



**GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL**  
*including Sunny Ile and Cygnets Pre-School*



## **SEND Information Report**

**Date of review: February 2022**

**Version number: 7**

**Date of last review: October 2020**

**Changes from last review: Extension with no changes until 31.08.22 for the life of Greenfylde C of E First School**

**Updated name of SEND Governor**

**\*\*As the Governing Board we accept the model policy presented by Somerset County Council and will ensure this is applied to our school within the context of our agreed school ethos.**

**(\*\*delete if not required)**

Signature: Guy Adams

Print Name: Mrs Kerry Lewis

Position: Deputy Head/SENCO/DSL

Date: 3.2.2022

### ***Our Vision***

*Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.*

*'...life in all its fullness' John 10:10*

*Caring*

*Friendly*

*Thankfu*

## **SEND Information Report**

### **A parent/carers guide to SEND at Greenfylde First School**

#### **School Vision**

*Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.*

*'...life in all its fullness' John 10:10*

#### **School Ethos**

*Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.*

Children are unique and wonderful and we appreciate they will all learn at different speeds and in a variety of ways. There is likely to be a wide range of ability within your child's class at school. Children have special educational needs if they have;

***'...learning difficulties which call for special educational provision to be made for them....'***

(This definition is only a part of the full legal description of special educational needs.)

SEND provision can be defined as educational or training provision that is additional to or different from that made generally for others of the same age, i.e. provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching. This document seeks to explain how at Greenfylde, we aim to support children with SEND to reach their potential. If you have any questions regarding the content of this document please speak to the Headteacher, Claire Oaten or the Special Needs Co-ordinator, Kerry Lewis who can both be contacted via the school details above.

## **What is a learning difficulty?**

Children who have a learning difficulty may find it harder to learn than the majority of children of the same age, or they may have a disability which prevents or hinders them from taking full advantage of the education provided for other children. Children do not have learning difficulties simply because their first language is not English. However some of these children may also have learning difficulties.

## **What might my child's learning difficulty cause problems with?**

- reading, writing or number work
- expressing themselves or understanding information
- making friends or relating to adults
- social and emotional development or mental health
- personal organisation
- tasks or activities which depend on sensory or physical skills

The SEND Code of Practice is the guidance that schools must follow. It states that there are four main areas of special need. These are:

- cognition and learning
- emotional and social development and mental health and wellbeing
- communication and interaction
- sensory and/or physical needs

## **How do we identify special educational needs?**

- When children have identified as SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can develop an appropriate package of support.
- If you tell us you think your child has an SEND need, we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has an SEND need, this may be because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty. Should we require further help we will contact the SEND Support Services Team from the Local Authority or another appropriate partner agency but only after talking to you as their parent, following completing an Early Help Assessment.

## **How do we involve children and their parent carers in identifying Special Educational Needs and planning to meet them?**

- We are a child and family centred school, so you will be involved in all decision making about your child's support.

- When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- We write and review SEND Support Plans with appropriate goals termly with children and parent carers for children who are identified with SEND, these may be provision maps or personal learning plans depending on your child's needs.

### **How do we adapt the curriculum so that we meet SEND?**

- All our staff are trained to make lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required.
- We use additional materials/interventions so that we have something at the right level for children with SEND. We use daily reading support and ILI (Individual Literacy Intervention) for reading; Letters & Sounds, and Talk for Writing (TFW) for writing; ELSA, Social Stories, Time to Talk and art/play based therapies for personal, social and health education.

### **How do we modify teaching approaches?**

- All our staff are trained so that we are able to adapt to a range of SEND - specific learning difficulties, including dyslexia, (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and emotional and social difficulties (SEMH).
- When teaching, we use different approaches to learning: these are visual, aural and kinaesthetic methods.
- Teachers are trained according to the needs of the children in their care. Additional training includes delivering speech and language programmes, working memory and dyslexia training and Inclusive Total Communication (ITC) signing.

### **How do we assess pupil progress towards the outcomes we have targeted for children with SEND? How do we review this progress so that the child stays on track to make at least good progress?**

- Where appropriate we use Pre-Key Stage Standards to assess progress in smaller steps and at a slower pace than the usual national curriculum.
- We use termly staff meetings to moderate each subject throughout the school to check our judgements are correct for children at all ability levels. English and Mathematics are also moderated termly by their subject leads and this includes provision for children with SEND.
- We use termly Pupil Progress Meetings to monitor all children using data from SIMs Assessment Manager to check that progress is good in Reading, Writing and Numeracy for each child. We discuss what we are going to do to make sure they make good progress including those with SEND.

- We check how well a child understands and makes progress in each lesson through on-going assessments and evaluations.
- We use the Assess, Plan, Do, Review (ADPR) process to carry out specific interventions to help children make progress.
- Our Senior Leadership Team monitors the progress of all children every term at tracking meetings and reviews.

For children with SEND at SEND Support level where High Needs top up funding is applied, teachers discuss progress with parents termly and every year at the SEND Support Review. Children at SEND Support with no High Needs top up funding will have their progress discussed as part of the usual termly parents evenings and . Children with Educational, Health Care Plans (EHCPs) or Statements of SEND awaiting conversion to EHCP will have 2 reviews each year as well as the Annual Review, which is reported to the Local Authority, via the online Professional Portal.

