

Green Lanes School SEN Information Report ('School Offer')

According to the Code of Practice 2014, "a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability that 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"

Children who find learning significantly harder than their peers, can be said to have learning difficulties.

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Green Lanes we provide a broad and balanced curriculum for all pupils. The class teacher and teaching assistant monitor each child's progress in a number of ways:-

- Staff observations and Pupil Progress meetings.
- Flow chart of identification process and need.
- Termly assessments of progress and termly report to parents.
- Information from previous settings.
- Medical /Outside agency reports.
- Parent Knowledge.
- A change in behaviour or progress.

When progress and attainment are significantly below age related expectations, further assessment may be necessary.

We place a great importance on listening to parents. Green Lanes has an open door policy so you can discuss and share your concerns. If you have a concern you can :-

- Make an appointment to speak to the class teacher or the SEN Coordinator,
- Pop in to the SEN weekly surgery,
- Discuss concerns at Parents' Consultation+ SEN Consultations Evenings,
- Share your views in Parent and Pupil Questionnaires.

Further discussions will then take place between relevant parties to decide the best way forward for your child. You will be kept informed throughout the process.

2. How will school staff support my child?

Our quality first teaching provides a challenging curriculum that is matched to the needs of each child. Class teachers plan work that is set at different levels to meet all different needs and they monitor progress. If progress is slow, the learning is broken down into smaller steps to aid progress and raise self-esteem.

If appropriate, consultation with the SEN team may result in :-

- further assessments being carried out,
- specialist equipment e.g writing slope, pencil grips, wriggle cushions may be given to your child,
- one to one support or small group support may be provided in class,
- a playground mentor support,
- access to individualised workstations or areas inside and outside the classroom.

You will meet with the class teacher and SEN team to discuss the support and the setting up of a Provision map if necessary. You will be involved throughout.

There will be a plan of all extra support your child is having along with specific

targets. The frequency of extra provision and the length of time the intervention runs, varies according to the need but will be monitored and reviewed regularly.

A graduated approach to SEN support will follow the process of:-

ASSESS- the needs of the child,

PLAN – work is at an accessible level,

DO – with appropriate support and suitable resources,

REVIEW- the effectiveness of the work and progress made.

See our school local offer for a comprehensive list of interventions Green Lanes provides.

3. How will I know how my child is doing?

At Green Lanes there are many opportunities to inform and involve parents.

- Termly reports which include progress measured against expected steps.
- Parents Consultation evenings providing information on progress,
- SENCO meetings,
- Home / School communication books,
- Class events e.g assemblies,
- Autumn term parents meetings to meet class teacher and to outline the year's work,
- Annual reviews of Educational Health Care Plans (EHCP),
- Telephone and email conversations,
- Provision maps involving parents and pupils in setting and reviewing interventions and targets,
- SEN surgeries,
- Regular meetings with class teacher if necessary,
- Additional appointments made with the class teacher or SENCO via the school office.

4. How will the learning and development provision be matched to my child's needs?

The method of identifying and allocating provision follows a graduated approach.

- Class teachers are responsible for planning daily work for all children in their class. Tracking data showing individual progress is continually updated and this informs their planning. There is a high level of differentiation to ensure every child's needs are met. Additional general support may be provided.
- If your child's needs relate to a more specific area of learning, then he or she may be included in an intervention group. This may be led by the class teaching assistant or a learning support assistant.
- Assessment for learning being applied during lessons, pre and post teaching being the main intervention being carried out to reinforce the learning missed that day or to prepare children for the next part of the learning.
- Topic and key words can be sent home to pre teach.
- Differentiated spellings
- If your child has a higher level of needs, this may result in a referral to relevant outside professionals such as an educational psychologist, a specific learning difficulty (dyslexia, dyspraxia) adviser or the speech and language service.
- If your child has emotional issues, this may result in a referral to CAMHS (child and Adult Mental Health Support) or Park Education Support Centre.
- If your child's needs are more complex, exceptional needs funding may be applied for or a formal assessment for an educational and health care plan may be undertaken.

There will be regular discussions with yourself and your child where appropriate.

The SENCO will monitor and evaluate the progress through the use of school assessment information.

5. What support will there be for my child's overall wellbeing?

At Green Lanes we follow a PSHE (Personal and Social, Health and Education) programme, P4C (Philosophy for Children) and a Protective Behaviours ethos.

Various strategies and programmes are available to support your child's overall wellbeing and to develop his or her confidence and self-esteem:

- School Council
- Eco Council
- Year 6 responsibility posts
- Class assemblies
- Star assemblies
- Play leader
- Peer Mentor
- Staff mentor
- Hands of trust completed by every child
- Breakfast, lunch and after-school clubs
- Nurture group and Family Nurture Cooking
- Protective behaviour programme
- Lunch Club
- Staff tutoring
- Art Therapy
- Family support worker
- Emotional support team using various strategies
- Achievement charts/House point system
- Pupils voice/Trusted adult
- Advice and support from Educational Psychology team, The Park Education Support team and Springmead Primary Support base,
- Parent support groups.
- Secondary transition programme

We recognise that some children may have additional emotional and social needs. These needs can manifest themselves in a number of ways including behavioural difficulties, anxiousness and being uncommunicative.

Members of staff are available for pupils and parents who wish to discuss issues and concerns.

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

We have strong links with:
Applecroft Specific Learning Difficulties(SPLD) Base,
Education Psychologist,
Speech and Language therapist,
Art therapist
School nurse
Outreach Support – Southfield MLD School
Park Education Support team
Springmead Primary Support Base
Green Lanes Behaviour Support

CAMHS (Child and Adult Mental Health Support)
Advisory Service –e.g. Autism, Visual Impairment, Hearing
Counselling services
Families First team
Occupation Therapist
When a number of agencies become involved with a child, an Early Help Module (EHM) will be used. This ensures all different agencies work together in an effective coordinated way.

7. What training have the staff, supporting children and young people with SEND, had or are having?

The SENCO and SEN team continually update their training and knowledge by attending courses and regular SEN update meetings.
Learning Support Assistants regularly attend prolonged in-depth courses and gain awards in specific areas eg Autism, Speech and Language, Emotional Needs, Physical Development and Protective Behaviours.
Teaching assistants and Learning Support assistants regularly attend outreach courses run by specialist bases.
Outside professionals give whole school training on specific interventions and medical needs. All staff have annual training in Epi-pen administration (for allergies). Some staff have training to administer specific medication.
All staff have Hertfordshire Steps training for the de-escalation of behaviour.
All support staff have a weekly meeting where training is shared, new resources are introduced and information is given.
Mid-day Supervisory Assistants (MSAs) are also involved in information sharing and training.

8. How will you help me to support my child's learning?

Green Lanes provides you with a report showing your child's progress and attitude to learning. You will be able to discuss your concerns and support for your child at parents' evenings. This meeting will include suggested different ways in which you can help your child at home, both with homework and with individual areas of need. The home-school agreement outlines how parents and carers can support home-learning. We hold an overview of learning at the very beginning of the year and there are also annual parent workshops for phonics and numeracy.
The SENCO is available at a weekly surgery and whenever an appointment has been requested.
Advice and strategies will be offered on all occasions.
Green Lanes can offer you possible support through a Family Support worker.
If outside agencies have been involved e.g. Speech and Language services, suggestions and programmes of study are normally provided by them to be used at home. Advice can be given to you by all support staff on how to carry out this support if necessary.
Whenever possible, members of the SEN team will attend assessments at ASD/ADHD Clinics and provide school reports.

9. How will I be involved in discussions about and planning for my child's education?

At Green Lanes you are encouraged to become involved in your child's learning. We have a good relationship with parents and guardians and encourage regular meetings with class teacher, SENCO and Head Teacher if you have any concerns about your child's education

Provision maps will be discussed at Parents' Consultation evenings if extra intervention is required.

There can be a home-school contact book for daily updates and comments.

The SEN governor meets termly with SENCO to be updated on current SEND developments, initiatives and pupil progress.

For multiple needs an Early Help Module can be set up where the school, parents and professionals work together to plan next steps.

For complex needs, parents will be involved in applying for an Education Health Care Plan (EHCP).

10. How will my child be included in activities outside the classroom including school trips?

Pupils with SEN are included in all school activities alongside other pupils, as far as is reasonable, practical and compatible with their needs.

We make appropriate reasonable adjustments where necessary following discussions with parents

Risk assessments are always carried out and medical needs are considered. If necessary, relevant healthcare professionals may be consulted to ensure your child can participate safely.

This is in accordance with the *Supporting pupils at school with medical conditions Act 2014*.

11. How accessible is the school environment?

Green Lanes school recognises that pupils with medical conditions should be properly supported so they have full access to education and all aspects of school life in line with the *Supporting pupils at school with medical conditions Act 2014*.

Some children with medical needs may be disabled and where this is the case, we will comply with its duties under the *Equality Act 2010*.

We endeavour to make our school accessible to all.

12. Who can I contact for further information?

You can contact the SEN team via the school office on 01707 262556.

The SENCO – Emily Marshall

INCO Lead – Beverly Hearnden

Pastoral Lead-Maria Panter

lead a team of Learning Support Assistants (LSA) who are well trained in a variety of interventions and programmes designed to support your child and his/her learning.

If you would like to speak to a particular member of staff, class teacher or the Head Teacher, the school secretary will make arrangements for this to happen as quickly as is conveniently possible.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We work closely with all local Nursery schools and Enrichment units. Foundation teachers visit all children who will be joining Green Lanes and the SENCO makes a pre-visit where appropriate. If your child would be helped by a picture book of their new school to support them, then one will be provided. You and your child will be able to visit the school to meet staff and support staff and see the areas your child will be using.

Whenever your child moves to another class, similar support may be given to help

with the transition.

If your child is moving to another school, we ensure the new school knows about any special arrangements or support. A pen-portrait will provide the school with a very brief summary of your child and their needs. We will make sure all records about your child are passed on as soon as possible.

If your child is transferring to Secondary school, there is a programme of transition that all year 6 pupils follow. There will also be visits to Green Lanes from Secondary staff when information will be shared. The SENCO will discuss specific needs with the SENCO of the secondary school and wherever possible will visit the school with your child on several occasions to meet the support staff.

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

The school receives a budget which includes money for supporting children with SEN. This includes provision targeted at specific groups and individuals such as pupil premium funds.

The Head Teacher decides on the budget for SEN in consultation with school governors on the basis of needs in the school

Support can be in the form of teaching assistant allocation as well as resources.

For children who require very specific support we may apply for Exceptional Needs Funding.

15. How is the decision made about how much support my child will receive?

The level of support is constantly reviewed using the Assess-Plan-Do-Review process. Interventions are generally assessed and reviewed every half term in order to monitor progress.

If we feel your child would benefit from more support, this will continue.

We will meet with you and your child to discuss your child's strengths and difficulties and your wishes and concerns.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

All information is available on the web at www.hertsdirect.org/localoffer

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