



Greenmount Community Primary School **SEN Information Report 2019-20**



Greenmount Primary School St Vincents Road Ryde Isle of Wight PO33 3PT (01983) 562165 www.greenmount.iow.sch.uk
Mainstream Community Primary School
Resourced Provision For Children with Autistic Spectrum Disorder

Introduction:

All Isle of Wight maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Pupils with SEN are integrated and encouraged to participate in all activities within school, in so far as it is practical and compatible with the children receiving the necessary provision, the efficient education of other children and the efficient use of resources.

Admissions

Children and young people, with SEND (Special Educational Needs and Disabilities) are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the Isle of Wight SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Parents should contact the Headteacher in the first instance. The head teacher will liaise with the Local Authority to ensure that the provision is appropriate and meets the needs and objectives of the child's statement/health care plan.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

- <http://www.iwight.com/Residents/Schools-and-learning/School-Admissions/Starting-School-Primary-2013>
- <http://www.iwpp.co.uk/>

School Admissions & Transport Directorate for Children Services Floor 4,
County Hall High Street

Isle of Wight

PO30 3UD

Tel: 01983 823455

<https://www.iow.gov.uk/council/OtherServices/School-Admissions/Admissions-Policies>

SEN Support Services

Thompson House

Sandy Lane

Newport

Isle of Wight

PO30 3NA

Tel: 01983 814680

<https://www.iow.gov.uk/Residents/Care-and-Support/Local-Offer/Special-educational-need-support-services/Getting-the-right-support>

	<p>Mrs Alison Woodward, Mrs Becci Pannell, Mrs Ally Buddle. Emotional Literacy Support assistants.</p> <p>Jo Gibson Intervention support Assistant.</p> <p>Mrs Sarah Smallwood-Butler Deputy Head Teacher</p>	<p>care professionals and independent and voluntary agencies to ensure the best outcomes for pupils with additional needs.</p> <ul style="list-style-type: none"> • Monitor and evaluate the impact of interventions and support and resources provided for children with additional needs. • Contribute to the strategic leadership and direction of the school. • Reporting to governors termly regarding the position statement of SEND. <p>They are responsible for:</p> <ul style="list-style-type: none"> • The day to day running of the school ELSA groups. • Ensuring the safety and wellbeing of children who come under their care. • Providing a developmental social and emotional curriculum. • Teaching strategies to build resilience and understanding preparing children to learn in a classroom environment. • Completing the Boxall Profile assessment tool half termly to monitor and evaluate the progress of pupils within the provision and reporting to the SENCO • Delivering intervention to develop emotional well-being and awareness. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Delivering prescriptive Literacy and Numeracy interventions to pupils not making expected progress. • Monitoring the progress of the pupils she works with and reporting to the SENCO. • Under the direction of the SENCO and SLT assessing children with additional assessments which provided more detailed information about how a child learns. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and well-being of all pupils in the school. • Co-ordinating the new curriculum to ensure progress and accessibility for all. • Monitoring the quality of teaching and learning for all pupils. • Designated Safeguarding Lead. <p>She is responsible for :</p>
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	<p>Miss Samantha Cox Head teacher</p> <p>Mr Steven Vaughan SEND governor</p>	<ul style="list-style-type: none">• Monitoring the quality of teaching and learning for all pupils.• Monitoring and reporting on progress and achievement of all pupils.• Ensuring that the governing body is kept update about any issues in the school relating to SEND.• Designated Safeguarding Lead. <p>He is responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is made for any child who attends the school who has SEND.
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HOW COULD MY CHILD GET HELP IN GREENMOUNT:

Children at Greenmount Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services such as the Specialist Outreach Service (SOS) or Sensory Support Team (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in this School?	All children –High Quality Inclusive Teaching	<ul style="list-style-type: none"> • HQIT is universal to all children in the school. In the first instance children will have their learning needs met through this support. • HQIT uses a combination of varied materials that are aimed at your child’s level that enable your child to make progress. • Exciting, curriculum opportunities with appropriate levels of challenge for all children. • A wide range of curriculum enrichment opportunities such as trips, visits, visitors and workshops. 	All children
	All children – Evidence based interventions	<ul style="list-style-type: none"> • If a child has been assessed and has been highlighted as needing further support they will be put forward for one of the evidence based interventions that are run within school. • Access to these interventions will be made in 	Any child who has been highlighted as not meeting their personal or age related target.

		conjunction with the Class Teacher, SENCO, Deputy Head/Head Teacher,	
	<p>All children – Social and Emotional Well-being</p> <ul style="list-style-type: none"> - Targeted intervention via the schools ELSA support assistants. - Via referral through CAF/EHA to external counselling support. 	<ul style="list-style-type: none"> • We offer support for children’s emotional well being and mental health through intervention in school or by referral to outside agencies. Children who need this support will be discussed with the SENCO, Family Liaison Officer and the Class Teacher. 	All children who have been highlighted as having an emotional, social need or mental health need
	<p>Children with barriers to learning (K support) within Cognition and Learning, Sensory/Physical need, Communication and Interaction or Social, Emotional and Mental Health need.</p>	<ul style="list-style-type: none"> • A barrier to a child’s learning will have been identified through moderation of work and assessments within school after two plan, do, review cycles has been implemented. They will be placed on the SEN register and be provided with a Pupil Passport with targets to work towards which will include in and out of class interventions to support their needs. 	Children who have been highlighted as having a barrier to learning
	<p>Children with an Education Health Care Plan under the categories outlined above</p>	<ul style="list-style-type: none"> • Specific barriers to learning have been identified by a range of professionals and an allocation of resources is provided by the school and the Local Authority to support their needs in school. Annual reviews are held at least yearly to make sure the provision is effective for the child. 	Children who have been assessed by the Local Authority and issued with an EHCP
<p>What support is there for behaviour, avoiding exclusion and increasing attendance</p>	<ul style="list-style-type: none"> • Greenmount Community Primary School will endeavour to support any child with a behavioural need. Focus will help determine the underlying cause of the behaviour and then work with other professionals and staff to provide a ‘behaviour plan’ specifically for the child. However this will need to be practical in terms of the rest of the class and resources that are available to the school. • In more complex cases an Early Help Plan could be completed to include a wider variety of interventions and strategies from other professionals that are available in the community. • Support may be sought from external agencies such as Specialist Outreach Services Team. 		

<p>How can I let the School know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> • The first point of contact should always be your child’s current class teacher. All our teachers are happy to speak to parents at the end of the school day if they are available, either informally or by prior arrangement. If you still feel unhappy after having spoken to the class teacher then you can contact the SENCO Laura Richards. • At the beginning of each term the school offers a longer parents consultation period to discuss the progress of the children, where concerns could be addressed. • The Family Liaison Officer is happy to listen and signpost you to who best to talk to regarding your concern.
<p>How will the School let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> • Class teachers will keep parents informed if they have concerns about your child. As soon as they feel there are concerns about your child they will inform you. They will usually arrange to have a meeting with you or they will ask the SENCO to arrange a meeting together.
<p>How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Extra support is identified in half termly pupil progress meetings with the class teacher, SENCO, Head teacher and Deputy Head. They will identify which groups of pupils, or individuals, have a barrier to learning and allocate the appropriate support to them. Our aim is to make sure all children make better than expected progress. • Any child needing extra support through an intervention will be carefully monitored in terms of their levels of progress to ensure that they meet or exceed expected progress in order for them to move their learning forward. • Most interventions will last for at least 6 weeks when the progress made will be reviewed and amended if necessary.

<p>What specialist services are available or accessed by the setting?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Family Support through the Family Liaison Officer • In certain circumstances where it is deemed appropriate for the child’s educational development we would use the services of an Educational Psychologist.
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	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Educational psychology service (Statutory referrals) • Hearing Impaired Service – Teacher of the Deaf • Visual Impaired Service – Teacher of the Visually Impaired • Specialist Outreach Services Team • Early Help Team • Education Speech and Language Therapists (children with EHCP)
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Speech and Language Therapist (NHS for children in EYFS and those with more complex Speech and Language Needs) • Occupational Therapy • CAMHS (Child, Adolescent Mental Health Service)
Personal budgets	A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an Education, health and care plan (EHCP). This will be discussed with parents and the child and would be personalised to the individual's needs.	
How are staff in the School supported to work with children & young people with SEND? What training have the staff supporting children/young people with SEND had or have available?	<ul style="list-style-type: none"> • We provide all our staff with an on-going rolling programme of training opportunities and these will be extended if we feel a specific area either needs further intervention or we are needed to deal with a new situation. • We employ a SENCO, Mrs Laura Richards, who is a part time teacher and a member of the school's Senior Leadership Team (SLT) in the school with SEN support time for four days a week. All staff are supported by Mrs Richards and she meets regularly with class teachers and support staff to discuss children's changing needs. Should issues arise Mrs Richards will seek advice from outside agencies or from the Senior Leadership Team to ensure that children's needs within the school are effectively met. • SEND has a regular place on staff meeting agendas enabling constant sharing of good practice and ideas to be shared and used within school. • Through the Head Teacher, Senior Leads and SENCO monitoring the quality of teaching and learning training needs can be identified and courses/training/support can be sought from either within school or from outside agencies if necessary. 	
How are staff in the school	<ul style="list-style-type: none"> • All our staff have been trained in the specialist interventions they deliver to children with SEND (e.g. ELKLAN, 	

<p>supported to work with children an SEND?</p>	<p>ELSA).</p> <ul style="list-style-type: none"> • All staff have access to the Local Authority’s training and development programme which runs a number of courses linked to SEND. This is supported from the school budget. Significant numbers of staff have received training on ASD, Dyslexia and Speech & Language.
<p>How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>How will the curriculum be matched to my child’s/young person’s needs?</p> <p>How will both you and I know how my child/young person is doing and how will you help me to support my child/young person’s learning?</p>	<ul style="list-style-type: none"> • Teachers will provide all children with high quality inclusive teaching through a planned differentiated curriculum to ensure all children make good progress. • The curriculum will be matched to suit the needs of your child and make sure that it is fully inclusive for all children to enjoy and achieve. • Should any specialised equipment or arrangements be required, this will be provided by the school to the best of its ability in order to support your child. • The class teacher and SENCO will keep detailed records and continue monitoring your child’s progress frequently. • We will work with parents to ensure that we identify your child’s strengths and use these to aid in engaging and motivating the child to learn new skills. We will also ensure we identify all their barriers to learning and find ways to overcome them. • Where possible we will carry out additional assessments or refer to an outside agency to gather as much information as we can about your child to ensure we are teaching to their preferred learning style and identify any areas of additional need, matching the curriculum and activities to where they are developmentally. • We aim to look holistically at the whole child and family ensuring we are meeting all needs; emotional and social as well as academic. • As well as the termly parent consultations with teachers we may meet with you at any time to inform you of your child’s progress and development. As well as the formal parent teacher consultations additional meetings can be arranged by parents or outside agencies should you have any concerns which you feel are not being addressed or require advice on how to support your child further at home. • We will apply for access arrangements if necessary and appropriate, allowing children to have additional time, readers and/or scribes and quiet rooms for testing situations. • We can arrange for you to talk to specialist services who work with your child. • We can signpost you to services, websites and voluntary organisations that can provide you with additional information, support and advice. • We will provide you with the details of SENDIASS, an external independent service, who can support you at meetings, with paperwork and provide advice regarding processes and decisions with things such as school placement or support with EHCP (01983 825548 or email sendiass@iow.gov.uk)
<p>How will the School measure</p>	<ul style="list-style-type: none"> • Your child’s progress is assessed at three points during the year and discussed in pupil progress meetings with the

<p>the progress of my child/young person?</p>	<p>Senior Leadership Team (SLT) which includes the SENCO. The SLT and the class teacher will first review the approaches being used within the classroom. If additional support is required, this will be provided through in-school interventions or referral to outside agencies. Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:</p> <ul style="list-style-type: none"> • Narrows the attainment gap between pupil and peers • Prevents the attainment gap widening • Is equivalent to that of peers starting from the same baseline • Equals or improves upon the pupil's previous rate of progress • Ensures full curricular access • Shows an improvement in self-help and social or personal skills • Shows improvement in the pupil's behaviour <p>A system of Assess, Plan, Do, Review will be in place which revisits the progress of pupils and the impact of any additional intervention if this has been put into place.</p>
<p>What is the pastoral, medical and social support available at Greenmount? a) What support will there be for my child's overall wellbeing? b) What support is there for behaviour, avoiding exclusion and increasing attendance? c) What approaches are used in early year's settings to manage behaviour?</p>	<p>The school has a broad range of pastoral, medical, and social support available to children and families, these include:</p> <ul style="list-style-type: none"> • Access to School Nurse • Family Liaison Officer including CAF/TAF support • Emotional Literacy Support • Teaching of the School Values and the Personal Social Health Education curriculum • Social skills groups • Celebration Assembly weekly • Breakfast club • After school clubs • Structured rewards linked to personal rewards and school House Point system • Attendance reward systems • School Attendance Meetings with Education Welfare Service and senior staff in school • Education Welfare Support • Presentation cups at end of year for a range of personal skills, qualities and attributes <p>Support for Behaviour</p> <ul style="list-style-type: none"> • The school has a published policy for Behaviour (see website). This incorporates a reward system for promoting positive behaviour and a stepped approach in dealing with negative behaviour. <p>A wider school ethos supports positive behaviour by providing:</p>

	<ul style="list-style-type: none"> • A broad and balanced curriculum for all pupils • Enrichment opportunities (trips, visits, visitors, workshops etc) • Individual Behaviour Support Plans if required • Family Liaison Officer • Modified timetable <p>The school has a published policy for Attendance (see website). We have a system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping and we will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality</p>
<p>What support does the School have for me as a parent of a child/young person with a SEND?</p> <p>How are children with SEND currently involved in their education?</p>	<ul style="list-style-type: none"> • We run an open school policy where parents are free to come in and chat to class teachers and the SENCO or FLO whenever they feel they need someone to talk to and if they are unavailable an appointment can be made. • We work closely with SENDIASS and will always refer you to them for independent support. • We can signpost to other agencies and websites if necessary. • If necessary we can offer regular meetings or telephone calls to help you monitor your child’s progress. • Pupil conferencing, where children are asked how they feel about their learning, happens daily and all children are involved in this regularly throughout the course of a week. • Children with SEND are included within the school council and as young leaders/sports leaders in Key Stage 2.
<p>How does Greenmount manage the administration of medicines?</p>	<ul style="list-style-type: none"> • We are able to administer medication to your child in accordance with the school’s policy. • All staff have had Epi-Pen training and are first aid trained.
<p>How accessible is the School environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • We are a fully inclusive and fully accessible school. • There is always somebody in the school office from 8:45am until 4:00pm. However, the school has an answerphone on which you can leave a message anytime. • We offer after school clubs which will change each half term. • The school offers a variety of trips throughout the year as we want the children to have as many different opportunities and experiences as possible. The trips we offer can be local, mainland and residential. • Payment plans to enable families to spread the cost of trips over a period of time. • The Headteacher is always happy to meet with parents to discuss individual cases. • We have two disabled toilets. • If necessary specific training on lifting and handling can be sought through Specialist Outreach Services

	<ul style="list-style-type: none"> • The front office is not accessible via a wheelchair. However we do have a ramp that enables access through the side of the building.
<p>How will the School support my child/young person when they are either moving to another year group or leaving?</p>	<p>For all children, transitions are key points. For SEND pupils, it is even more important that these are carefully managed.</p> <ul style="list-style-type: none"> • EYFS lead makes direct links with parents, nursery and preschool providers prior to induction for Reception children. All children allocated a place at Greenmount Community Primary School are encouraged to attend ‘Stay & Play’ days in the Summer Term before entry the following Autumn Term. • EYFS lead visits all children in their settings and meets with key workers to discuss each child’s individual needs. • Children that attend our on-site preschool will regularly drop in to the school with the amount of time spent in EYFS increasing throughout the year. • Any identified SEND issues are discussed with EYFS lead, parents and SENDCO. • Transition of SEND children, between classes, once they have started at the school, is managed by teachers and the SENCO. SEND folders for each class are updated and shared with the new class teacher at the start of each academic year and are reviewed each term. • Meetings are held between teachers to ensure new receiving teachers are fully aware of the needs and progress of SEND children in their classes. At these meetings pupil information and plans are shared. Where appropriate, children are given a booklet to support transition to their next class. • We have close links with the secondary schools and meet to discuss pupils. • Where appropriate, children with SEND in Y6 will undertake a range of pre-transition activities prior to any formalised transition days to allocated secondary providers. These will involve visits to their new school and visits by their new teachers to primary school. All relevant information for Y6 children with SEND will be passed to and from SENCO to SENCO.
<p>What additional support is available to my Looked After Child who has SEN as well?</p>	<ul style="list-style-type: none"> • As a school we meet with Social Workers and any other professionals as necessary and prepare together a Personalised Education Plan which will complement the Pupil Passport to provide additional support for the child to help them succeed. This is monitored termly and adjusted according to the impact of the provisional and what needs to happen next. • Meetings with an Educational Psychologist will be made through the Local Authority if necessary to help support and advise us on the best way to support the child. • The child will have priority to meet with the ELSA in school, if necessary, to discuss any social, emotional and

	<p>mental health needs they may have and work on a programme of support.</p> <ul style="list-style-type: none">• If deemed necessary by professionals we will source a programme of support from a play therapist and provide a space for the child to meet with them.• The designated teacher will attend meetings and training regularly to ensure the correct procedures are taking place in school.
Where can I get further information about services for my child?	<ul style="list-style-type: none">• The Isle of Wight Local Offer website has been designed to help parents and carers find the right support for children with special educational needs and disabilities https://www.iwight.com/localoffer