

# Greenvale Primary School



## SEND Policy

<b>Review Body</b>	Governing Body
<b>Inclusion Manager/Author</b>	Mrs Faye Dunn
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### Medway Council's Local Offer:

<https://www.medway.gov.uk/localoffer>

### Greenvale Primary School Office:

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Approved by Governing Body		
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Chair of Governors	Print Name	Date

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### 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Greenvale Primary School believe that each pupil has individual and unique needs.

Our aim is to create an environment to meet the individual learning needs of all children.

We aim to provide all children with full and equal access to a broad and balanced curriculum, suitably adapted to meet children's individual needs.

We aim to provide all pupils with strategies for dealing with their individual needs in a supportive environment, and to give them meaningful access to the National Curriculum.

We recognise that some pupils will have special educational needs at some time in their school career and will require more support than others.

We acknowledge that this support will vary in timespan and level of intensity depending on individual needs.

We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities.

We aim to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive in their learning through:

- Identifying, at an early age, individuals who need extra help and attention and regularly review individuals' progress and needs – in line with 'assess, plan, do, review' in the 2014 SEND Code of Practice.
- Enabling each pupil to reach their full potential, both curricular and extra- curricular.
- Enabling each pupil to participate in, and fully contribute to, school life.

- Endeavouring to meet the individual needs of each child and to empower them through the Growth Mindset approach.
- Developing a feeling of self-esteem and belonging, based on mutual respect, honesty, consideration and responsibility.
- Fostering an atmosphere in our school to promote a happy, sensitive and secure environment, to ensure effective learning for all children.
- Providing for children's individual needs by supporting them in various ways: whole-class, small groups and individually.
- Monitoring closely those with SEND, using the assess/plan/do/review cycle, to enable us to recognise, celebrate and record achievements.
- Providing access to and progression within the curriculum.
- Working with parents and other agencies to provide support and opportunities for those children with SEND.
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND.
- Including the voice of the child in monitoring and reviewing pupil's learning and progress through the person-centred approach.

## **2. Legislation and guidance**

This policy and SEND Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.
- Equality Act 2010: advice for schools DfE (Feb 2013).
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014).

### **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENDCO**

The SENDCO/Inclusion Manager is Mrs Faye Dunn.

The SENDCO/Inclusion Manager will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the school keeps the records of all pupils with SEND up to date.

#### **4.2 The SEND Governor**

The SEND Governor is Mrs Abigail Poole

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Head Teacher and SENDCO/Inclusion Manager to determine the strategic development of the SEND policy and provision in the school.

#### **4.3 The Head Teacher**

The Head Teacher is Mrs Amanda Allnutt

The Head Teacher will:

- Work with the SENDCO/Inclusion Manager and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND.

#### **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO/Inclusion Manager to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### **5. School SEND Information**

#### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties.

- Cognition and learning, for example, Dyslexia and Dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Adverse Childhood Experiences (ACEs).
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, Processing difficulties, wheelchair use and severe nut allergies.
- Moderate/severe/profound and multiple learning difficulties.

## **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

The SEND Code of Practice (2014) also states that behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.
- Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Greenvale Primary School uses the following monitoring tool to ensure that all pupils receive appropriate provision according to need.

