

Access and Inclusion

We are a very inclusive school and every child is able to access the curriculum at their level. All children will be included as far as possible into everyday school life including schools trips and extra-curricular activities.

We have evaluated how inclusive we are at our school and all children benefit and improve as a result of our work.

Transition

Transition is very well planned for all children. We hold a meeting with the Secondary schools in the area to discuss individual children and their needs.

All information, including documents of all the interventions that have happened in primary school, will be sent to the school along with other information such as interests, attainment and recent achievements.

Extra visits to their new setting can also be arranged in order for them to become familiar with the routines of the day.

Once the secondary school place has been confirmed then a meeting will be arranged to discuss how the transition for the child will take place to ensure a smooth and relaxed change occurs.

Further information

Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS)

The SENDIASS team can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attend meetings with you. They may also be able to put you in touch with other organisations or parent support groups.

A SENDIASS Co-ordinator can be contacted via the website

www.sendiassnorthyorkshire.co.uk

Or you can email them at info@sendiassnorthyorks.org

Should you require any extra information then please do not hesitate to come and see me in school.

School website

Our school website will also be kept fully up to date. You will find the SEND section under the parents tab on the website.

www.greatwoodcommunityprimary.co.uk

The North Yorkshire Local Offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



Greatwood CP School

SEND Information for

Parents

This leaflet is designed to help parents of pupils with Special Educational Needs and Disabilities (SEND)

SENCO: Mrs C Finch (Mrs J Yeoman in her absence)

SEND Governor: Mr Graham Duncan

September 2022

How we decide when a child needs to go on the SEN register

Special educational needs and provision can be considered as falling under four broad areas (2014 Code of Practice)

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Children are assessed regularly to ensure that they are making the expected progress. Some children can be identified as 'stuck' and will therefore receive some extra help and support.

The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENCO to discuss strategies. If these strategies are not working and the child is becoming significantly behind their peers in any area then a discussion with parents/ carers about the possibility of putting the child on the SEN register will take place. We follow the assess, plan, do, review process.

Once a discussion has taken place, a final decision will be made by parents/ carers, the class teacher and the SENCO regarding the next appropriate steps.

If you have any concerns regarding your child then please raise your concerns with the class teacher and/or the SENCO.

Support for learning and well being

All children in school have access to high quality teaching. Sometimes we identify children that need to have further support in order to help them learn. We offer a wide range of support to help support a child's learning and well-being. It may be that they only need extra support in one area of the curriculum. The class teacher will identify who needs extra support and how often they will receive it. The class teacher and/or SENCO will discuss with you how often your child receives extra support.

The school Governors also have a role in ensuring your child is supported where necessary. The Head Teacher and SENCO report back to the Governing body regularly in addition to the SENCO meeting with the SEN Governor.

Expected progress, planning and keeping parents informed

All children, despite their level of need, are expected to make progress every year.

All classes differentiate the learning according to the ability and needs of the child. In the case of children with SEN, separate activities are related to the child's IEP (this is an Individual Education Plan created for each child on the SEN register).

All interventions are extremely well planned by the Teaching Assistant delivering the intervention and are also structured to ensure progression is made.

Parents should be kept informed about their child's progress regularly. If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

As a parent, you are entitled to an IEP review meeting every term. If you would like a further meeting then please contact the class teacher and or SENCO.

Provision, Resources and Services

Lessons are differentiated for all learners, including those with SEND, in order for them to access the learning at their level and make progress.

The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you.

We have access to:

- ◆ Speech and language therapists
- ◆ SEND HUBS
- ◆ Specialist teachers for hearing and visually impaired children
- ◆ Social care
- ◆ Looked after children workers
- ◆ Early Help team

Staff training

Staff who deliver focused interventions such as narrative therapy, rapid write, numbers count and reading intervention have all had the necessary training. As a whole school, we have refresher training for all the different areas of need. All our staff are highly trained and they are observed delivering the interventions. In doing this we can ensure that all the staff are consistent in their approach. Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions.