

Greengates Primary Academy

SEN Information Report

Policy updated: September 2024

Review Date: September 2025

SENCO: Helen Brook

Head of Academy: Mrs Stephanie Tempest-Mitchell

Link Governor: Mrs Patricia Gavins

INTRODUCTION

Greengates Primary Academy is an inclusive school that aims to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of gender, sexual orientation, ethnicity, social background, religion, physical ability or educational need. With each child having a unique combination of abilities we need to be fully aware of the diverse needs of our children and the importance of a differentiated programme of study matched to their individual needs. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and wellbeing.

The SEND team at Greengates Primary Academy

Class teachers know the children best and any inquiries about an individual child's progress should be addressed to them initially. Any concerns will then be passed on by the class teacher to the Special Educational Needs and Disability Coordinator (SENDCo). At Greengates Primary Academy the SENDCo is Mrs H Brook.

The SENDCo can be contacted via the school office by telephoning 01274 422042 or emailing info@ggpa.org.uk

Definition of Educational Special Needs

Pupils are identified as having Special Educational Needs and Disability when they have greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the Local Education Authority. All pupils follow

the Local Authority Guidance for Admissions, including those with a Special Educational Need or Disability (SEND).

Identifying children with additional needs (SEN)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored fortnightly at pupil progress meetings where children may be identified as not making progress despite quality first teaching. They are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline.
 - fails to match or better the child's previous rate of progress.
 - fails to close the attainment gap between the child and their peers.
- Parents raise concerns with the class teacher regarding the progress of their child and ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First teaching or some parental support.

Although the academy can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or some other disability.

What types of SEND do we provide for?

If a pupil needs additional or different support, then they will be added to the SEN register. Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENCo (Special Educational Needs Co-ordinator), will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what the child's short-term targets should be and what 'additional provision' should be put into place to help them to meet their targets. The school will invite parents/carers and the child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

We provide support for pupils with:

- **Communication and Interaction (CI):** Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASD)
- **Cognition and Learning Difficulties (CL):** Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)
- **Social, Emotional and Mental Health Difficulties (SEMH)**
- **Sensory and Physical (SP):** Visual Impairment (VI), Hearing Impairment (HI), Physical Difficulties (PD), Multisensory Impairment (MSI)

As a school we implement a graduated approach based on the Bradford matrix of Need
Bradford Matrix of Need | Bradford Schools Online

Working with Parents and Children

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents will be informed either at a parents' meeting (Autumn and Spring terms) or during informal meetings to discuss a child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed on the SEN register.
- Discuss assessments that have been completed.
- Agree a plan and provision for next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review required in the Cope of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. This plan will be assessed regularly by the class teacher (at least once a term) and parents will be invited to attend review meetings.

Further support for parents is available via Bradford's Local Offer. The link to this can be found on our website.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for children to be working as independently as possible. Children with SEN and disabilities are entitled to be taught by their teacher, not always a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The academy has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention, we first look at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Adaptations to the curriculum and teaching and learning environment

Greengates Primary Academy is disability friendly. The academy is one level, corridors are wide and we have an easy access toilet. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum. As part of normal class differentiation, curriculum content and ideas can be adapted and made more accessible by using visual, tactile and concrete resources.

Staff Expertise

We ensure that our staff are well trained to enable them to support children with SEND. We offer training and self-help opportunities through access to courses, provision of books and guidance towards useful websites. When we introduce a new programme or intervention we first make sure that those who will deliver it are appropriately trained and supported.

The school currently has good links with a range of specialists in Education, Health and Social Care and pays to secure their expertise, where appropriate. This may involve assessments, identifying additional strategies/provisions, reports for supporting EHCP applications or providing specialist equipment/ facilities etc. For Example:

- Community Paediatricians
- Speech and Language Therapists
- Child and Adult Mental Health Service (CAMHS)
- Barnardo's
- Social Services
- School Nurse

- GPs
- Child Development Centre
- Wheelchair services
- Educational Psychologists Bradford Metropolitan District Council Children's Services:-
- High incidence Team (including Autism, Cognition and Learning, Early Years and Social, Emotional and Mental Health)
- Low Incidence Team (including Physical Difficulties, Visual Impairment, Hearing Impairment and Multisensory Difficulties)

If we are unable to obtain the help in school, we will ensure our parents know where they can go to find it.

Accessibility for children with disabilities

At Greengates, we comply with guidance in the 2014 School Admissions Code. This states that:

Admissions authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents from applying for a place for their child.

Our accessibility plan will:

- Ensure we plan for the accessibility of provision from all pupils, staff and visitors.
- Improve the physical environment of Greengates Primary Academy, adding specialist facilities as necessary, and making reasonable adjustments.
- Further increase access to the curriculum for pupils with a disability, including participation in extra-curricular clubs, leisure and cultural activities and educational visits and considering the provision of specialist aids and equipment.
- Further improve and make reasonable adjustments to information available to pupils, staff, parents and visitors, within reasonable time frames considering the various preferred formats.
- Provide on-going training for staff and the Academy Advisory Boards on matters of disability discrimination.

Children with social, emotional and mental health needs

Behaviour is not classified as a special educational need. If a child shows consistent unwanted behaviours the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If a child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Intervention with the family and support the child through that process.

If the parents and academy are concerned that the child may have mental health, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The academy has a zero tolerance approach to bullying, especially towards children with SEND and disability. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition arrangements

We understand how difficult it is for children and parents as they move into a new class or a new academy and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the new classroom environment.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary Academy

Transition reviews are held, where possible, in the Summer term of Year 6. Additional transition arrangements may be made at these reviews e.g., additional visits, travel training etc.

Academy Advisory Board (AAB)

It is the statutory duty of the governors to ensure that the academy follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the academy's complaints policy and procedure.

Equal Opportunities

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of academy. We promote self and mutual respect and a caring and non-judgmental attitude throughout the academy.

Teachers will consider the inclusiveness of all trips and activities before going ahead with planning. Teachers will meet with parents where necessary to discuss potential barriers and how they may be overcome. The health and safety of the child and others will take priority in the decision making process for the outcome of the trip/event.

Specified Individual Support

Where your child has been identified as having a particularly high level of need and support cannot be provided from the budget available in school, an Educational Health Care Plan (EHCP) may be applied for.