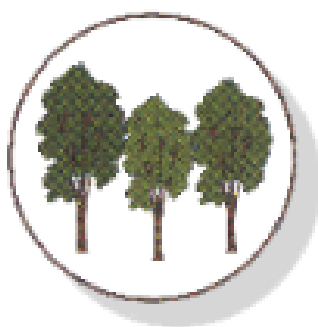


Special Educational Needs (SEN) Information Report

Greenvale Primary School



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Approved by Governing Body		
Chair of Governors	Print Name	Date

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1. Welcome and Introduction

At Greenvale Primary School, we are committed to providing an inclusive, nurturing, and high-quality education for all children — including those with special educational needs and disabilities (SEND). Every child is valued, respected, and supported to reach their full potential, both academically and personally.

This **SEN Information Report** explains how our school identifies, supports, and monitors children with SEND, and how we work in partnership with parents, carers, and other professionals. It is written in line with the **Special Educational Needs and Disabilities (SEND) Code of Practice (2015)** and forms part of the **Local Offer** published by Medway Council.

Our aim is to:

- Identify children's needs as early as possible and provide the right support.
- Remove barriers to learning and participation.
- Ensure pupils with SEND are included in all aspects of school life.
- Work closely with parents and carers as partners in their child's education.
- Help every child develop confidence, independence, and a love of learning.

If you have any questions about our SEND provision or would like further information, please contact:

SENDCo (Special Educational Needs Coordinator): Mrs Faye Dunn

Email: office@greenvale.medway.sch.uk

Telephone: 01634 409521

Headteacher: Mrs Amanda Allnutt

SEND Governor: Mrs Hardeep Smith

We welcome visits and conversations with parents who would like to learn more about how we support children with additional needs.

2. Our SEND Vision and Values

At Greenvale Primary School, our vision is that every child is valued, included, and supported to achieve their best, whatever their individual needs or abilities. We believe that all children have the right to a broad, balanced, and ambitious curriculum — and to be active, confident members of our school community.

We are committed to:

- **Inclusion:** ensuring that pupils with SEND learn and play alongside their peers in a supportive, inclusive environment.
- **Early identification:** recognising additional needs as soon as possible and putting the right support in place.
- **High expectations:** maintaining the same high aspirations for pupils with SEND as for all children.
- **Personalised support:** adapting teaching, resources, and the learning environment to meet individual needs.
- **Partnership with families:** working closely with parents and carers, valuing their knowledge, and involving them in every decision.
- **Collaboration:** working with external professionals and agencies to provide the most effective provision possible.
- **Developing independence:** helping children gain the skills, confidence, and self-belief they need for their next stage of education and for life beyond school.

Our school visions and values are based around our 6 Core Values for Wellbeing which underpin all that we do within Greenvale:

‘Respect – Readiness – Resourcefulness – Responsibility – Resilience – Reflectiveness’

It is our vision to ensure children are equipped with all the necessary skills, knowledge and attributes which enable them to fulfil their potential and live happy and successful lives.

3. Definition of SEND

A child has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability that makes it harder for them to learn or access education than most other children of the same age.

The SEND Code of Practice (2015) states that a child has SEND if they:

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

This means a child may need extra help or different support from that normally given to other pupils to enable them to learn and take part in school life.

SEND can cover a wide range of needs, including:

- **Communication and Interaction** (for example, speech and language difficulties, Autism Spectrum Disorder)
- **Cognition and Learning** (for example, general or specific learning difficulties such as dyslexia, dyscalculia, or dyspraxia)
- **Social, Emotional, and Mental Health (SEMH)** difficulties (for example, anxiety, ADHD, or behavioural needs)
- **Sensory and/or Physical Needs** (for example, hearing impairment, visual impairment, or physical disability)

Some pupils may have needs in more than one of these areas.

At Greenvale Primary School, we recognise that every child is unique. We aim to identify and meet each pupil's individual needs through high-quality teaching, appropriate support, and close partnership with families and professionals.