### Greenvale Primary School's

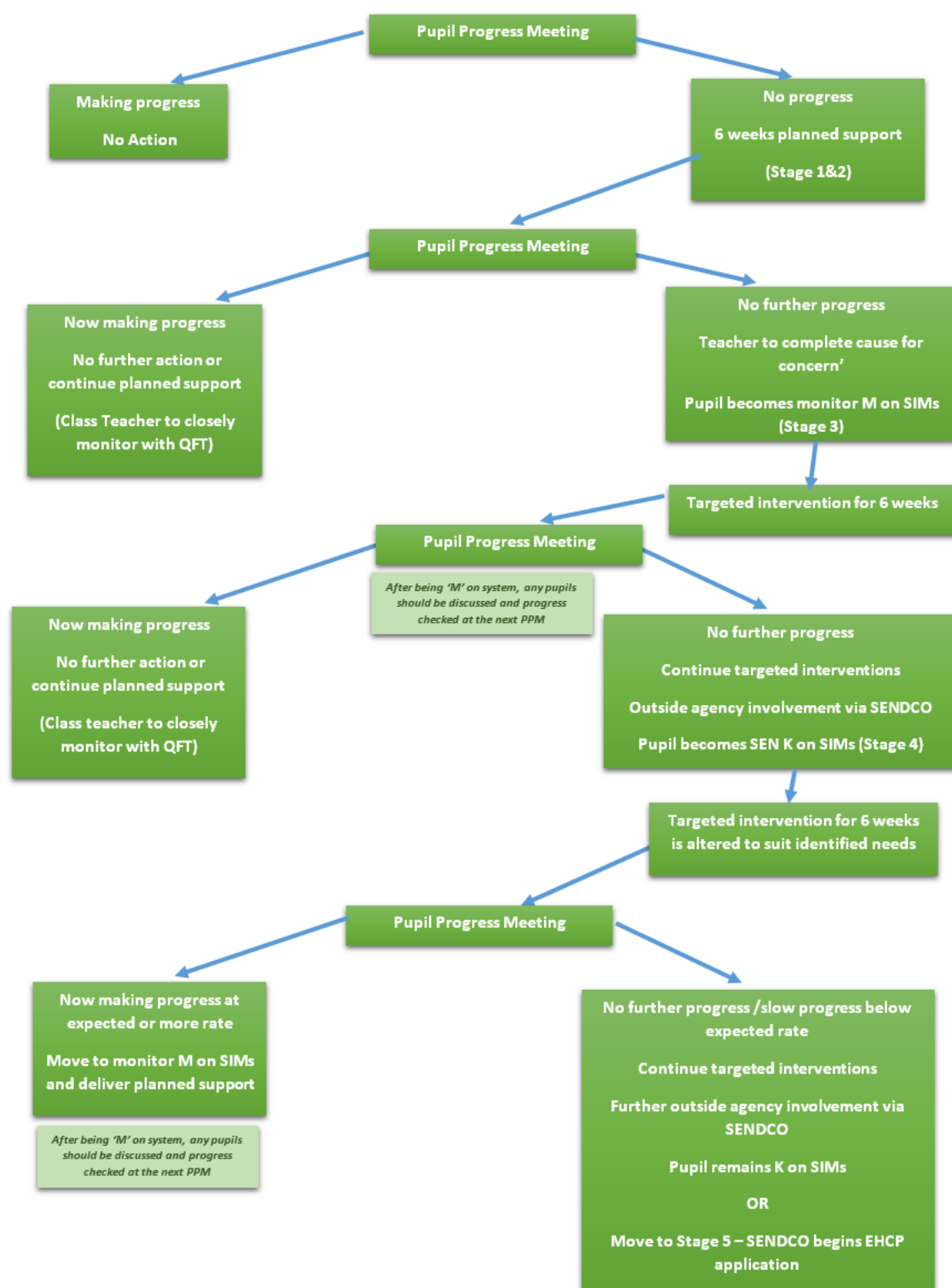
#### Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	<b>High Quality Inclusive Teaching</b>  Universal Provision  <b>(Not on SEND Register)</b>	<b>High Quality Inclusive Teaching</b> <ul style="list-style-type: none"> <li>• A broad and balanced curriculum within an inclusive classroom</li> <li>• Personalised learning targets</li> <li>• Attention paid to different learning styles</li> <li>• Carefully planned differentiation, including practical, visual, concrete resources</li> <li>• Modelling by adults within the classroom</li> <li>• Curriculum assessment of progress to support target setting for pupils</li> <li>• Assessment for learning and constructive feedback</li> </ul> <b>See Inclusive Teaching Checklist</b>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress Meetings with the Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher  <b>Pupil Progress Meetings</b>
2	<b>High Quality Inclusive Teaching</b>  Early Intervention Support  <b>(Not on SEND Register)</b>	<b>In addition to Stage 1:</b> <ul style="list-style-type: none"> <li>• Support within class through small groups and individual support (e.g. cut away, workshops)</li> <li>• Differentiation of the curriculum to meet individual learning needs</li> <li>• Tools and resources to support access</li> <li>• EAL Support</li> <li>• Attendance support</li> </ul> <b>See Inclusive Teaching Checklist</b>	<ul style="list-style-type: none"> <li>• Differentiated planning and outcomes</li> <li>• Pupil aware of learning targets</li> <li>• Reviewed at Pupil Progress Meetings with the Senior Leadership Team</li> <li>• Assessment for Learning systems used to identify strengths/gaps</li> </ul>	Class Teacher  <b>Pupil Progress Meetings</b>
3	Targeted, additional support  <b>(Not on SEND Register but Monitor on SIMs)</b>	<b>In addition to Stages 1 - 2:</b> <ul style="list-style-type: none"> <li>• Investigation of strengths and needs</li> <li>• Early intervention and personalised provision</li> <li>• Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>• Targeted support within class through small groups and working individually with an adult</li> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. phonics and reading interventions, Social skills group and Precision Teaching etc.) Reviewed 6 weekly</li> <li>• Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>• Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO made aware (Complete cause for concern form, detailing evidence of intervention, impact and outcomes) within 2 weeks after the Pupil Progress Meeting.</li> <li>• Differentiated planning and outcomes.</li> <li>• Pupil aware of learning targets.</li> <li>• Reviewed at Pupil Progress meetings with SENDCO.</li> <li>• Assessment for learning systems used to identify strengths/gaps.</li> <li>• Intervention running records completed weekly to record attendance and progress.</li> </ul>	Class Teacher  Parents  <b>SENDCO</b>  <b>Pupil Progress Meetings</b>