### **What equipment or resources do we use to give extra support?**

- We use workstations; visual timetables, now and next and visual cues; Total Communication; various Computing Programs e.g. Clickr and countdown timers for children who need it.
- We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time. We also employ our own Speech and Language work to carry out targeted support and training for staff.
- We deliver occupational therapy programmes provided by the Occupational Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time. We also run a Learn to Move programme which helps support children with fine/gross skills motor difficulties.
- We use iPad Apps for children with communication difficulties as well as other Computing equipment and programs to support specific needs.
- We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.

Any specific physical requirements will be assessed individually and equipment/ reasonable adaptations will be provided wherever possible, either by the school or in conjunction with the Local Authority.

### **What extra support do we bring in to help us meet SEND: specialist services, external expertise and how do we work together collaboratively?**

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication, hearing impairment, visual impairment, social, emotional, mental health (SEMH) needs and severe learning difficulties, i.e. autism)

- We get support from other Local Authority services, SEND Specialists, Educational Psychologists, Speech Therapy and SEMH advisory teachers as well as working collaboratively with other Crewkerne and Ilminster schools.
- We get support from Occupational Therapy (OT) for children who need assessment for special seating or other specific needs.
- We get support from Physiotherapy for children who need any physical interventions.
- We review all targets set at Plan Do Review meetings together with the child, parent and any other services involved. We agree what everyone will do to make teaching more effective to support the learning. New targets will be discussed and a date set to review how well the child is doing, if the targets are making a difference and what we need to do next. This information is recorded to ensure accountability.

### **What extra-curricular activities are there available for children with SEND?**

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.

- We have a breakfast and after school club in school which is available to all children.
- We have regular educational visits as well as people coming into school to support different topic areas. We provide any support required for their full inclusion. We choose visits that are accessible to all.

### **How do we support children in their transition into our school and when they leave us?**

- Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition difficult between home and school.
- Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place. These include the family and other professionals working with the child.
- When children leave Greenfylde First School to go to middle school, meetings are arranged between the In-year transition is supported with extra visits to the new class. For example with transitions for children with ASD, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.
- In-year transition is supported with extra visits to the new class. For example with transitions for children with ASD, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.

## **How does the SEND funding work?**

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this, (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £6,000 per year plus the child's AWP (Average Weighted Pupil Unit) via an Educational Health Care Plan (EHCP). Parents or the school can apply for this assessment of needs following a graduated response.
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

## **Where can families/children ask for help or extra support in school?**

- Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.
- In school, Mrs Kerry Lewis is our Special Needs Co-ordinator. Mrs Lewis will follow up your concerns and make sure your views are heard.
- Mrs Lewis runs a termly coffee morning in the Purple Pod where parents can ask for extra help or support. There is also opportunities to find out how we support your child in the class, i.e. how we teach phonics, handwriting and Talk 4 Writing.

## **Where can parent carers ask for extra help or support external to school?**

- There are a number of parent support groups, please do not hesitate to come into school to be given details of these. The SENCO holds termly SEND coffee mornings for parents/carers of children with an identified SEND need.
- Somerset's Parent Carer Forum. This is an umbrella organisation for all parents and carers of children and young people with Special Educational Needs, disabilities and complex medical needs. They work with Somerset Local Authority, education, health and other providers to make sure the services they plan and deliver, meet the needs of disabled children and their families.

## **What to do if you are not satisfied with a decision or what is happening?**

- Your first point of contact is always the person responsible – this may be the class teacher; the SENCo (Mrs Kerry Lewis) or the Headteacher (Miss Claire Oaten). Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the school Governors representative (Mrs Ruth Hobbs is our school governor with responsibility for SEND).

- If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governors who can be contacted via the school.
- If your concern is with the Local Authority, contact the Complaints and Representations Officer, contact details as follows:

Somerset County Council Comments,  
 Compliments, Complaints Customer Contact,  
 FREEPOST NAT 9109,  
 Taunton,  
 Somerset  
 TA1 4ZA  
 Contact no: 0300 123 2224  
 Email: [somersetdirect@somerset.gov.uk](mailto:somersetdirect@somerset.gov.uk)

**As a school we value our parent and child voice about our school and SEND provision. This document was co-produced with parents and children at our SEND Coffee and Biscuit mornings. These are comments from parents and children:**

I find the SEN coffee morning really useful, lots of ideas and signposting to resources to use.  
*Parent*

I have been given support with complicated paperwork that I couldn't do on my own.  
*Parent*

I like the open door policy and that I am always able to speak to the SENCO.  
*Parent*

Someone listened and implemented what need to be done and now we are on the road to where we need to be.  
*Parent*

We work together to get things done for our children.  
*Parent*

I find the SEN coffee morning really useful, lots of ideas and signposting to resources to use.  
*Parent*

The SEN coffee mornings are really useful as we get an insight on how are children are learning in school but also get a chance to chat to other parents over with a coffee.  
*Parent*

I always know what is happening with my child as I am kept well informed with meetings and paperwork.  
*Parent*



I like my teacher and all the different adults who help me throughout the day.  
Child year 3

I like it when we go swimming; we have our own swimming pool at Greenfylde.  
Child year 3

I like it when we go swimming; we have our own swimming pool at Greenfylde.  
Child year 2

We have biscuit time with the SENCO.  
Child year 1

I have special adult to work with.  
Child year 3

I use special equipment to help me write. I have a special pen and a writing slope and special Ipad. Child year 3

I like all the after school activities like the school disco and the lantern parade.  
Child year 4

I like it because I get ELSA and have a special adult to work with. Child year 1

Everyone helps me and keeps me safe.  
Child year 3

People from outside the school help me.  
Child year 3

