

<b>Greenvale Primary School</b> <b>Special Educational Needs and Disability (SEND) Information Report 2024 - 2025</b> <b>(In response to the Special Educational Needs and Disability Code of Practice 2015)</b>													
<p><b>GREENVALE PRIMARY SCHOOL</b>  <a href="https://www.greenvale.medway.sch.uk">https://www.greenvale.medway.sch.uk</a>  <a href="mailto:office@greenvale.medway.sch.uk">office@greenvale.medway.sch.uk</a></p> <p style="text-align: center;">Greenvale Primary School  Symons Avenue  Chatham  Kent, ME4 5UP</p>	<p>Details of school e.g.</p> <ul style="list-style-type: none"> <li>• Nursery to Year 4</li> <li>• Breakfast and after school club facilities</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><b>Head Teacher:</b></td> <td>Mrs Amanda Allnutt</td> </tr> <tr> <td><b>Deputy Head Teacher:</b></td> <td>Mrs Lisa Powlesland</td> </tr> <tr> <td><b>Inclusion Manager/SENDCO:</b></td> <td>Mrs Faye Dunn (maternity leave)</td> </tr> <tr> <td><b>SENDCO:</b></td> <td>Mrs Carrie White (maternity cover)</td> </tr> <tr> <td><b>Family Support &amp; Parenting Practitioner:</b></td> <td>Mrs Melanie Harris</td> </tr> <tr> <td><b>SEND Governor:</b></td> <td>Miss Abigail Poole</td> </tr> </table>	<b>Head Teacher:</b>	Mrs Amanda Allnutt	<b>Deputy Head Teacher:</b>	Mrs Lisa Powlesland	<b>Inclusion Manager/SENDCO:</b>	Mrs Faye Dunn (maternity leave)	<b>SENDCO:</b>	Mrs Carrie White (maternity cover)	<b>Family Support &amp; Parenting Practitioner:</b>	Mrs Melanie Harris	<b>SEND Governor:</b>	Miss Abigail Poole
<b>Head Teacher:</b>	Mrs Amanda Allnutt												
<b>Deputy Head Teacher:</b>	Mrs Lisa Powlesland												
<b>Inclusion Manager/SENDCO:</b>	Mrs Faye Dunn (maternity leave)												
<b>SENDCO:</b>	Mrs Carrie White (maternity cover)												
<b>Family Support &amp; Parenting Practitioner:</b>	Mrs Melanie Harris												
<b>SEND Governor:</b>	Miss Abigail Poole												

All Medway 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. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND (Special Educational Needs and/or Disabilities):

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Sensory & Physical**

The information below details the offer within Greenvale Primary School and ways in which parents, children and young people may access the support required. There is a glossary of abbreviations we have used, at the end of this SEND Information Report.

**Published:** November 2014

**Last reviewed:** September 2024

**Next review date:** September 2025

#### PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN GREENVALE PRIMARY SCHOOL

**Who are the best people to talk at Greenvale Primary School about your child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can you talk to them about your child if you need to?**

**Class Teacher**

Your child's Class Teacher is the first point of contact.

**The Class Teacher is responsible for:**

- Making sure that all children have access to outstanding teaching with a broad and balanced curriculum that is differentiated to meet your child's individual needs.
- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need.
- Creating SEND Support Agreements, for children with an EHC Plan (Education, Health and Care Plan) and for children with high levels of need where an EHCP might not yet be in place together with the Inclusion Manager/SENDSCO. These are shared with and reviewed with parents at least once each term using the EduKey Provision Map online programme.
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what support best works for them in order for them to make progress. Where appropriate, this may involve the use of additional adult, specialist support staff and individually planned work and resources.

	<ul style="list-style-type: none"> <li>• Ensuring they adhere to Greenvale Primary School’s SEND Policy and that this is fully reflected in their teaching.</li> </ul> <p><b>How to contact your child’s Class Teacher:</b></p> <p>We operate an open door policy where you are able to speak to your child’s Class Teacher when needed, although we ask that you do not engage them in lengthy conversations at the beginning of the day when they are responsible for bringing the class into school. If you would like to speak with them in depth, feel free to arrange an appropriate time at the school office to meet with them.</p>
<p><b>Inclusion Manager/Special Educational Needs and/or Disabilities Coordinator (SENDCO)</b></p>	<p><b>The Inclusion Manager/SENDCO is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND), and developing Greenvale Primary School’s SEND Information Report to ensure that the appropriate provision is in place in order to meet the needs of all SEND children.</li> <li>• Ensuring that parents/carers are fully involved in their child’s learning and decision-making regarding their SEND.</li> <li>• Liaising with external agencies e.g. School Health, Speech and Language Therapy, Occupational Therapy, Physiotherapists, Educational Psychology and Special School Outreach Teams.</li> <li>• Updating the school’s SEND record of need.</li> <li>• Providing specialist support and appropriate training for teachers and support staff.</li> <li>• Supporting your child’s Class Teacher to create SEND Support Agreements for children with an EHC plans and for children with high levels of need where an EHCP might not yet be in place.</li> <li>• Identifying and collating information for Education, Health and Care Plans when needed.</li> </ul> <p><b>How to contact your Inclusion Manager/SENDCO:</b></p>

	<p>Mrs Dunn will be on maternity leave this academic year.</p> <p>You can make an appointment with Mrs White who will be covering her maternity leave for the year at the school office. Mrs White's available hours are as follows:</p> <p>Monday &amp; Tuesday 9.00am – 2.30pm</p> <p>Wednesday 9.00a.m. – 4.30pm</p>
<p><b>Support Staff</b></p> <p>Teaching Assistant (TA)</p> <p>Key Adult Teaching Assistant</p> <p>Specialist Teaching Assistant</p> <p>Higher Level Teaching Assistant (HLTA)</p>	<p>Support Staff work alongside your child's Class Teacher and Inclusion Manager/SENDCO to support all children's learning needs.</p> <p>Members of Support Staff may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, such as speech and language therapy.</p> <p>A child may receive support from a number of adults. You will be informed of any additional interventions your child with special educational needs is receiving. A conversation with the Class Teacher or Inclusion Manager/SENDCO will give you a full overview of this support. If you would like to speak to the support staff working with your child, please feel free to do so through your child's Class Teacher.</p> <p>At Greenvale Primary School, we welcome regular dialogue between parents and all staff on how a child's day has been and we actively encourage this continued feedback.</p>
<p><b>Head Teacher</b></p>	<p><b>The Head Teacher is responsible for:</b></p>

	<ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, which includes the support for children with SEND. The Head Teacher delegates responsibility to the Inclusion Manager/SENDCO, who is responsible for ensuring that your child's needs are fully met, and the Class Teachers who are responsible for ensuring every child receives 'Quality First Teaching' so that they make the best possible progress.</li> <li>• The Head Teacher must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.</li> </ul> <p><b>How to contact the Head Teacher:</b></p> <p>Contact can be made via the school office who will make an appointment for you with the head Teacher. The Head Teacher may also be available on the gate first thing in the morning.</p>
<p><b>SEND Governor</b></p>	<p><b>The SEND Governor is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that Greenvale Primary School has an up to date SEND Information Report.</li> <li>• Making sure that Greenvale Primary School has appropriate provision and has made necessary adaptations to meet the needs of all children in Greenvale.</li> <li>• Making sure that the school's SEND funding is appropriately spent.</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• Making visits to understand and monitor the support given to children with SEND at Greenvale Primary School and to ensure that every child maximises his/her potential at Greenvale.</li> </ul> <p><b>How to contact the SEND Governor:</b></p> <p>You can write a letter to the SEND Governor via the school office.</p>

## How children with SEND are involved in their education?

### **Annual review/ EHC plans**

Children's views are sought before the annual review and feed directly into the meeting and, therefore, their wishes influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats. Children might complete a 'thoughts and feelings' worksheet independently or with the support of an adult; they might be asked to share their views through pictures and photos; they might be asked to reflect on a timeline and therefore project forward their wishes for the future; etc.

### **Planning**

Teachers ensure that planning reflects the needs of their class and will annotate specific adaptations for individuals and groups onto their plans. Plans are shared with adults working within the class and, through ongoing reflection and discussions, are adapted throughout the learning journey. Teachers ask children to give feedback regularly on how well they feel they are doing or whether they feel they need additional support in certain areas. Plans are also adapted according to this feedback.

There are a range of methods/resources that children are able to access, depending on their learning styles and needs.

In addition to their involvement across the curriculum, discrete PSHE/Circle Time lessons are taught, where specific issues arising in individual classes are addressed. These times are also often opportunities for children to share any worries they have.

### **Target Setting**

Children know their targets for next steps in the core subjects and these are shared with them in class. SEND Support Agreement targets are shared with the children in class and during interventions. Parents have access to their children's termly targets through the EduKey Provision Map programme to support them further at home. Parents are provided with log in details at the start of the academic year or when their child moves onto the SEN register.

## **School Council**

Greenvale Primary School has an active school council. Class representatives are elected by the class and act as the voice of the class. They listen to their peers and regular school council meetings provide an opportunity for all children to share their views and ideas. Children with SEND are encouraged to be on the school council to share their views and ideas.

## **School Ethos & Vision**

We are an inclusive school that provides a safe and nurturing environment to learn. Children are encouraged to share their thoughts and feelings with adults in school.

Our school visions and aims 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.

We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. For full information about how we deal with bullying, please see our behaviour for learning policy and our anti-bullying policy.

## HOW COULD MY CHILD GET HELP AT GREENVALE PRIMARY SCHOOL?

Children at Greenvale Primary School will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Additional Support Staff
- Outside Agencies (e.g. Autism Outreach Support, Speech and Language Service, Occupational Therapy and the Educational Psychology Service).

What are the different types of support available for all children, children with SEN and /or disabilities at Greenvale Primary School?		
Type/level of support -	What this looks like? -	Who can receive this support -
<p><b>Quality First Teaching</b></p>	<p><b>The Class Teacher will ensure the following for all children:</b></p> <ul style="list-style-type: none"> <li>• Provide Quality First Teaching</li> <li>• Have high expectations and be aspirational for all children</li> <li>• Ensure adaptations are made to the curriculum to meet all children’s needs</li> <li>• Offer a broad and balanced curriculum</li> <li>• Provide a range of resources and teaching strategies to support all learning needs</li> <li>• Ensure that individual strategies/resources are in place for children with specific needs</li> <li>• Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the school’s ethos and policies</li> </ul>	<p>All children in school <b>will</b> receive this.</p>



	<ul style="list-style-type: none"> <li>• Ensure that reasonable adjustments are made so that all activities planned for, including trips and enrichment opportunities, are fully accessible to all</li> </ul>	
<p><b>Universal Support</b></p>	<p>The Class Teacher will have carefully monitored your child's progress and if it is felt that they need some additional support in a particular area of learning, the following support could be put into place:</p> <ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Targeted Reading</li> <li>• Maths/literacy intervention</li> <li>• Playground Buddies (support within the playground) ensure positive school ethos for all</li> <li>• Playground games set up to target children with specific needs</li> <li>• 'Keyworkers' identified for specific children in the playground</li> </ul> <p>If you have any questions regarding the above support, please feel free to speak to your child's Class Teacher or Inclusion Manager/SENDSCO.</p>	<p>All children in school <b>could</b> receive this support.</p>
<p><b>Targeted Support</b></p> <p>Targeted Support can be for individual children or groups, and can be either in the classroom or outside of the classroom</p>	<ul style="list-style-type: none"> <li>• The Class Teacher will have carefully monitored your child's progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place.</li> <li>• You will be informed if your child is receiving targeted support.</li> <li>• There will be opportunities to discuss any interventions that have been put in place to support your child's needs.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning could receive this support.</p>

	<ul style="list-style-type: none"> <li>• Interventions may include small group work or individual sessions on a specific target.</li> </ul> <p>The Targeted Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> <li>• Additional reading, writing or maths intervention/support</li> <li>• Fine and gross motor skills support</li> <li>• Movement breaks</li> <li>• Social and emotional support</li> </ul> <p>If you have any questions regarding the above support, please feel free to speak to your child's Class Teacher or Inclusion Manager/SENDSCO.</p>	
<p><b>Specialist Support</b></p> <p>Specialist Support can be for Individual children or groups, and can be either in or outside the classroom. Specialist support can be run by school staff or outside agencies.</p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked your child's progress and may decide that your child needs specialist support for their learning.</li> <li>• Your Class Teacher/SENDSCO will discuss with you any specialist support that your child is going to receive.</li> <li>• These interventions will have clear targets to help your child make progress.</li> <li>• Specialist support from outside agencies may look different depending on the individual child's needs. E.g. this may involve a professional working 1:1 with your child or your child working within a small group.</li> </ul> <p>The Specialist Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> <li>• Nurture group (Robins)</li> </ul>	<p>Any child that continues to have significant gaps in their learning and development, despite receiving interventions at a targeted level, and/or has a diagnosis and/or presents with a specific special educational need could receive this support.</p>

	<ul style="list-style-type: none"> <li>• Outreach Support Service (for autism, children with visual or hearing impairments)</li> <li>• Occupational Therapy</li> <li>• Speech and Language Therapy</li> <li>• Educational Psychologist</li> </ul>	
<p><b>EHCP (Education, Health and Care Plan)</b></p> <p>A statutory assessment for an EHCP will be initiated by the Class Teacher/Inclusion Manager/SENDCO in discussion with you, if your child is identified as needing a higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<p>If Quality First Teaching, targeted intervention, advice and specialist support from outside agencies (school provides from its own resources) have not enabled your child to progress, the school will seek further or more specialist input to support your child to make progress. The school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP).</p> <p>This is a legal process and you can find full details about this on the Medway Local Authority website under their SEND/Local offer section.</p> <ul style="list-style-type: none"> <li>• This is done in full partnership with you and your child. After the school have sent the request to the Local Authority (LA), including a range of information about your child provided by you as the parent as well as the school, the LA will decide whether they think your child's needs are sufficient to require a statutory assessment.</li> <li>• If this is the case the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they should be met and the long and short term outcomes that are</li> </ul>	<p>Children whose learning needs are more severe, complex and potentially lifelong.</p>

being sought. A meeting involving you and relevant professionals will also be held.

- If the Local Authority do not think your child needs this, they will ask the school to continue with the SEND Support in School and provide further support to you and the school to ensure your child's needs are met.
- After the reports have all been sent in, an EHC Plan, to which you and your child will contribute, will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan.
- The school must make its best endeavour to put in place the support identified in the plan.
- The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.

**How will we support your child with identified SEND when he/she starts at school?**

**Admissions**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; those with Education, Health and Care Plans, and those without.

The school provides for local pupils with a wide range of additional needs including those with: autistic spectrum conditions, specific learning difficulties, speech and language and communication difficulties, visual impairment, hearing impairment, social, emotional and mental health difficulties and physical difficulties. The school is equipped with ramps and a disabled toilet for those pupils who have physical difficulties.

All SEND paperwork should be passed on to the admissions administrator from the previous school or setting or from parents and carers or local support services as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCO to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that pupil's needs. Where face-to-face meetings are not possible, contact will be made via telephone or an online meeting to ensure that there is a good understanding of what type of provision is required. The school will aim to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the pupil's school year. The pupil will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

### **Starting school**

- If your child has been allocated a place in our school by the local authority and your child has a special educational need and/or disability (SEND), please contact the school Inclusion Manager/SENDCO as soon as you receive the offer of a school placement as we may not have details of your child's needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff and meet the members who will work with you and your child at school.
- If your child is starting in Nursery the nursery staff will carry out a home visit to discuss your child's needs.
- To help your child to settle more easily, we may suggest adaptations to the settling in period, but this will be agreed with you and the class teacher.
- If your child has not already visited, and if appropriate, your child will be encouraged to visit the school in advance of starting to meet the staff they will be working with and their class mates.

- Following the settling in period, the Class Teacher may arrange an early meeting with you to review your child's learning and progress. The school operates an open door policy if you would like to meet with a member of staff.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have any concerns we recommend you speak to your child's Class Teacher initially.
- Further discussion can be held between yourself, your child's Class Teacher and the school Inclusion Manager/SENDCO to discuss your concerns.
- If you are not happy with support put into place for your child you can contact the Head Teacher. If you are still dissatisfied after you have contacted the Head Teacher, you can contact the school's SEND Governor.

### **How will the school let me know if they have any concerns about my child's learning in school?**

- The Class Teacher will raise any concerns that they have regarding your child's progress and learning throughout the year with you.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- We have regular meetings between the Class Teacher, Inclusion Manager/SENDCO and senior members of staff in the school to ensure all children are making good or better progress.
- If your child is identified as not making expected progress, the school will put identified support in place.
- If your child is still not making expected progress the school will discuss with you:
  - Any further interventions or referrals to outside professionals to support your child's learning
  - How we could work together with external agencies to support your child at home/school.

## Who are the other people providing services to children with SEND in this school?

### A. Directly funded by the school

- Family Support & Parenting Practitioner
- Occupational Therapy (Independent consultant) adhoc
- Speech and Language Therapy (Independent consultant)
- Educational Psychologist
- Trained Nurture Teacher & HLTA

If you have any questions regarding the above support, please feel free to speak to your child's Class Teacher or Inclusion Manager/SENDSCO.

### B. Paid for centrally by the Local Authority but delivered in school

- Fortis Trust Outreach Team – Behaviour & Autism outreach service
- Hearing Impairment Outreach Service
- Visual Impairment Outreach Service
- Medway SENDIAS service (to support parents through the SEND processes and procedures)

If you have any questions regarding the above support, please feel free to speak to your child's Class Teacher or Inclusion Manager/SENDSCO.

### C. Provided and paid for by the Health Service

- Occupational Therapy (NHS)
- Speech and Language Therapy Core Offer (NHS)
- Community Paediatric Service (NHS Snapdragons)

If you have any questions regarding the above support, please feel free to speak to your child's Class Teacher or Inclusion Manager/SENDSCO.

D. Voluntary agencies	<p>We work with a number of voluntary agencies to support a child's individual needs. For example, National Autistic Society, MENCAP, bereavement services.</p> <p>If you have any questions regarding the above support, please feel free to speak to your child's Class Teacher or Inclusion Manager/SENDCO.</p>
-----------------------	--

The contact details for the support services can be found on the school website <https://www.greenvale.medway.sch.uk> and on the Medway Local Offer website <https://www.medway.gov.uk/localoffer>

The Medway Local Offer Web site contains full information of the services available to children, young people and their families.

### How is the effectiveness of provision made for children with SEND evaluated?

- Regular opportunities for observations, peer observation, learning walks, moderation and reflective professional dialogue with teaching staff.
- Impact of provision on the attainment and progress of each individual discussed at pupil progress meetings.
- Provision mapping cycles (3 times per year) including reviews of interventions and impact evaluations of interventions.
- In-depth knowledge of children.
- Interventions are monitored and evaluated for impact on pupil outcomes.

### How are the adults in school helped to work with children with an SEND and what training do they have?

- The Inclusion Manager/SENDCO's job is to support the Class Teacher and support staff in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASC, Dyslexia and Global Developmental Delay etc.



- The school delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by the school during INSET days, and through outside agencies that are relevant to the needs of specific children in their class e.g. from outreach services or medical /health training to support staff in implementing care plans.
- Individual training can be arranged for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- The Inclusion Manager/SENDCO supports staff in the delivery of Quality First Teaching for all learners with SEND. This might include access to more specialised training on certain areas of SEND or a focus on pedagogies, approaches and resources for children with SEND.

### **How will the teaching be adapted for my child with SEND with regard to test arrangements?**

Due to the diversity of pupil needs the government annually provide guidance with regard to access arrangements for National testing for pupils with SEND. Access arrangements might be used to support pupils who have:

- Difficulty reading
- Difficulty writing
- Difficulty concentrating
- Processing difficulties
- Hearing impairment
- Visual impairment
- English as an Additional language

Schools can contact the Standards and Testing Agency if further advice is required.

### **How will we measure the progress of your child in school? And how will I know about this?**

Your child's progress is continually monitored by the Class Teacher.

- Your child's progress is reviewed at the end of each term, through pupil progress meetings as well as careful moderation. Provision for children with an EHC plan is also reviewed at termly SEND Support Agreement meetings that are shared with parents. Age-related standards of attainment are given in reading, writing, maths and science in accordance with the National Curriculum. This is discussed as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- At the end of key stage 2 all children are more formally assessed via Statutory Assessment Tasks provided by the governments.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents involved with the child's education.
- There are a range of ways to keep you informed, which may include:
  - Reading diary
  - Homework book
  - Home/school contact book
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews
  - Parents meetings/evenings twice a year
  - End of school year report

### **What support do we have for you as a parent of a child with an SEND?**

- We would like you to talk to your child's Class Teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Inclusion Manager/SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The Inclusion Manager/SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- If your child has an EHC Plan, their SEND Support Agreement will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

**In addition:**

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas that you may have to further support your child.

If your child is undergoing statutory assessment for an EHC Plan, you will also be supported by the Medway SEND Team. They will ensure that you fully understand the process.

### **How have we made this school physically accessible to children with SEND?**

At Greenvale Primary School we are constantly re-evaluating our provision to ensure the physical environment and curriculum is accessible.

These include:

- all steps marked with yellow lines
- car drop off disabled bay
- designated staff trained in medical needs (as they arise), currently includes the use of an epipen for a child with a severe reaction to nuts

- electronic white boards in teaching rooms – it is recognised that children with Learning difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used - the background of which can be modified to suit pupils with specific visual issues.
- working closely with Medway Council's visual impairment team
- medical forms for parents to complete on entry to help us identify pupils and / or parents with disabilities / medical needs so that we can offer any support required.
- software purchased to support pupils with learning difficulties: Speech and Language Link and Nuffield Language Screen
- for the safety of our children who are wheelchair users, we ensure a personal emergency evacuation plan (PEEP) is in place
- working closely with the outreach teams for advice
- For details and queries about accessibility plans, please speak with your school's Inclusion Manager/SENDCO.

**Please refer to our accessibility plan**

### **How will we support your child when they are leaving this school? OR when moving on to another class?**

We recognise that 'moving on' ('transition') can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
  - We will contact the new school's Inclusion Manager/SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
  - Where possible we will support a visit to the new school in advance of the move.
  - We will make sure that all records about your child are passed on as soon as possible.
  - Where appropriate, your child may be provided with a transition book to support them with the move to a new school.

- When moving classes in school:
  - You will be informed of your child's new teacher prior to the move and you will be invited to meet with them.
  - Information will be passed on to the new class teacher in advance and any SEND Support Agreements will be shared with the new teacher.
  - Where appropriate, your child may be provided with a transition book to support them with the move to a new class.

## **GLOSSARY OF TERMS**

### **General School Abbreviations**

TA – Teaching Assistant

HLTA – Higher Level Teaching Assistant

### **Special Educational Needs Abbreviations**

SEND - Special Educational Need and/or Disabilities

SSA – SEND Support Agreement (formally an Individual Education Plan IEP)

EHCP – Education, Health and Care Plan

SEMH – Social Emotional and Mental Health

ASC – Autistic Spectrum Condition

SLCNs – Speech Language and Communication Needs

ADHD – Attention Deficit and Hyperactivity Disorder

ADD - Attention Deficit Disorder

ODD – Oppositional Defiance Disorder

SALT – Speech and Language Therapy/Therapist

OT – Occupational Therapy/Therapist

EP – Educational Psychologist

CAMHS – Child and Adolescence Mental Health Services

**Family Services Abbreviations**

CP – Child Protection

CHIN – Child in Need

LAC – Looked After Child

SGO – Special Guardianship Order

PEP – Pupil Education Plan

SW – Social Worker

CYPS - Children and Young Peoples Services

FSPP - Family Support & Parenting Practitioner