

Special Educational Needs and Disabilities (SEND) Information Report

Greenfields Community Primary School



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Approved by:
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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

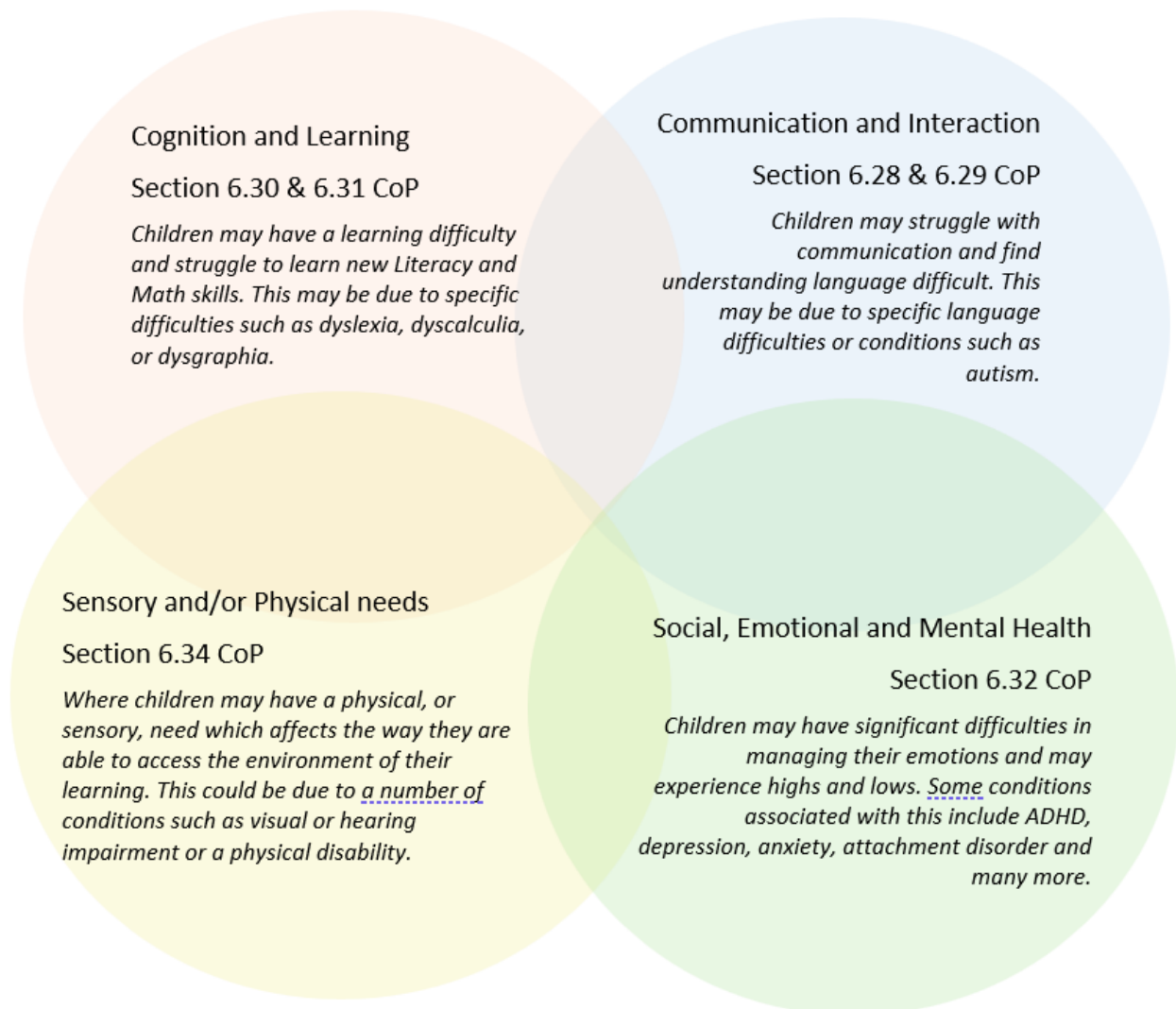
You can find our SEND policy on our website

<https://www.greenfieldscps.kent.sch.uk/page/?title=Policies&pid=49>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([link below](#)).

2. Which staff will support my child, and what are their key responsibilities?



At Greenfields, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Emily Baker – SENCO

Helen Wade – SENCO Assistant (Speech and Language)

Jane Eves – SENCO Assistant (Social, Emotional and Mental Health)

Debbie Cooper – SENCO Assistant (Early Years)

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Emily Baker.