4. What types of SEN does the school provide for?

At Greenvale Primary School, we are a fully inclusive school. We welcome and support children with a wide range of special educational needs and disabilities (SEND).

In line with the **SEND Code of Practice (2015)**, we provide support across the four broad areas of need:

1. Communication and Interaction

This area includes children who have difficulties with:

- Speech, language, and communication skills
- Understanding or using spoken language
- Social communication and interaction with others

This may include pupils with:

- **Speech, Language and Communication Needs (SLCN)**
- **Autism Spectrum Disorder (ASD) or Social Communication Difficulties**

2. Cognition and Learning

Some children find learning, understanding, or retaining information more difficult than others.

Support may be provided for pupils with:

- **Moderate Learning Difficulties (MLD)**
- **Severe Learning Difficulties (SLD)**
- **Specific Learning Difficulties (SpLD)** such as:
 - **Dyslexia** (difficulties with reading and spelling)
 - **Dyscalculia** (difficulties with understanding numbers)
 - **Dyspraxia** (difficulties with coordination and motor planning)

3. Social, Emotional and Mental Health Difficulties (SEMH)

Some children may experience challenges in managing emotions, developing relationships, or maintaining positive mental health.

We support pupils who may have:

- **Anxiety, depression, or low mood**

- **Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)**
- **Attachment difficulties or trauma-related needs**
- Difficulties with **emotional regulation or behaviour**

4. Sensory and/or Physical Needs

Some children may have disabilities that affect their access to education and participation in school life.

We support pupils with:

- **Visual Impairment (VI)**
- **Hearing Impairment (HI)**
- **Multi-Sensory Impairment (MSI)**
- **Physical Disabilities or Medical Conditions** that require specific support or equipment

We recognise that many pupils may have needs in more than one of these areas, and we work closely with parents, carers, and external professionals to provide tailored support.

At Greenvale Primary School, we are proud of our inclusive ethos — ensuring every child, whatever their needs or abilities, is valued, supported, and given the opportunity to succeed.

5. How we support pupils with SEND in school

At Greenvale Primary School, we are committed to ensuring that all pupils with special educational needs and disabilities (SEND) receive the right support to help them thrive. We believe that every child deserves high-quality teaching, encouragement, and the chance to achieve their full potential.

High-Quality Teaching for All

- High-quality, inclusive teaching is the foundation of our SEND provision.
- Teachers plan lessons that meet the needs of all pupils by using different teaching styles, practical activities, and clear explanations.
- Learning tasks are adapted to match each child's ability, and extra support or resources are provided where needed.
- Teachers and support staff receive regular training to ensure they can identify and respond effectively to different types of need.

Targeted Support and Interventions

- Some pupils benefit from **additional small-group or one-to-one support** to help them develop specific skills — for example, in reading, writing, maths, speech, or social interaction.
- These interventions are chosen based on evidence of what works and are regularly reviewed to check that they are helping.
- All interventions are designed to build independence and confidence, not reliance on adult support.

The Role of the SENDCo

- Our **SENDCo (Special Educational Needs Coordinator)** oversees all SEND provision in the school.
- The SENDCo:
 - Works with teachers to plan appropriate support and interventions.
 - Monitors progress and reviews the impact of support.
 - Coordinates input from specialist professionals such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists.

- Works closely with parents and carers to ensure their views are valued and included.

Working with Parents and Carers

- We believe that parents know their children best. We work in partnership with families to plan, review, and adapt support.
- Parents are kept informed through regular meetings, review discussions, and progress reports.
- Together, we set achievable targets and celebrate successes.

Working with Pupils

- Children are encouraged to talk about what helps them learn and to share their views during review meetings.
- Wherever possible, pupils take an active role in setting their own learning goals.
- We support pupils to develop self-awareness, independence, and resilience in their learning.

Graduated Approach: Assess, Plan, Do, Review

- Support is reviewed regularly using the *Assess, Plan, Do, Review* process recommended in the **SEND Code of Practice**.
- If a child's needs change, we adapt the support to make sure it continues to be effective.

