

Greenleys Junior School



LEARNING *for* LIFE

Greenleys Junior School Annual SEND Information Report

SENDCo: Mrs Melanie Knight

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Greenleys Junior School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities The School Offer

Greenleys Junior School is an inclusive school and offers the following range of provision to support children with; cognition and learning difficulties, communication and interaction needs, social, emotional and mental health difficulties and physical and/or sensory needs.

The range of support deployed is tailored to individual needs following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

All Radcliffe Community of Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Information and Guidance Who should I contact to discuss the concerns or needs of my child?	
Class teacher	He / she is responsible for: <ul style="list-style-type: none"> ➤ Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying and planning the delivery of any additional support. (Class Teacher may not be delivering this support.) ➤ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. ➤ Applying the school's Special Educational Needs Disability (SEND) / Inclusion policy. <p>If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Special Needs Co-ordinator. (SENDCO)</p>
Special Educational Needs Coordinator (SENDCo) Mrs Melanie Knight	She is responsible for <ul style="list-style-type: none"> ➤ Coordinating provision for children with SEND and developing the school's SEND policy. ➤ Ensuring that parents are: <ul style="list-style-type: none"> • Involved in supporting their child's learning and access to the curriculum • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Helping with planning for successful movement between new classes or schools. ➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties. ➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Head of School Miss V Thurstance	She is responsible for: <ul style="list-style-type: none"> ➤ The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEND Governor Mrs M Hall	She is responsible for: <ul style="list-style-type: none"> ➤ Supporting school to evaluate and monitor quality and impact of provision for pupils with SEND across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

Regular on-going monitoring takes place by class teachers/year teams to identify pupils who are not making progress or who have emotional, social emotional and mental health needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, appropriate additional support is put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties.

The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented in an individualised support plan or behaviour support plan. In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases support from a Learning Support Assistant may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition within Junior School or transition to Secondary School.

Formal review meetings are held on a regular basis. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further/on-going external expertise may be requested.

SATs in Year 6: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCo will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Quality first teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Intervention

What additional support is available for my child?

- Children will have access to learning and the curriculum through Individualised Support Plans tailored to the child's need or through access to Learning Support staff.
- Regular intervention programmes in all year groups support children to make progress with their learning and close gaps.
- Class teachers organise and plan for additional interventions with support from the SENDCO or outside agencies as required.

Strategies/programmes to support speech and language

- Speech and Language Therapist advice followed/implemented by teaching staff.
- Speech therapy individual or group work delivered by support staff following Speech Therapist advice.
- Social intervention groups targeted social skills or developing language patterns

Strategies to support/develop literacy including reading

- Ability setting for 'Read Write Inc.' phonics/Fresh Start programme.
- Additional guided reading sessions.
- Small group intervention programmes to support reading and writing.
- Additional reading support from adults within the school or volunteers.
- Opportunities for over learning. (Reinforcing of concepts)

Strategies to support/develop maths

- Small group intervention programme to fill gaps and consolidate learning.
- Opportunities for over learning. (Reinforcing of concepts.)

Strategies/support to develop independent learning

- Visual timetables for the class and for individuals.
- Now and next boards
- Lesson objectives clearly displayed.
- Success criteria used in all lessons.
- Mentoring by peers, support staff or teaching staff.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Small group programmes delivered by the Learning Mentor.
- Individual mentoring.
- Lunch Club in the Lounge.
- Daily or weekly celebration opportunities.
- Adult Play Leaders on the playground.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Consistency of approach by all adults.
- Daily circles.
- Support from the Learning Mentor.
- Regular contact and liaison with parents.
- Transition support when transferring from one year group to another as well as to Junior/Secondary School.

Strategies to support / modify behaviour

- School reward and sanction systems as set out in the School Behaviour Policy.
- Whole school restorative approach.
- Mentoring and guidance from the Learning Mentor.
- Advice from Social, Emotional & Mental Health (SEMH) Specialist Teacher's Team.

Support/supervision at less structured times of the day including personal care

- Trained staff supervising during break periods.
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during lunch times.
- Choice of having lunch in a smaller group in the Lounge along with the Learning Mentor

Planning, assessment, evaluation and next steps are always agreed through

- All lessons and homework differentiated to take account of individual needs.
- Pupil progress assessed and reviewed three times a year with senior leaders.
- Clear support plans for pupils who have needs but don't have specific targets from other agencies.
- Provision map available in school showing all the provision in each year group.
- Regular reviews with parents.

Partnerships with External Agencies

What support from external agencies does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

The school fosters liaison and communication with professionals and parents; it attends all meetings and prepares all reports.

The school organises:

- Regular review/support meetings as required.
- Meetings with the SENDCo which can be booked through the school at any time if there is any concern.
- Referrals to outside agencies as required following internal and Local Authority systems.
- Speech and language therapy for specific individual pupils.
- Educational Psychologist visits.
- Specialist Teacher visits including Hearing Impaired and Visually Impaired children.
- SEMH Specialist Teacher's Team.
- EMA Network (Ethnic Minority Achievement Network) visits.
- Meetings with the School Nurse.
- Medical Professionals – requesting advice as needed.
- Liaison with (CFP) Children and Families Practice MK.
- Liaison with (CSC) Children's Social Care.

SENDIAS Service

Advice Line 10:00–3:00 Monday – Friday
01908 254518
mksendias@milton-keynes.gov.uk
[Facebook](#)

MK Special Educational Needs and Disability Information and Advice Service (MK SEND IAS) offers impartial information, advice, guidance and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need.

SEND Team

Telephone 01908 253414
sendsupport@milton-keynes.gov.uk

The SEND help-line offers advice, guidance and support for parents/carers of a child with an identified special educational need or where there is a concern that there may be a special educational need.

SEND Local Offer

Milton Keynes Council web site
www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer

This website provide comprehensive information about SEND in Milton Keynes for parents.

Looked After Children

katy.enser@milton-keynes.gov.uk
mobile: 07881 875 294

The Virtual School has a dedicated team of professionals who work closely with everyone involved with the education of children who are looked after, previously looked after and those who have social care involvement.

Transition

How will the school help my child move to a new class/ year group or a different school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school

We will contact the School SENDCo and share information about special arrangements and support that has been in place for your child to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible.

When moving classes in school

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher will be provided. The children spend one day in their new classroom with their new teacher during the latter part of the Summer Term.

Years 2-3 or 6-7 transition

The SENDCo and Class teacher will attend a transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include additional visits to the new school and/or additional visits from the new school to see your child in their current setting.

The SENDCo will attend Annual Reviews held in the Summer Term for new September entrants.

Additional visits are organised between schools by the school’s Learning Mentor for those children who require some additional transition to reduce anxieties.

Staffing Expertise

How skilled are the staff in meeting the needs of my child?

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND e.g. speech and language support, behaviour and safeguarding.

Milton Keynes has Special Schools which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

Budget

How are the school’s resources allocated?

SEND Funding:

All mainstream schools have money for special educational needs support and resources. Schools can decide how to spend this money. This is called delegated funding. This part of the school’s

income is sometimes called the notional SEND budget. Funding for SEND provision is from three elements:

Element 1:

All schools get money for each pupil at the school. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools' delegated funding. Some of this money is to make general SEND provision. This might, for example, include the cost of providing the Special Educational Needs & Disabilities Coordinator (SENDCo) and some other resources. The local authority provides Element 1 funding for the schools it is responsible for. The local Schools Forum agrees the formula that determines how much money the school gets for each pupil.

Element 2:

Element 2 funding is to provide SEND support that is additional to or different from the support that most other children get. The local authority provides Element 2 funding for schools it is responsible for. The local Schools Forum agrees the formula that determines the amount of money the school gets. Element 2 funding is also part of the schools' delegated budget. Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an Education, Health and Care plan. Therefore, sometimes the school uses funds to help groups of children as some children will need less help than others. This does not mean that the school will spend £6,000 individually on every child with SEND.

Element 3:

Some children have such complex needs that we may request some additional funding to 'top-up' Elements 1 and 2. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children, if the school can show there is an exceptional level of need.

Environment

How accessible is the school environment?

- Wide doors are fitted to outside doors on the main building, year 6 and main entrance.
- Two toilets are adapted for disabled use. One in the reception area and one in the main building.
- All door thresholds around the main building are level.
- Level paths lead from the school gates to the main building reception.
- Disabled space marked out in car park.
- Yellow stripes at appropriate exits for visually impaired children.

Activities and Trips

How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available for all

- Risk assessments are carried out and procedures are in place to enable, as far as possible, all children to participate.
- If it is deemed appropriate that an intensive level of one to one support is needed, a parent or carer may be asked to accompany their child during a specific activity.

Parental Involvement

How can I help support my child's learning?

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Parents' evening discussions with the class teacher.
- Working with your child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school.
- Attending review meetings with the school's SENDCo and external agencies.
- Ensuring good attendance and punctuality.
- Ensuring your child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them - well equipped for learning.

Appendix 1

Children and Families Act 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people succeed, no matter what their background. The Bill will reform the systems of adoption, looked after children, family justice and special educational needs.

The Government is reforming the system for children and young people with special educational needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by

- Replacing statements and learning difficulty assessments with a new Birth to 25 education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a "local offer" of support

What is the local offer?

The local offer is the offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEND as well as the options available to support families who need additional help to care for their child.

What will the local offer do?

This will provide information about services in the local area and how these can be accessed. With regard to education it will let parents / carers and young people know how schools and colleges will support them and what they can expect from these settings. It will help parents / carers and young people make decisions about how best to support the needs they have. During the last year the format has been discussed at national and local level.

Appendix 2

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
AWPU	Age weighted pupil unit
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
KS	Key Stage
LAC/CLA	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCo	Special Needs and Disabilities Coordinator
SEMH	Social, Emotional and Mental Health
SPLD	Specific Learning Difficulty
VI	Visual Impairment

Appendix 3 Notional SEND Budget

- First £6000 will be allocated using proxy indicators (regardless of whether or not the pupil has a statement or the type of statement)
- Proxy indicators
 - 4% AWPU
 - 20% FSM/FSM6 in Primary sector
 - 45% IDACI
 - 47% Prior Attainment