer

Welcome to our Special Educational Needs and Disability (SEND) information pages.
What is Special educational needs?



'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice 2015)

What are the areas of SEND? At Greenside , we acknowledge that not all children fit neatly into one specific box and as inclusive practitioners we ensure that provision is made for the 'whole child,' so that all of their needs are addressed. We identify children by the primary need using the code of Practice for Children with SEND 2015, which describes four main areas of need:



Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others on a wide range of levels. Children with Autistic Spectrum Condition and Attention Deficit Disorder also fall under this category due to the difficulties associated with social interaction.



Cognition and Learning:

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, Emotional and Mental Health difficulties:

Many children experience Social, Emotional and Mental Health (SEMH) Difficulties. This can manifest in a variety of ways from being withdrawn, anxious to aggressive or violent. Usually these are ways of a child expressing a need that they cannot communicate. These children need highly specialist support and staff who are trained to support them.



Sensory and/or Physical Needs:

In Greenside some children may have a physical or sensory need which prevents them from accessing the school curriculum or different aspects of day to day school life. These children may need specialist support in order to provide equipment/adaptations to the school building or reasonable adjustments to be put in place so that they can access the same provision as their peers. These children may have a Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), a Physical Disability, or struggle to regulate sensory experiences.

What is a Disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability



Who are the best people to talk to in school about my child's difficulties with Learning/Special Educational Needs?



Class teacher: If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.



SENCo: Mrs Hair is our SENCo who works closely with class teachers to put in place strategies and interventions to help remove your child's barriers to learning. Mrs Hair works closely with your child's teachers to track your child's progress in school and organise extra support if your child is falling behind. She leads the Inclusion Team ensuring the best provision for all children and they meet once a week to discuss any children on the 'Inclusion Watch List.' She ensures reasonable adjustments are in place to support children with SEN needs.



Family Liaison Officer - Mrs Middleton supports children and families by identifying emerging emotional, social and behavioural needs and acting as a key link between home and school. She provides wellbeing check-ins, delivers a range of SEMH interventions (including Lego Therapy, Forest School and targeted 1:1 sessions) and ensures pupil voice is heard through initiatives such as School Council and Playground Leaders. She tailors support to individual needs and follows a graduated three-tier approach to ensure the right level of help is in place.



Chris Barr, our SEND Governor, meets regularly with Mrs Hair to monitor how effectively the school identifies and supports pupils with special educational needs. He offers strategic challenge, reviews the impact of provision, and reports his findings to the Governing Body to support informed decision-making.

What are the different types of support available for children with SEND in Greenside?

Universal Support

Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. The school's approach to teaching means that a significant amount of the teaching is delivered in small groups by the class teacher at an appropriate level. All teaching staff regularly receive up-to-date training to meet the needs of their class.

Targeted support

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.

Specialist /External Support

External agencies are employed as appropriate to provide additional support and guidance.

How will my child be recognised as having SEND?



Children who are identified as needing support which is additional to or different from their peers will be assessed by their class teacher; drawing on teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. In addition to this, the views are sought of parent and if relevant, advice from external support services and the pupil's own views. Pupils will be identified as 'SEN Support' when it is clear that their needs require intervention which is additional to or different from the well-differentiated curriculum offer for all pupils in the school. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. Parents will be consulted and informed when the identified child is entered onto the SEND register under one of the four broad areas of need: Communication and interaction, cognition and learning, social, emotional or mental health or sensory and/or physical needs. A child may already have an SEND identified before they enter school by an outside agency. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents may consider an application for Education, Health and Care Plan Assessment.

Support in School



What should I do if I think my child may have a special educational need or disability?

Communication between home and school is vital, if at any point you are experiencing concerns about your child then either contact the class teacher for a meeting to raise your concerns. It is important to share any information or concerns about your child as early as possible so support can be put in place. Meetings can be arranged at any point in the year and are vital in sharing information between home and school.



How will I know how my child is doing? In addition to the regular school reporting cycle, once your child is on the SEND register it is the responsibility of the SENCo to ensure that class teachers are supporting your child by putting in place special provision. Your child's progress will be tracked alongside their peers and termly Individual Provision Maps (IPMs) that will be shared with you. If your child has an EHC Plan, you will be invited to attend an annual review to evaluate the provision in place and the progress being made.



What support will my child receive in class? Greenside aims to include children with SEND through adjustments and differentiation to allow them to access quality first teaching. This may include various adjustments and adaptations to whole class planning, pre-teaching and/or post-teaching. Greenside uses B Squared as a tool to help plan small steps of progress for those who are working significantly below their chronological age group. In addition to appropriately differentiated work, the SENCo will make recommendations to class teachers about how best to support their children with SEND using guidance from outside agencies. The children will receive a range of different support depending on their needs. This could be access to individual support or small group work with a Teaching Assistant/Learning Mentor, access to specialist individual support (e.g. Speech and Language Therapist/CAMHs Counsellor), or access to specific provision/resources/equipment. School receives a formula based Notional Inclusion budget to enable the inclusion of children with SEND. If children have special needs requiring specific support or resources beyond the Notional Inclusion budget, an EHCP would need to be applied for and then SEND funding will be allocated by the Local authority.

What training do staff at Greenside have to support pupils with SEND?



All our staff receives quality training throughout the year to ensure they meet the needs of SEND pupils. This might be delivered by the SENCo or by other agencies. Training provides staff to develop their skills, knowledge and expertise in specific areas of SEN e.g. speech and language, dyslexia. All our staff have attended Positive Regard training to ensure SEMH/Behaviour strategies are used the same way through out school. Support is sought from other agencies where necessary in order to maximise learning potential e.g Speech and Language Service, Occupational Health Service, Childhood and Mental Health Service (CAMHS) and Local Authority. We are part of the Traded Speech and Language offer and thus have support from a Speech and Language Therapist every other half term, once a week. The staff take part in training recommended by the outside agency supporting the child they are working with or through the schools staff development programme. This ensures the specific needs of each individual learner is being met. Class teams have accessed training and support from outside agencies/professionals who have come into school to deliver advice and support, for example Autism Level One training and Picture Exchange Communication System (PECS). All staff have been trained in Care and Control (Team Teach).

What specialist support will my child receive?

Following a needs assessment support could be requested from a wide variety of outside agencies or professionals. This year Greenside has accessed support from the following teams:

- NHS Speech and Language Therapy (SALT)
- Special Educational Needs Inclusion Team (SENIT)
- Educational Psychology (EP)
- Specialist Training in Autism and Raising Standards (STARS)
- CAMHs (Child and Adolescent Mental Health service)
- Pudsey cluster support service
- West Inclusion Partnership Team (WAIP)
- Occupational Therapists (OT)
- Physiotherapists
- Health and Safety Team

We are also happy to work in collaboration with any private therapists or practitioners commissioned by parents/carers.



What happens if my child still requires extra support?



Only a very small percentage of children require support of an additional nature to that provided by external agencies. In this case the Inclusion Team will discuss the possibility of asking the Local Authority to undertake a **Education Health Care Plan** of your child's needs.

In this instance we will begin by discussing the process and ask for your permission to proceed.

- * We will collect information from all agencies involved.
- * Evaluate strategies and interventions that have been put in place.
- * Send all information to the Local Authority.
- * The Local Authority will then hold a panel meeting to discuss your child's needs and requirements.

Once the Local Authority receives a request to consider whether to make a EHC or not, a legal timescale begins. This process is bound by legislation and guidance within the SEN Code of Practice.

Throughout this process your child's needs will continue to be met through the support that is already in place.

How does the school environment meet my child's needs?



Our Creative Curriculum engages different learning styles, providing a platform for personalised learning and giving opportunities for learners to think for themselves, be independent and take responsibility. This is done through a skill based curriculum where all lessons and activities are driven through key skills which are linked to each subject area. We believe that every child is gifted in their own way, children are provided with the skills to allow them to fly and be the best they can be.

We have disabled access to external doors, an accessibility toilet and a care suite. We also have a lift to access the three Year5/6 classrooms . Additional equipment is available for any children who might need it, such as a Sound Field System to support pupils with hearing impairments. School is able to seek advice from the LA and make reasonable adjustments in line with the Equality's Duty (Equalities Act, 2010 and schools). The school undertakes an accessibility audit to ensure the ease of access for all types of disabilities which is available on request. School adheres to the Equality Act 2010 and Schools and Departmental Advice for Schools.

We have a SEND provision room 'The Cloud Room' which enables children with neurodiverse needs to access a quiet and calm environment and to help regulate. Pupils use the provision for emotional regulation work, sensory circuits, zones of regulation, diagnostic work, friendship groups and lunchtime nurture club.

We also provide a dedicated SEND learning provision room, known as our Cloud Unit. This supports pupils who are not working within the age-related curriculum. In partnership with parents and carers, these pupils receive small-group teaching for English and maths delivered by our SEND Specialist Teacher, ensuring highly tailored support that matches their individual learning needs.



How will my child be included in activities outside the classroom?

Whenever possible, your child will be included in every aspect of school life. You will be consulted about how the school can organise events. School will ensure staffing ratios for special events and visits are appropriate to ensure children with SEND can take as full part in an activity as possible. After school clubs are available. Activities, such as dance, will be differentiated to allow your child to take part. All children with SEND will be provided with the support they need to access the same or equivalent activities available to their peers. Wherever possible, the school ensures that all activities and school visits are accessible to all pupils including those with additional needs. An Behaviour Individual Pupil Risk Assessment (BIPRA) and Individual Health Care Plans (IHCP) will be put in place to ensure activities can take place at the lowest risk for the child involved. Where the risk becomes unacceptable alternative arrangements will be made to ensure the child's safety and wellbeing, parents are vital in the decision making process around this and in contributing to the BIPRAs and IHCPs



How will my child's learning needs be assessed and their progress monitored?



As part of the Assessment and Inclusion Cycles pupils are set aspirational targets based on their starting points and staff's knowledge of the child. Every term the SENCO will analyse the SEN data to evaluate the progress children with SEND are making. This will be reviewed and new targets set.

You will be invited to parent consultation evenings 2 times a year. You can also request additional meetings with the class teacher and/or SENCO and other professionals. You will receive a written report once a year. Whenever your child's personalised Individual Provision Map (IPM) is being reviewed, you will be invited to discuss the progress made and the new targets, these targets and outcomes will always be sent home. If your child has an EHC Plan you will take an active part in the annual review meeting.

All children will be given the opportunity to attend reviews or make a written contribution to the review. They are always included in the target setting process.

How are the school's resources/funding allocated and matched to children's needs?



The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. This will usually be in a small group as most children do not need 1:1 support. If a child needs this support, then the money is spent on staffing. The SENCO, Headteacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. Some money is spent on additional resources e.g. sloping desk tops, laptops, changing equipment.

The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEND who are on the School's Inclusion register. The school can apply for an EHCP if they feel they need extra funding to meet your child's needs.

The school is committed to supporting parents whose child has a personal budget and we will work together to ensure the funding is used appropriately to best meet the needs of your child.

What support do we have for you as a parent of a child with SEND?

As a parent you can arrange to meet the class teacher before or after school by phoning the office. Where we will be happy to discuss your child's progress and any concerns you may have. Teachers are happy to share successful strategies used in school which can be used by parents at home.

Mrs Hair is also available to help answer any further questions you may have about your child's needs.

Within school the Inclusion Team can offer you a range of support to help meet your child's needs both in school and at home.

All information from outside agencies will be shared with you personally or through written reports.

Class teachers will share Educational Plans with you on a termly basis and discuss the progress made towards individual targets.

Sometimes many agencies are involved in supporting your child and to help manage and coordinate all these people an Early Help may be set up so that you can meet regularly with all agencies involved.

If you want more information about the Leeds local authority offer, please visit the authority website www.educationleeds.co.uk

Who can I contact for more information?

Mrs Emily Hair SENCO: 0113 2574509

If you would like external and impartial advice you can contact Leeds SEND Information Advice Support Service

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

Telephoning: 0113 2951200

Emailing senidass@leeds.gov.uk

Visiting www.leedssendiass.co.uk

What should I do if I am not happy with the support my child is receiving?

Please contact the SENCO, or the Head teacher, Mrs Sarah Fuller. It is important to inform us as soon as possible if you are unhappy with any element of your child's provision so that we can seek to rectify the issue as soon as possible.

Formal complaints should be made in line with the school complaints procedure.



How will we support your child when leaving this school or moving to another class?



We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school or moving into Year 7:

- * We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- * We will make sure that all records about your child are passed on quickly to the receiving school.
- * Wherever possible we arrange additional transition visits for children with SEND.
- * Wherever possible we will arrange further parents information visits.

When moving classes in school:

- * Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- * Children will have opportunities to spend 'Transition' days with their new class teacher in their new class during the last half term in Summer.
- * For pupils on the SEN register we run a summer intervention programme for transition, which is four sessions before the end of term and all children are given a social story about their new class to look at over the summer.