Education, Health and Care Plans (EHCPs)

- If a child requires support beyond what the school can provide through its usual resources, we may request an **Education, Health and Care (EHC) needs assessment** from the Local Authority.
- Pupils with an **EHCP** receive tailored support in line with the outcomes in their plan, and progress is reviewed at least once a year through an **Annual Review Meeting**.

Our goal is to ensure that every child feels supported, confident, and included — and that they make good progress both academically and personally.

6. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENDCo)

Our SENDCo is Mrs Faye Dunn

- They have 14 years' experience in this role at Greenvale Primary School.
- They are a qualified teacher.
- They have achieved the National Award in Special Educational Needs Co-ordination.
- They have completed the Theory and Practice of Nurture Groups accreditation and attended the trauma informed school's programme.
- They are allocated 0.8 hours a week to manage SEN provision.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND. This academic year the class teachers will receive training for Autism in Girls through the PINs project run by Medway Council and in house training by the outreach teams.

- One Teacher who has also completed the Theory and Practice of Nurture Groups accreditation and runs the nurture group alongside the nurture HLTA. They have also attended the trauma informed school's programme.

Teaching Assistants (TAs)

We have a team of 10 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

- One teaching assistant is trained to deliver speech and language interventions across the school.
- One HLTA who has completed the Theory and Practice of Nurture Groups accreditation and runs the nurture group alongside the nurture teacher.

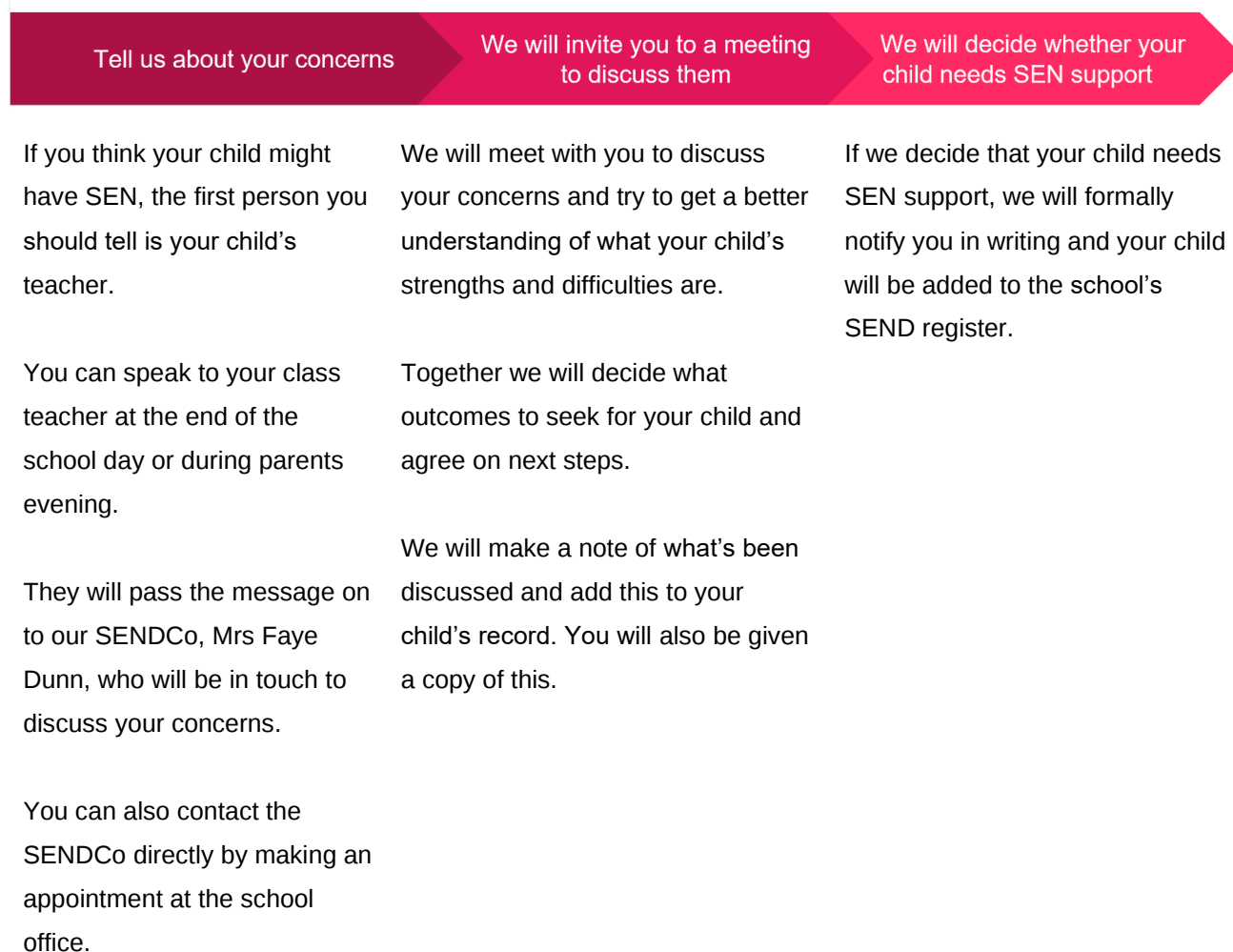
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- North East London NHS Foundation Trust (NELFT)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