4	<p>Targeted, Intensive Additional Support</p> <p><b>(SEND Support on SIMs Register)</b></p>	<p><b>In addition to Stages 1 – 3:</b></p> <ul style="list-style-type: none"> <li>• Multi-professional planning and coordinated support may be in place e.g. Educational Psychology Service, Outreach Teams, Health colleagues and CAMHS.</li> <li>• School Nurture Group provision (Robins).</li> <li>• Play Therapy sessions.</li> <li>• Personalised support, working on an individualised curriculum.</li> <li>• High levels of adult support and modelling to enable access to the curriculum.</li> <li>• Personalised resources e.g. work station and OT equipment if stated on a plan.</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention.</li> <li>• SEND Support Agreement reviewed at least bi-termly.</li> <li>• Identified on school provision map, reviewed at least bi-termly.</li> <li>• Access to an adapted environment if appropriate.</li> <li>• Individual modifications to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND Support Agreement with bi-termly reviews</li> <li>• Progress meeting with SENDCO Termly progress meeting with SENDCO at Pupil Progress Meeting.</li> <li>• SENDCO monitoring provision.</li> <li>• Intervention identified on whole school provision map.</li> </ul>	<p>Class Teacher</p> <p>Parents</p> <p><b>SENDCO</b></p> <p><b>Pupil Progress Meetings</b></p>
	<b>Request for a Statutory Assessment</b>	<ul style="list-style-type: none"> <li>• As above</li> </ul>		
5	<p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p><b>(SEND Register EHCP)</b></p>	<p><b>In addition to Stages 1 – 4:</b></p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHCP) reviewed annually (Annual Review).</li> <li>• Multi-professional planning and coordinated support e.g. Educational Psychology Service, Outreach Teams, Health colleagues and CAMHS.</li> <li>• Personalised support, working on an individualised curriculum.</li> <li>• High levels of adult support and modelling to enable access to the curriculum.</li> <li>• Personalised resources e.g. work station and OT equipment if stated on a plan.</li> <li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention.</li> <li>• SEND Support Agreement reviewed at least bi-termly.</li> <li>• Identified on school provision map, reviewed at least bi-termly.</li> <li>• Access to an adapted environment if appropriate.</li> <li>• Individual modifications to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review Meeting</li> <li>• Annual Review Report</li> <li>• SEND Support Agreement with bi-termly reviews</li> <li>• Termly progress meeting with SENDCO at Pupil Progress Meeting.</li> <li>• Intervention identified on whole school provision map.</li> </ul>	<p>Class Teacher</p> <p>Parents</p> <p><b>SENDCO</b></p> <p><b>Pupil Progress Meetings</b></p>



## Greenvale Primary School's SEND Identification Pathway



### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is agreed that a child will receive SEND support and the child is included in the school SEND Register.

A SEND Support Agreement will then be written and parents can access it online at home using Edukey Provision Map software.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Pupil Progress Meetings with the Senior Leadership Team.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services when appropriate.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

Previous schools are contacted to discuss any concerns and to share information.

Transition to a new class within Greenvale Primary School is facilitated by several sessions to meet new class teachers and get used to a new environment, with extra sessions for the Key Stage 1 to Key Stage 2 transition.

Autistic or vulnerable pupils are given an enhanced transition pack and have extra sessions.

Early Years Foundation Stage children are visited by a member of the Foundation Stage team before joining.

Staff also attend the child's current pre-school. Reception children attend stay and play sessions in the summer term.

If Early Help Support is running, the new school will be invited to attend the meeting prior to transfer.

## **5.6 Our approach to teaching pupils with SEND**

Where it is decided to provide a pupil with SEND support, the teacher and the SENDCO/Inclusion Manager will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, and be provided by staff with sufficient skills and knowledge.

Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High Quality Inclusive teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

Greenvale Primary School uses a graduated response to managing additional support for pupils with SEND.

When a child has a SEND Support Agreement and requires additional support from outside agencies, then the school will initiate a School-based Support Plan involving the child, parent and involved professionals in creating a more detailed action plan to support the child.

A School-based Support Plan monitors a child's progress and can be used in evidence for a request for Statutory Assessment for an Educational Health and Care Plan.

Following the review process, the SENDCO/Inclusion Manager and class teacher will consider whether the pupil needs to remain on the SEND register or not.

Pupils will be either be removed from the SEND register if they have met progress criteria (see below), or their SEND Support Agreement will continue with new outcomes written: beginning the cycle again.

Progress on outcomes should show evidence of the following:

- Closing the attainment gap between the child and their peers.
- Preventing the attainment gap from growing wider.
- Progress similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Progress matches or betters the child's previous rate of progress.
- Adaptations / reasonable adjustments ensure full access to the curriculum.
- Demonstrating an improvement in self-help or social or personal skills.
- Demonstrating an improvement in the child's behaviour.

Pupils on School-based Support Plans meeting progress criteria will be placed on SEND Support Agreements.

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met in a graduated response:

Greenvale Primary School's Offer			
	Universal Offer	Targeted Offer	Specialised Offer
<b>All Areas of Need</b>	<ul style="list-style-type: none"> <li>• High Quality Inclusive Teaching</li> <li>• Adapted learning</li> <li>• Individual learning with an adult either 1:1 or shared.</li> <li>• Individual targets reviewed termly.</li> <li>• Adapted curriculum.</li> <li>• Outdoor learning facilities.</li> <li>• Pupil Progress Meetings Termly.</li> <li>• Parent reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions, group and/or individual.</li> <li>• SEND Support Agreement, with individual outcomes to address the main area of learning need.</li> <li>• Additional assessments.</li> <li>• Additional adapted learning aids/equipment.</li> <li>• Individualised Learning / sensory box.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional adult support individually or in very small groups.</li> <li>• Education, health care plans (EHCP) or School based Support Plan.</li> <li>• School Based Support Plan (SBSP) reviewed annually and learning plan reviewed to, with Individual outcomes to address all five areas of need, reviewed termly.</li> <li>• Personalised curriculum.</li> <li>• Specialised assessments.</li> <li>• Additional home/school. communication</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Colourful semantics.</li> <li>• Shape coding.</li> <li>• Communication friendly environment.</li> <li>• PECS symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to and input from speech and language therapy via the NHS from children's services and the</li> </ul>	<ul style="list-style-type: none"> <li>• Input from speech and language therapy via the NHS from children's health services.</li> </ul>