Emily has 3 years experience in this role and has worked as a teacher and a teaching assistant at Greenfields. Emily has also worked as a SEN TA at a secondary school.

She achieved the National Award in Special Educational Needs Co-ordination in 2024.

Emily is a qualified teacher with a PGCE. Emily has a Masters in child development and her undergraduate degree subject was Psychology. Emily has also undertaken the training to become the Senior Mental Health Lead in the school.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Other External Training:

- Emily Baker – Precision teaching training, Enabling Learning in Children with Trauma/Poor Attachment, Early Years SENCO training, ADHD training, Dyslexia training, This Is Me Needs Summary training, AET training
- Hollie Broom – *“I see the world differently. You would be amazed if you*

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had my eyes." (Calvin Nye) - Supporting children with social communication difficulties in the YrR classroom

- Early Years staff – Supporting Access to the EYFS Curriculum
- Jane Eves – Drawing and Talking Foundation Course, Hamish and Milo training and supervision, ELSA qualification, Comic Strip Conversations, Social Stories, This Is Me Needs Summary training, AET training, Phonics Shed training, Gestalt Language Processing training
- Helen Wade - Language for Learning (KS1 and KS2), Dyslexia, Sensory Regulation, Sensory Circuits, BEAM, Autism Awareness Level 2, Speech and Language Introduction, Alphabet Arc, This Is Me Needs Summary training, Balanced System training (Speech and Language), Gestalt Language Processing training, Psychology of Sleep, Speech and Language UK level 3 NCFE/CACHE, Higher Level Communication Practitioner (HLCP)
- Debbie Cooper – Early Years SENCO training, sensory circuits training, JASPER intervention training, Early Talk Boost training.
- Louise Button-Hampton - Visit to Special school, Clicker 6 training, Speech and Language course
- Steph Mack- SEN specialism Degree/ Autism in the Early Years/ EAL in the classroom
- Sarah Jones – ADHD training
- Caitlin Dunning – Dyslexia training
- All class-based staff have received Autism Education Trust (AET) training – Making Sense of Autism and Good Autism Practice.
- All teachers have received Mainstream Core Standards training.

Teaching assistants (TAs)

We have a team of 28 TAs, including 1 higher-level teaching assistant (HLTA), who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver specialist interventions such as Drawing and Talking Therapy, Speech and Language support, Lego Therapy and Hamish and Milo SEMH interventions.

One teaching assistant has an ELSA qualification.

In the last academic year, TAs have been trained in precision teaching and some have been trained to use Alphabet Arc.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

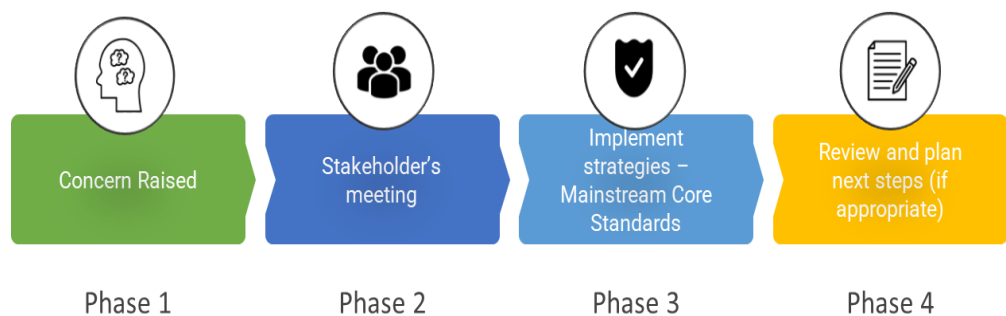
➤ Child and adolescent mental health services (CAMHS)

➤ Education welfare officers

- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Safeguarding services
- School nurses
- Health visitors
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Kent PACT
- Family Hubs