7. What should I do if I think my child has SEN?



8. How will the school know if my child needs SEN support?

All teachers are teachers of pupils with SEND. They are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include if the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

9. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

10. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can speak to your child's class teacher at the end of the school day or by making an appointment at the school office.

11. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

12. How will the school adapt its teaching for my child?

At our school, we believe that every child should have access to high-quality teaching that meets their individual needs. We adapt our teaching methods, curriculum, and learning environment to make sure all pupils — including those with special educational needs and disabilities (SEND) — can achieve their full potential.

High-Quality Teaching for All

- All teachers are teachers of pupils with SEND.
- Every lesson is planned to include all children, with learning activities matched to different abilities and learning styles.
- Teachers use a variety of approaches such as visual, practical, and hands-on learning to help children understand and retain new ideas.
- We use ongoing assessment to identify any barriers to learning and adjust teaching promptly.

Adapting the Curriculum

- The curriculum is designed to be broad, balanced, and flexible.
- Teachers differentiate work — that means they adjust what is taught and how it's taught — to meet each child's needs.

- Tasks are broken down into smaller steps with clear explanations and visual supports.
- Some pupils may work towards personalised learning targets through individual or small-group support sessions.
- We use specialist resources (e.g. word banks, number lines, ICT tools, and adapted reading materials) to make learning accessible for everyone.
- For pupils with more complex needs, a personalised curriculum may be developed in consultation with parents and external professionals.

Adapting the Learning Environment

- Classrooms are organised to promote focus, independence, and accessibility for all pupils.
- Adjustments may include:
 - Seating arrangements that reduce distractions
 - Use of visual timetables and cues
 - Access to quiet areas or sensory spaces
 - Specialist equipment such as writing aids, adapted keyboards, or coloured overlays
- The school environment is regularly reviewed to ensure it meets the physical, sensory, and emotional needs of all children.

Use of Support Staff

- Teaching assistants (TAs) work alongside teachers to support pupils individually or in small groups, helping them understand lessons and complete tasks.
- Support is carefully planned so pupils can participate fully in lessons and become more independent over time.
- TAs receive regular training in supporting children with a range of needs, including autism, dyslexia, ADHD, and speech and language difficulties.

Working with Specialists

- When needed, we work with outside professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and Autism Outreach Teams to help us adapt teaching and provision even further.

- Advice from these specialists is used to create individual strategies that are shared with teachers and parents.

Reviewing and Adapting Support

- Adaptations to teaching and the learning environment are reviewed regularly through the Assess–Plan–Do–Review process.
- If your child's needs change, we make new adjustments to ensure they continue to succeed and feel confident in school.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Clear routines Social stories Tasks broken down into manageable steps Now and next boards Choice cards Quiet spaces/safe space Movement breaks Sensory tools Visual communication systems such as PECS or Makaton Social skills groups
	Speech and language difficulties	Speech and language therapy Visual support Clear simple language
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Adapt lessons Learning tasks are broken down Clear instructions Visual support and prompts Word mats
	Moderate learning difficulties	

	Severe learning difficulties	Number lines Concrete resources Writing frames Checklists Writing slope Extra time Pencil grips
Social, emotional and mental health	ADHD, ADD	Quiet workstation Clear routines Predictable structures Instructions kept short Visual timetables Checklists Planners Seating arrangements to reduce distractions Movement breaks Sensory activities Positive reinforcement and clear expectations Fidget tools Movement cushions Timers Task boards Chunked activities Quiet zones or calm spaces
	Adverse childhood experiences and/or mental health issues	Nurture groups Play Therapy Sand Therapy
Sensory and/or physical	Hearing impairment	Hearing Impairment Specialist support Hearing aid support Adapt teaching and learning Adapt classroom environment

	Visual impairment	Visual Impairment Specialist support Specialised equipment such as: Magnifiers or enlarged print books Tactile resources Screen reading software Dark pens, bold line paper or coloured overlays
	Multi-sensory impairment	Multi-Sensory Impairment Specialist support Adapt the learning environment Adapt teaching and communication Support social and emotional wellbeing
	Physical impairment	Physiotherapist, Occupational Therapist and medical practitioner support Adapt the learning environment Adapt teaching and learning Support independence and participation Health and medical support

These interventions are part of our contribution to Medway Council's local offer.

13. How will the school evaluate whether the support in place is helping my child?

At Greenvale Primary School, we want every child with special educational needs or disabilities (SEND) to make strong progress, feel confident, and enjoy learning. To make sure this happens, we regularly check how well our support and provision are working and make changes when needed.

Ongoing Monitoring and Review

- The progress of pupils with SEND is carefully monitored by class teachers, the **SENDCo**, and senior leaders.
- We look at both academic progress and personal development, such as confidence, independence, and social skills.
- Teachers assess learning regularly and adjust support or teaching strategies where necessary.
- Pupils' progress is tracked in relation to their individual starting points and learning targets.

Assess – Plan – Do – Review Cycle

We use the **graduated approach** recommended in the SEND Code of Practice:

1. **Assess:** Identify each child's needs through observation, assessment, and discussion.
2. **Plan:** Agree on support strategies and desired outcomes with the child and parents.
3. **Do:** Put the support in place and monitor how it is working.
4. **Review:** Evaluate the impact of the support, celebrate progress, and plan next steps.

This process happens termly (or more often if needed) and ensures that support remains effective and appropriate for the child's changing needs.

Involving Pupils and Parents

- We believe that children and parents are central to evaluating success.
- Pupils are encouraged to share what helps them learn and how they feel about their progress.
- Parents and carers are invited to regular review meetings to discuss outcomes, share feedback, and agree any adjustments to provision.

Measuring Impact

We measure the effectiveness of our SEND provision by looking at:

- Progress in academic subjects and learning targets
- Improved confidence, independence, and engagement in lessons

- Positive feedback from pupils, parents, and teachers
- Attendance and participation in wider school life
- The success of specific intervention programmes or strategies

If a particular intervention or support is not having the intended impact, it is reviewed and adapted immediately.

Oversight and Quality Assurance

- The **SENDCo** regularly reviews the effectiveness of interventions, support plans, and staff training.
- The **Headteacher** and **Governing Body** receive reports on SEND progress and outcomes.
- Governors with responsibility for SEND meet with the SENCo to discuss how effectively resources are being used to improve pupil outcomes.
- The school's overall SEND provision is also reviewed as part of our annual **School Improvement Plan**.

Our aim is to make sure every child receives the right support at the right time — and that our SEND provision continually improves so that all pupils can achieve their full potential.

14. How will the school resources be secured for my child?

Our school is committed to ensuring that all pupils with special educational needs and disabilities (SEND) receive the support and resources they need to access high-quality education and make good progress. We manage resources carefully and transparently to meet the needs of each child.

