Greenhaugh Primary School

SEND Information Report

2021-2022

SCHOOL NAME:	**GREENHAUGH PRIMARY SCHOOL**		
TYPE OF SCHOOL:	Mainstream Primary School (4 to 11 years)		
ACCESSIBILITY:	Ground floor only. Ramped access at external doors.		
CORE OFFER:	**Are you currently able to deliver your core offer consistently over all areas of your school?** Yes. All staff have sufficient experience, training and expertise to identify children who may have additional needs and to offer initial support. SEND training is available for all staff to match the appropriate needs of our children.		
POLICIES:	**Are the school policies available on the website for:**	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes

RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:
	Areas of strength: All staff have wide experience of working with children on the Autistic Spectrum. This enables the children to make good progress in a mainstream school. We have two teaching assistants with strengths in many areas, including the delivery of Talk Boost in Reception and specific literacy (based on the synthetic phonics programme RWInc) and numeracy (1stClass @ Number) programmes across all age groups, as well as experience of providing physical interventions for children with limited mobility and motor skills difficulties. Our good links with schools within our mini and wider partnership also enable us to provide a seamless transition to next school.
	Specialist Facilities/Equipment to support SEND We have an easy-access environment both inside and outside school, with ramp access to the main building via the main entrance and the EYFS classroom. There is an extensive outdoor play space, including an outdoor classroom, adventure trail and natural areas to allow a wide range of physical and emotional needs to be addressed.
	Input from Therapists / Advisory Teachers /other specialist support: As a school we work closely with external agencies. We are able to access support from a variety of specialists through the Northumberland Inclusive Education Service. These include educational psychologists, inclusion support, literacy, speech and language, autistic spectrum support staff and education welfare officers. We are able to access services from Health, including speech and language therapy, paediatric physiotherapy, mental health, dieticians and the health visitor. Children's Service based in Hexham provides support for social welfare services. We also use the SEND IT consultant from the Local Authority to support the use of ICT software for children with specific learning needs, such as Dyslexia.
	Breakfast and After School support North Tynies Childcare Ltd based on the Bellingham School site offer after-school care until 6pm daily. 01434 220716. They are able to collect children after school but prior booking is essential.
INCLUSION:	**How do you promote inclusion within the school? Including day and residential trips?** Teachers plan lessons that involve all children in a challenging yet

	supportive way, making excellent use of our experienced Teaching Assistants to enable this to take place within a normal classroom environment. A wide variety of strategies are available to all children, for example visual timetables, quiet areas for time-out and a clear reward system for positive behaviours. We also promote the use of outdoor learning to engage and challenge children with SEN and disability. All children are included in events and visits that take place within school as well as visits out of school. We always ensure that we have a very high ratio of adults to children, and all accompanying adults are made aware of the specific needs of the children involved. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Residential visits are usually arranged for the summer term and are planned to include all children, regardless of SEND. Staffing, accommodation and activities will be reviewed each year to take into account the needs of the cohort.
	What proportion of children currently at the school have a SEND? Currently 16% of our pupils have a SEND support plan.
PARENT SUPPORT INVOLVEMENT/LIAISON:	**How do you involve/support the parents of children with an SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?** Our open door policy enables parents to have very close relationships with school staff. We listen to and act upon the needs of individuals, consulting with specialists when considering any requests. When a specific need has been identified, we draw up a SEN Support Plan which contains targets for the child. This is shared with parents and reviewed on a six weekly basis. Any interventions used are monitored carefully to evaluate how successful they have been in enabling the child to make progress. These will then be continued or adapted to ensure continued progress is made on a long-term basis. We communicate progress through formal and informal conversations, including review meetings every term and Pupil Progress Evening in the autumn term and pupil report evening in the spring term. As part of these meetings we can offer advice and practical ways that you can help your child at home. The COVID 19 Pandemic has impacted on the frequency of our usual programme of outreach sessions. School will contact families regarding the revised Covid safe opportunities for introducing preschool children to Reception.
	How will school prepare children with SEND to join their next setting/college/stage of education or life? We work closely with North Tynies pre-school which is based in Bellingham. A programme of Outreach Sessions is planned through the year starting with one school visit each month and increasing in

	frequency in the summer term leading up to the children's transition into Reception. This enables all children to feel at ease when starting school and gives staff a good opportunity to get to know the children. Children are taught in mixed-age classes and family groups are organised for whole school activities. This helps children when they transfer between EY/KS1 and KS1/KS2. We organise a number of transition activities with our feeder schools throughout the year for those children who are moving on. Transition plans may be put in place to support any additional needs and SENDCo meetings are arranged as early as possible to ensure that everyone is well prepared for the move from Greenhaugh. Personal, Social and Health Education also takes place in school to provide children with the opportunity to discuss friendships and changes.
OTHER INFORMATION:	**What else do you think parents carers would like to know about your school?** At Greenhaugh Primary School we strive hard to ensure that all pupils: • Have a wide and balanced curriculum which is differentiated to meet individual needs • Can learn and make progress whatever their needs • Are assessed using appropriate assessment tools and guidelines • Have equal access to resources, provision and interventions as needed. We use a wide range of interventions for literacy, numeracy, speech and language, and physical needs. These include Talk Boost in Reception delivered by trained staff, Read Write Inc class-based sessions, 1 to 1 or small group reading, spelling and handwriting groups, Precision Teaching (Literacy) and 1stClass@Number2. Flexible organisation also allows us to tailor learning programmes to suit individual children, for example, Year 1 children are able to work alongside Reception children in order to consolidate learning for as long as necessary.
COMPLETED BY: **(Name and position)**	Mrs Jo Trotter, Interim Headteacher & SENDCO
Date updated:	June 2021
REVIEW DUE:	June 2022