	<ul style="list-style-type: none"> <li>• Visual Timetable.</li> <li>• Speech/Language Link Assessments.</li> <li>• Dyslexia Portfolio assessment.</li> <li>• Specialist teaching Assistants in Speech &amp; Language Therapy.</li> </ul>	<p>language, interaction and communication service.</p> <ul style="list-style-type: none"> <li>• Speech and language therapy set programmes.</li> <li>• Makaton / British Sign Language (BSL).</li> <li>• School Nurse referral and advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy individual programmes.</li> <li>• Personalised communication systems.</li> <li>• BSL.</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Additional higher level teaching assistants in core subjects.</li> <li>• Trainee teachers.</li> <li>• Teaching assistant.</li> <li>• Booster interventions in core subjects consolidating and moving learning on.</li> <li>• Pre-learning Interventions preparing for future learning.</li> <li>• Over learning interventions addressing gaps in basic skills learning e.g. Precision Teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific learning difficulty intervention including access to IDL resources.</li> <li>• Referral to and input from input from the Educational Psychologist and Specialist Teachers via local authority services.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated 1:1 teaching assistant.</li> <li>• Input from the Educational Psychologist and Specialist Teachers via local authority Services.</li> <li>• Input from ASD teachers.</li> <li>• Work station.</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour system.</li> <li>• Family Support and Parenting Practitioner.</li> <li>• Growth Mindset.</li> <li>• Trainee social workers.</li> <li>• Zones of Regulation.</li> <li>• Whole school nurture ethos.</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups.</li> <li>• School Nurse referral and advice.</li> <li>• Dog Mentor Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture Group support.</li> <li>• Behaviour specialist support via MCH Snapdragons.</li> </ul>
<b>Physical and Sensory</b>	<ul style="list-style-type: none"> <li>• Disability access to the school.</li> <li>• Disabled toilet.</li> <li>• Ramp to entrances.</li> <li>• Quiet area in class.</li> <li>• Sensory Room.</li> <li>• MCH Hopscotch Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to and input from occupational therapy via NHS services.</li> <li>• Generic occupational therapy programmes set by trained school staff (BEAM, Fizzy, Cleverfingers).</li> <li>• Reasonable adjustments to the physical environment.</li> <li>• Sensory Room.</li> <li>• School Nurse referral and advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Input from the occupational therapy and sensory support via NHS services and LA Sensory Support Team.</li> <li>• Specific therapy Programmes.</li> <li>• Transport arrangements for educational visits.</li> <li>• Sensory curriculum.</li> <li>• Soft play.</li> <li>• Health care plans.</li> </ul>

### 5.8 Additional support for learning

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

This is recorded in a SEND Support Agreement and School-based Support Plan action plan.

We provide the following additional targeted support interventions:

- Phonics
- Additional Reading Comprehension
- Fine Motor Skill / Handwriting
- Additional Sentence Level Work

- Additional Number Skills
- Social Emotional Skills Programme
- Speech & Language Support
- Dog Mentor Therapy
- Nurture Support
- In Class Adult Support.

Teaching assistants will support pupils in small groups or one-to-one in the classroom or an outside area to support targeted learning difficulties.

We have access and work with a wide range of specialised services to support children with SEND, as follows:

- Educational Psychologist (EP)
- Speech & Language Therapist (SALT)
- Occupational Therapist (OT)
- Children's Paediatric Services (Snapdragons Centre)
- Young People's Wellbeing & Mental Health Service
- Medway Children's Therapy Services
- Counselling Services
- Physical & Sensory Service (PASS)
- Outreach Services (Fortis Trust Outreach Service)
- School Nursing Team
- Children's Services Advice Team (CAD)

### **5.9 Expertise and training of staff**

All staff have regular training on Autism, Attachment Difficulties, Disability Awareness and Safeguarding, as well as updates on other training, such as Positive Handling and First Aid.

The Head Teacher is the Continuing Professional Development (CPD) coordinator and ensures that staff have the skills they require to support the pupils.

Our SENDCO/Inclusion Manager has over eleven years' experience in this role in Medway and has worked as a teacher, subject leader, is a deputy Designated Safeguarding Lead and has completed the Theory and Practice of Nurture Groups accreditation. The SENDCO/Inclusion Manager is currently attending the trauma informed schools programme this academic year.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. We have a Teacher and a HLTA who have also completed the Theory and Practice of Nurture Groups accreditation and run the Nurture group provision (Robins). The Teacher is also attending the trauma informed schools programme this academic year.

We have a specialist teaching assistant who is trained to deliver speech therapy interventions.

We have a Family Support and Parenting Practitioner, who is a trained ELSA, deputy Designated Safeguarding Lead and is currently attending the trauma informed schools programme.

### **5.10 Securing equipment and facilities**

The SENDCO/Inclusion Manager manages an allocated budget for SEND resources.

The SENDCO/Inclusion Manager is also responsible for additional funding requests for additional costs above the allocated notional SEND funding.

The Head Teacher and Governing body are responsible for larger facilities, such as access ramps and specialised play areas.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term in Pupil Progress Meetings.
- Reviewing the impact of interventions after six weeks.
- Using pupil questionnaires.
- Monitoring by the SENDCO/Inclusion Manager.
- Holding In-School Reviews with the Educational Psychologist and outreach teams.
- Reviewing outcomes of SEND Support Agreements and School-based Support Plans.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC Plans.

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Our school aims to be an inclusive school.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality

for our children, in accordance with the United Nations Conventions of the Rights of the Child (1992).

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day, school plays, special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND.

The SEN and Disability Act 2001, places a duty on all schools to increase the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to have accessibility strategies covering the maintained schools in their area.

Greenvale Primary School's Accessibility Plan forms part of our Equality and Information Objectives Policy, which can be found on the school website.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- We have a Nurture Group for children who have experienced trauma or who need additional emotional support.
- We liaise with the Medway Inclusion Team who facilitates the School Support Group for pupils with challenging behaviour to reduce exclusions.
- The school uses the Nurture Approach to support children and staff understand and manage the variety of emotional issues and needs within the school.
- We run attendance reviews every fortnight with the Attendance Advisory Practitioner (AAP) and invite parents to attendance clinics to improve attendance.
- We have good links with the school nurse, who will come in to talk to parents or children.
- Each class has an elected school council member, who attends meetings and any problems raised by the pupils are discussed and acted upon.
- Lunchtime clubs are available for all children, particularly those who find lunchtime challenging when problems arise.
- The Early Help Assessment is used to support the wellbeing and behavioural issues of a child and the family, with the child invited to attend if appropriate.
- We have a zero tolerance approach to bullying.



#### **5.14 Working with other agencies**

Greenvale Primary School has strong links with all agencies supporting children within Medway.

The Head Teacher is an active member of Medway Education Leaders Association.

The SENDCO is a member of Medway SEND Forum, attends SENDCO Conferences and participated in a Medway Inclusion Leaders Project.

The Family Support and Parenting Practitioner is an active member of the Local Children's Hub where Family Solutions services can be accessed.

#### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO/Inclusion Manager in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEND**

Medway Special Educational Needs and Disabilities Information and Advice Support service (SENDIAS) provides a range of free and impartial help to parents/carers, children and young people.

They can be contacted through the details provided on the SENDIAS Medway website.

#### **5.17 Contact details for raising concerns**

When parents have concerns about any aspect of their child's education at Greenvale Primary School they should contact the Head Teacher in the first instance, who is the school Designated Safeguarding Lead.

#### **5.18 The local authority local offer**

Our local authority's local offer is published here:

[https://www.medway.gov.uk/info/200307/local\\_offer](https://www.medway.gov.uk/info/200307/local_offer)

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO/Inclusion Manager, Mrs Faye Dunn every year.

It will also be updated if any changes to the information are made during the year.  
It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Anti-bullying policy
- Behaviour for Learning policy
- Complaints policy
- Data Protection policy
- Equality Information and Objectives Policy
- Nurture Group Policy
- Child Protection & Safeguarding policy
- Supporting Pupils with Medical Conditions
- Children with health needs who cannot come to school

Copies of these policies can be obtained from the school office  
[office@greenvale.medway.sch.uk](mailto:office@greenvale.medway.sch.uk)