Funding and Resource Allocation

- The school receives funding from the Local Authority to support the implementation of SEND provision. This includes:
 - A notional SEND budget, used to provide additional support, interventions, and resources for pupils identified as having SEND.

- Top-up or High Needs Funding (HNF) for pupils whose needs cannot be met from the school's notional budget alone, typically where an Education, Health and Care (EHC) Plan is in place.
- The Headteacher, SENDCo, and Governing Body are responsible for ensuring that SEND funding is used effectively to achieve positive outcomes for pupils.

Identifying Resource Needs

- The SENDCo works closely with class teachers and parents to identify the specific support, interventions, or equipment a child may require.
- Decisions about resource allocation are based on:
 - Ongoing assessment and monitoring of progress
 - Recommendations from external professionals (e.g. educational psychologists, therapists)
 - Discussions with parents and carers during review meetings

Use of Resources

- Resources may include:
 - Specialist learning materials, sensory aids, or assistive technology
 - Adapted classroom equipment or furniture
 - Access to targeted intervention programmes
 - Additional adult support, such as a teaching assistant
- Support is designed to promote independence, inclusion, and long-term progress rather than dependence on adult assistance.

Monitoring and Review

- The effectiveness of resource use is reviewed regularly by the SENDCo and class teachers.
- Adjustments are made as needed to ensure support remains appropriate and impactful.
- The Governing Body receives regular reports on SEND spending and outcomes as part of the school's monitoring and evaluation processes.

Partnership Working

- The school works collaboratively with parents, the Local Authority, and other agencies to secure additional funding or specialist equipment when necessary.
- Parents are informed and involved in decisions about how resources are allocated to support their child.

15. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Our school is fully committed to inclusion and equality of opportunity for all pupils. We believe that every child, regardless of their special educational needs or disabilities (SEND), should be able to participate fully in school life — both in the classroom and beyond it.

Inclusive Ethos

- Inclusion is at the heart of our school's values. We promote a sense of belonging and ensure that all pupils are welcomed, valued, and respected.
- Teachers plan lessons and activities that allow all children to learn and play together, recognising and celebrating diversity.

Curriculum and Classroom Inclusion

- All lessons are differentiated so that pupils with SEND can access the curriculum at an appropriate level and participate alongside their peers.
- Where additional support is needed, it is provided in a way that promotes independence and inclusion — for example, through classroom support, adapted resources, or assistive technology.
- Pupils are never withdrawn from mainstream activities unless it is clearly in their best interests and agreed with parents or carers.

Extra-Curricular Activities and School Trips

- Pupils with SEND are actively encouraged and supported to join in with all extra-curricular activities, clubs, and educational visits.
- Risk assessments and individual support plans are completed to ensure safety and access without unnecessary restrictions.

- Additional adults, specialist transport, or equipment are provided if needed to ensure participation.

Social Inclusion

- Staff encourage positive peer relationships and inclusive play.
- Programmes such as peer mentoring, buddy systems, and social skills groups help to build friendships and confidence.
- The school celebrates achievements of all pupils to promote understanding, empathy, and mutual respect.

Monitoring and Review

- The SENCo, class teachers, and support staff regularly review pupils' participation in all aspects of school life to ensure full inclusion.
- Parents and pupils are consulted on any barriers to participation, and reasonable adjustments are made promptly.

16. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school is committed to a fair and inclusive admissions process. We welcome all children, including those with special educational needs and disabilities (SEND), in line with the Equality Act 2010 and the Children and Families Act 2014.

Equal Access:

Admission arrangements for pupils with SEND do not discriminate against or disadvantage any child. All applications are considered in accordance with our local authority's admissions procedures.

Children with an Education, Health and Care (EHC) Plan:

Where a pupil has an EHC Plan that names our school, the child will be admitted in accordance with section 43 of the Children and Families Act 2014. The school and local authority will work together to ensure that appropriate support is in place before the pupil's start date.

Children with SEND but without an EHC Plan:

Pupils who have SEND but do not have an EHC Plan are considered under the same admissions arrangements as all other applicants. The school will assess any additional support needs once a place has been offered and liaise with parents/carers, and relevant professionals as necessary.

Accessibility and Support:

The school will make reasonable adjustments to ensure all pupils can access education and participate fully in school life. Where necessary, we will work with the local authority, health professionals, and parents to plan appropriate support prior to admission.

Transition Arrangements:

For pupils transferring from nursery or another school, we will gather information from parents, previous settings, and professionals to ensure a smooth and successful transition.

17. How does the school support pupils with disabilities?

Our school is committed to providing an inclusive learning environment where pupils with disabilities are supported to achieve their full potential and participate fully in all aspects of school life. We comply with the **Equality Act 2010**, the **Children and Families Act 2014**, and the **SEND Code of Practice (2015)** to ensure that pupils with disabilities are not treated less favourably than their peers.

Identification and Assessment

- The school works closely with parents, carers, and relevant professionals to identify any disability as early as possible.
- Assessments are used to determine how the disability affects learning, access, and participation, so that appropriate support can be planned and delivered.

Reasonable Adjustments

- We make reasonable adjustments to ensure equal access to learning and school facilities. These may include:

- Adaptations to the physical environment (ramps, handrails, accessible toilets, wide doorways, etc.)
- Modified classroom layouts and furniture
- Provision of specialised equipment or assistive technology
- Adjustments to teaching strategies, materials, and timetables
- Access to additional adult support where necessary

Curriculum Access

- Teaching staff differentiate lessons and use inclusive strategies to meet a wide range of learning and physical needs.
- Where a pupil requires specialist support, the school works with external agencies such as occupational therapists, physiotherapists, or sensory support services.
- Pupils are encouraged to take part in all school activities, including trips, sports, and extracurricular clubs, with appropriate risk assessments and support plans in place.

Emotional and Social Support

- The school recognises that pupils with disabilities may also need support with social interaction, confidence, and emotional wellbeing.
- Staff promote peer understanding, inclusion, and positive attitudes through classroom discussions, assemblies, and the wider curriculum.
- Support plans include strategies to help pupils develop independence and self-advocacy skills.

Accessibility Planning

- The school's **Accessibility Plan** sets out how we are improving access to the physical environment, curriculum, and information for pupils with disabilities.
- This plan is reviewed regularly by the **SENDCo**, **Headteacher**, and **Governing Body** to ensure continued progress.

18. How will the school support my child's mental health, and emotional and social development?

Our school is committed to promoting the emotional wellbeing and mental health of all pupils, including those with special educational needs and disabilities (SEND). We recognise that good mental health and positive social development are essential to effective learning and overall wellbeing.

Whole-School Approach

- We foster a caring, inclusive, and respectful environment where every pupil feels valued and supported.
- The school promotes positive behaviour, emotional resilience, and social skills through our **Personal, Social, Health and Economic (PSHE)** curriculum and **Relationships and Health Education (RHE)** lessons.
- All staff receive regular training to recognise and respond to signs of anxiety, low mood, or emotional distress in children.

Individual Support

- Pupils with identified social, emotional, or mental health (SEMH) needs are supported through individualised nurture plans developed by the **SENDCo**, nurture teacher, class teacher, and parents or carers.
- Support may include:
 - Regular check-ins with a key adult or mentor
 - Social skills or friendship groups
 - Access to safe spaces or calm areas during the school day
 - Emotional literacy or self-regulation sessions (e.g. "Zones of Regulation")
 - Tailored behaviour and wellbeing strategies
 - Nurture group (Robins)

Specialist Support

- When appropriate, the school works with external professionals such as:
 - Educational Psychologists
 - School Counsellors or Mental Health Practitioners

- Child and Adolescent Mental Health Services (CAMHS)
 - Speech and Language Therapists (SALT) for communication-based social difficulties
- Referrals to outside agencies are always discussed with and agreed upon by parents or carers.

Promoting Positive Relationships

- The school implements clear behaviour and anti-bullying policies to ensure a safe and nurturing environment.
- Pupils are encouraged to express their feelings, ask for help, and support one another through peer mentoring and wellbeing activities.
- We celebrate diversity and teach tolerance, empathy, and respect as part of our core school values.

Monitoring and Review

- The impact of emotional and social support is regularly reviewed through progress meetings, pupil voice activities, and feedback from parents.
- Adjustments are made as needed to ensure support remains effective and responsive to individual needs.

19. What support will be available for my child as they transition between classes or settings?

Our school recognises that moving between classes, key stages, and different educational settings can be challenging for all children, particularly for those with special educational needs and disabilities (SEND). We are committed to ensuring that transitions are as smooth and positive as possible.

Transitions Within School

- **Early Planning:** Transition planning begins well in advance. The current class teacher, SENDCo, and receiving teacher meet to share detailed information about the pupil's needs, progress, and support strategies.

- **Pupil Familiarisation:** Children are given opportunities to visit their new classroom, meet new staff, and take part in “move-up” sessions to build familiarity and confidence.
- **Individual Transition Plans:** For pupils with higher levels of need, personalised transition plans are created, which may include visual timetables, social stories, and photo books.
- **Parental Involvement:** Parents and carers are invited to discuss transition arrangements and contribute to planning, ensuring continuity of support between classes.

Transitions Between Settings (e.g. Nursery to Primary)

- **Information Sharing:** The SENDCo liaises with staff from the previous or next setting to share all relevant information, including assessment data, support plans, and professional reports, in line with GDPR and safeguarding procedures.
- **Transition Visits:** Where possible, additional visits are arranged for pupils to become familiar with their new environment and key adults.
- **Joint Meetings:** Meetings between parents, current and future SENDCos, and other professionals (e.g. educational psychologists or therapists) ensure a consistent understanding of the pupil’s needs and support strategies.
- **Ongoing Support:** Transition support may continue into the first term of the new placement, with opportunities for review and follow-up communication between settings.

Emotional Support

- Staff provide emotional and social support to help pupils manage change, including the use of pastoral care, small group work, and mentoring.
- The school’s nurture team and SENDCo work together to ensure pupils feel secure and confident during times of change.

20. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Faye Dunn is our designated teacher for looked-after children and previously looked-after children, they make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

21. What should I do if I have a complaint about my child's SEN support?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's [complaints policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

22. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's (Medway Council) local offer. Medway Council publishes information about the local offer on their website:

https://www.medway.gov.uk/info/200307/local_offer/831/about_medways_send_local_offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://family-action.org.uk/services/medway-sendiass/>

Local charities that offer information and support to families of children with SEN are:

Medway Parents & Carers Forum

Snapdragons Centre, Cliffe Rd, Rochester ME2 3FF

Call: 07813 123984

<https://medwaypcf.org.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

23. Reviewing the SEN Information Report

At Greenvale Primary School we are committed to keeping our SEN Information Report accurate, up to date, and reflective of the support we provide for our pupils. We want parents, carers, and professionals to have clear, current information about how we identify, support, and include children with special educational needs and disabilities (SEND).

Annual Review

- This SEN Information Report is reviewed **every year** by the **SENDCo, Headteacher, and Governing Body**.
- The review ensures that our information reflects the most recent guidance from the **Department for Education (DfE)** and any changes in school practice or staffing.
- We also update the report whenever significant changes occur in SEND legislation, school provision, or local authority arrangements.

Involving Parents and Pupils

- We welcome feedback from parents, carers, and pupils throughout the year.
- Your views help us improve our SEND provision and ensure that our policies and practices continue to meet the needs of our school community.
- Parents can share feedback at any time by contacting the **SENDCo** or through the annual parent questionnaires and review meetings.

Publishing the Report

- This SEN Information Report is published on our **school website** and is available in paper form upon request from the school office.
- A link to the **Local Authority's Local Offer** can also be found on our website:

At Greenvale Primary School, we are proud of our inclusive ethos and the strong partnerships we build with pupils, families, and professionals. Our aim is to ensure that every child, whatever their needs or abilities, feels valued, supported, and inspired to achieve their very best.

23. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages