

Inclusion and Special Educational Needs and Disability (SEND) Information Report

Greenmount Primary School

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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.

Greenmount is a fully accessible school.

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

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The definition of SEND provision

Provision that is different from and or additional to that made generally for others of the same age

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SEND Code of Practice 2015

The Children and Families Act (2014) reformed the support and provision for pupils with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2015). The SEND Code of Practice is guidance that organisations, including schools, must follow to work with and support pupils with SEND. Schools must have regard for the code when they make decisions and arrangements for pupils with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood.

The code places a duty on schools to ensure that:

- The needs of children are identified early and there is early intervention and help to ensure that they get the very best start in life and education
- There is a strong focus on high aspirations and improving outcomes for children
- Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives
- Parents and children are involved in the planning, reviewing and decision making about their individual support
- There is a 'working together' approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families
- There is a focus on inclusive practice and removing barriers to learning
- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood

At Greenmount we have children with a variety of SEND such as:

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- Moderate Learning Difficulties
- Specific Learning Difficulties
- Complex Communication Disorders
- Autism
- Dyspraxia
- Hearing Impairment
- Visual Impairment
- Social, Emotional and Mental Health Needs
- Physical Disabilities
- Spina Bifida
- Global Delay

We also have a number of children who for a variety of reasons concern us in respect of their achievement in basic number and literacy skills. Where necessary a group or individual IEP will be written for these children to ensure that their immediate needs are met and they can progress sufficiently to access the curriculum independently.

Children with SEND have the right to:

- Quality first teaching from their class teacher
- Enjoy the same access of learning and progress as their peers
- Receive appropriately matched, well presented work and assessment activities
- Work successfully alongside their peers
- Experience the same reward and sanctions systems as their peers and differentiated where appropriate

Monitoring of children with SEND

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In order to monitor the progress of children experiencing difficulties the Inclusion Leader is available to meet class teachers every Monday after school. IEPs are written at the beginning of a term, the teacher keeps a copy and one is attached via SIMS/CPOMS to the child's file, the targets set are reviewed throughout the term, annotated and new ones set when achieved. The IEP is sent home to parents and they are offered opportunities to discuss with the Inclusion Leader/class teachers any questions they may have.

The Inclusion Leaders

The Role of the Inclusion Leader includes:

Liaison with external agencies including the following:

- 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
- Learning Partnerships
- Community Paediatrician
- St Georges Child Development Centre
- Physiotherapist
- Occupational Therapist
- Pupil Referral Service

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- Health Visiting Team
- Social Care

The Inclusion Leaders will ensure new staff receive SEND information, access to a copy of the Inclusion policy and support in using B Squared for assessment to provide IEPs and a relevant, differentiated and meaningful curriculum. They will also ensure that all class teachers and support staff use the IEP targets effectively.

Role of the Class Teacher

The responsibility for the day to day operation of the Inclusion Policy is a primary responsibility of all class teachers, as they have daily contact with the children and the most knowledge about individual children's needs. It will be the class teacher who will make the greatest contribution to planning and evaluating the success of the IEP.

In order to fulfil their responsibilities, the class teacher needs to:

- Share concerns about children with possible SEND with the SENDCo/Inclusion Leader
- Differentiate work to the ability and skills of the child
- Work directly with children with SEND and know them well
- Ensure access to the National Curriculum
- Involve TA in planning for children with SEND and ensure they have full access to planning and IEPs
- Liaise with parents and encourage them to take an active part in supporting their child
- Plan and evaluate group and individual IEPs on a regular basis at face to face meetings with the SENDCo/Inclusion Leader
- Provide written reports for annual reviews, referral to other agencies and EHCP applications
- Attend annual reviews, meetings with parents and other agencies

Role of Core Therapeutics

Core Therapeutics support our inclusive ethos and enhance the learning at Greenmount by providing:

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- One to one counselling
- Small nurture group provision
- Drawing and Talking Therapy
- Sibling groups
- Parent and child groups
- Guiding lights

Parental/Guardian Involvement

We strongly promote parental involvement in the school. Parents of children with SEND are informed of our concerns immediately. They are introduced to our Inclusion Leader who explains the monitoring system, IEP targets and informed if their child will be included on the SEND register.

Parents are involved at every stage and permission is sought prior to the involvement of external agencies. Parents are invited to meet the representatives from whichever agency is involved.

Transition Arrangements

When children with SEND transfer to high school we work closely with the SENDCo 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.

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.

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The SEND Code of Practice (DfE, April 2014) sets out the information and questions that must be addressed in this SEND School Information Report, in accordance with section 6.79 (pages 106 – 107). At Greenmount we want to ensure that parents/carers are able to have clear and transparent information about the provision, services and support we provide for pupils with SEND. Below is information that you may find helpful about how we support pupils with SEND and their families

What are the different types of SEND that support is provided for at Greenmount?

There are four broad areas of need.

1) Communication and interaction (for example Autistic Spectrum Conditions (ASC) or speech and language difficulties)

Pupils with ASC may find it difficult to: - understand and use non-verbal and verbal communication - understand social behaviour, which affects their ability to interact with peers and adults - think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Speech and Language Children and young people may have a range of difficulties with speech and language, some of which may resolve as the pupil develops. Difficulties could be: - to their production of speech. - it may be hard to find the right words or to join them together meaningfully in expressive language. - problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas - difficulties or delays in processing, understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

2) Cognition and learning (for example dyslexia, dyspraxia, dyscalculia)

Moderate Learning Difficulty (MLD) Pupils with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with MLDs have much greater difficulty than their peers in basic literacy and

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numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD) Pupils with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition.

Severe Learning Difficulty (SLD) Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills.

Specific Learning Difficulty (SpLD) “A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2013 SEN Code of Practice)

3) Social, Emotional and Mental Health (SEMH) (for example anxiety, attachment difficulties, Obsessive Compulsive Disorder)

Pupils with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These pupils may struggle managing their emotions and building relationships with others which has an impact on their ability to learn.

4) Sensory and/ or physical needs (For example hearing impairment or visual impairment)

Hearing Impairment (HI) HI children may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

Visual Impairment (VI) A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe pupils with visual impairments.

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Multi-Sensory Impairment (MSI) Pupils with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.

5) Physical Disability (PD)

There is a wide range of physical disabilities Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEND. For others, the impact on their education may be severe. Some pupils may have primary SEND needs and additional or complex needs from more than one category.

As a school we will ensure that we are aware of each need and that learning is personalised to ensure that all of these needs are met to enable the pupil to learn. If pupils are significantly falling behind their peers or are making lower than expected progress over a period of time due to barriers to learning they may be assessed as having SEND. This may be due to the development of fine and gross motor skills, perceptual skills, self-help and care difficulties, cognitive development, difficulties with communication and language, social communication concerns.

SEND can affect learning in many different ways and pupils may have difficulty with:

- Reading and writing
- Numeracy and mathematics
- Concentration and staying on task, for example attention deficit conditions
- Physical movement
- Medical difficulties that affect health and wellbeing
- Sensory processing, such as hearing or visual impairments
- Social communication and socialising with others
- Controlling and managing emotions, such as anger

The whole school provision map will outline the Universal, Targeted and Specialist support we have in place for children with SEND.

Accessibility in our 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

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- Accessible toilets
- Double doors
- A Lift
- Care Suite

We have an up to date Accessibility Plan at www.greenmount.co.uk/policies

Complaints

If you have a complaint in regard to SEND please refer to our complaints policy at www.greenmount.co.uk/policies

Governing Body

Our named Governor for SEND is Laura Whitford

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 <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>