3. What should I do if I think my child has SEND?



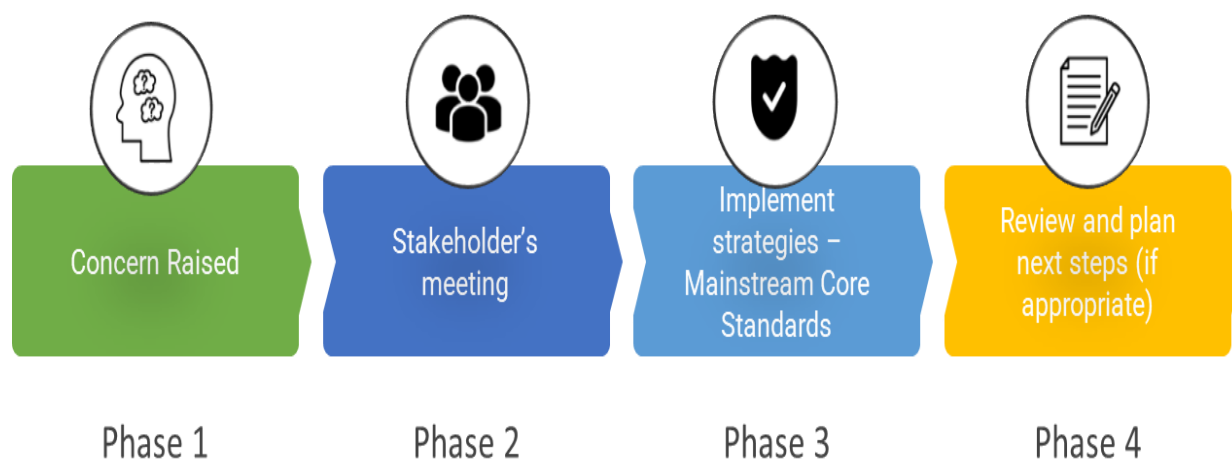
Phase 1	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>At drop off or pick up, please speak to your child's class teacher. After a monitoring period, the teacher will pass this concern on to the SENCO along with other relevant information they may have seen in class.</p>
Phase 2	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
Phase 3	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
Phase 4	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive</p>

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	additional support and this will be reviewed using the assess, plan, do, review model.
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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



Phase 1	If the class teacher notices that your child may need extra support, they complete a triage referral form which indicates which aspects of the Mainstream Core Standards they have already tried.
Phase 2	The triage referral form is passed to a member of SLT who meets with the class teacher to advise of any strategies that may not have been considered.
Phase 3	The class teacher will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If, despite these strategies being implemented, your child still needs support, the referral form will be passed to the SENCO. If we decide that your child needs SEND support, we will formally notify you and your child

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	will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.
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All of our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include phonics interventions, reading interventions, Clever Fingers or some wellbeing time with a TA, amongst others.

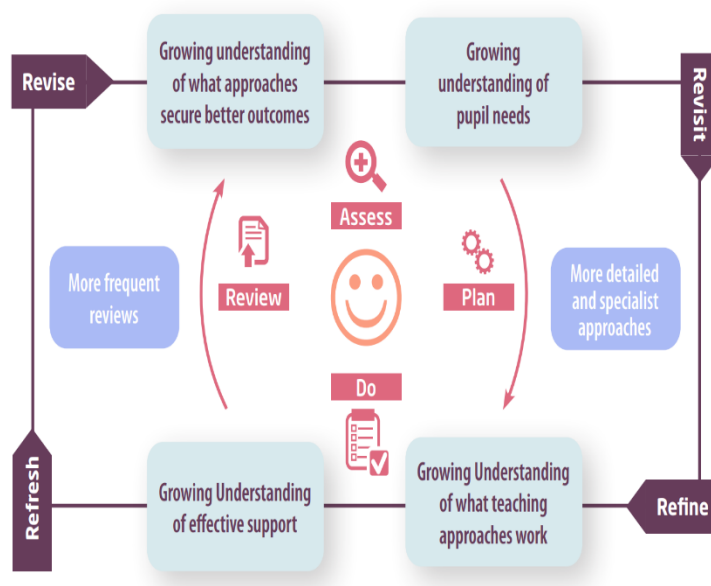
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. As well as our usual school assessments, we also have access to Ravens, BPVS, Speech and Language Link and Hamish and Milo assessments. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this on provision maps and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress as well as 2 learning conferences with the class teacher each year. The SENCO may also attend these meetings to provide extra support.

Should your child have a personalised plan and/or an EHCP, the SENCO, alongside the class teacher, will meet with you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher and the SENCO via Reach More Parents.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to set a personal target and discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using technology to assist with reading and writing etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory aids etc.



- Teaching assistants or support staff will support pupils alongside the teacher depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

- **Speech and Language interventions using Speech and Language Link**
- **Language for Thinking**
- **Attention Autism**
- **Hamish and Milo Social, Emotional and Mental Health intervention programme**
- **Lego Therapy**
- **Drawing and Talking Therapy**
- **Reading interventions**
- **Phonics interventions**
- **Precision Teaching**

- BEAM
- Alphabet Arc
- ELSA support

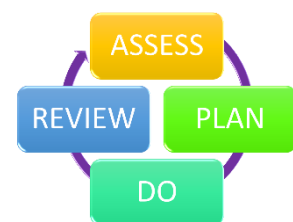
These interventions are part of our contribution to Kent County Council's local offer.

Please also see our school Accessibility Policy and Plan
<https://www.greenfieldscps.kent.sch.uk/page/?title=Policies&pid=49>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional support for pupils requiring SEN support within reasonable adjustments. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we are offering each class is on their provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. We apply for this through the Communities of Schools. Children who have an EHCP require additional funding for the level of support they receive, which is supplied by the Local Authority and the amount is dependent on the level of need.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6.

All pupils are encouraged to take part in sports week, school plays, special workshops and any other non-curricular activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments as needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Children with an EHCP who name our school as their preference will be admitted via KCC as part of our September admissions or in year transfers after KCC has consulted with all appropriate schools in the local area.

Prospective pupils with SEN or a disability are admitted in line with our normal admissions ranking. Within this, health and special access requirements are taken into consideration.

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

All pupil areas of the school are accessible for everyone through outdoor routes. A lower height handrail has been installed for nursery children and for children with mobility difficulties on steps inside leading to classrooms. All school trips are risk assessed and are planned with input of parents if their child has a disability which may affect their ability to access the trip.

Please see our Accessibility Plan for more information:

<https://www.greenfieldscps.kent.sch.uk/page/?title=Policies&pid=49>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to join extra-curricular clubs to extend friendships.
- We provide extra pastoral support for all pupils who need it by providing children with a pastoral team (Jane Eves, Helen Wade and Emily Baker) whom will do wellbeing check ins upon request of a parent or teacher.
- We use the intervention programme Hamish and Milo which give strategies to support mental health and emotional wellbeing.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by conducting regular PSHE themed assemblies for the whole school, providing books in our libraries and shared story time with PSHE themes, allowing all children from year R to Year 6 mix at lunch time to encourage learning from peers.
- Emily Baker is the schools trained Senior Mental Health Lead.

15. What support is in place for looked-after and previously looked-after children with SEND?



Emily Baker is the Designated Teacher for Looked After Children and works to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



➤ Ask the current teacher to list any successful strategies they have used to support the child and put it onto a class profile for the next teacher to ensure they have strategies to start the year with.

➤ Pupils will spend the afternoon with their new teacher in the Summer term

➤ A transition booklet will be sent home with the child if requested to support the transition process

➤ There will be opportunities for children to spend time with their new teacher throughout the Summer term (e.g. having a story read to them)

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. For children preparing to transition from year 6 to secondary school, year 6 teachers meet with staff from the secondary schools to share any information needed. In addition, the SENCO meets with the secondary SENCOs to share any SEND/pastoral information for individual pupils.

Between phases

The staff of the secondary school will come into our school for a meeting with our year 6 teachers/SENCO (where requested). They will discuss the needs of all the pupils who are receiving SEND support. The SENCO meets with secondary SENCOs to share any information as needed.

Pupils will be prepared for the transition by:

➤ Learning how to get organised independently

➤ Plugging any gaps in knowledge

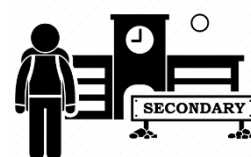
➤ Using lockers to store their property from Year 5

➤ Being responsible for looking after their own class resources

➤ Lanyards for children who demonstrate they are promoting the school values and keeping organised with their homework and wearing correct uniform

➤ Road safety discussions

➤ The SENCO will attend a transition event to share information about pupils with SEND with the new school.



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer. KCC publishes information about the local offer on their website:

<https://www.kelsi.org.uk/special-education-needs/send-information-hub>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

IASK: <https://www.iask.org.uk/>

Kent PACT: [Home - Kent PACT](#)

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Please find our school's complaints procedure here: <https://www.greenfieldscps.kent.sch.uk/page/?title=Policies&pid=49>

Complaints about SEND provision in our school should be made to the **SENCO** in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please see the Kelsi website for more information: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages