



## **SEND Information Report**

October 2022

### **How does the academy know if children need extra help and what should I do if I think my child may have special education needs?**

- At Greenhill Academy- we aim to identify children that display a special educational need early in order to put in place support and differentiated learning to sustain progress
- Children identified will show small steps or limited steps in progress in one or more area of their learning.
- The class teacher and teaching assistants along with the parent are the first to highlight learning needs/concerns which are then supported by the Special Educational Needs Co-ordinator (SENCO) who will advise and seek support from outside agencies.
- If a parent feels that their child has a special educational need they can use the open door policy to request to talk to the class teacher and SENCO regarding their concerns.
- If a teacher highlights a learning need, the parents are informed immediately and asked to attend a meeting to complete a "Cause for Concern" response form to establish their views and concerns. This is our first step of the graduated response.
- All of our teachers follow a Plan, Do, Review process that will work on advice given by professionals.

### **How will Early Years' academy staff support my child?**

- Before your child enters our Early Years' setting, clear transition meetings will be held (either in the home or school setting) with all professionals involved with your child.
- A one page profile/ IP will be created which will express your child's strengths, needs and how best to support them- this will be shared with all members of staff- particularly key workers.
- Through liaison with current care providers (e.g. other nursery setting or child development service and parents) targets will be established.
- We arrange visits from our staff to see your child in their current setting e.g. at home or in playgroup/Nursery to support their understanding of your child's strengths and areas for development.
- Early identification is paramount in order to support our children at Greenhill Academy. Our Early Years staff will discuss any concerns they have with you at the earliest point.
- All of our teachers follow a Plan, Do, Review system- where they will work upon any advice given and review its success.

### **How will the curriculum be matched to my child's needs?**

- All identified children are levelled regularly in all areas of their learning/development in order for staff to support and adapt their learning to match their need.
- All class teachers deliver quality first teaching which includes differentiated learning for all children, teachers must adhere to 'Every Teacher and TA will SEND'.
- Throughout school there are age appropriate interventions to support children with their learning in Literacy, Maths and their Oracy skills- ranging from one to one and small group support. Our teachers and SENCOs will work together to identify interventions that a child

will receive to support their progress, perform a baseline assessment and evaluate the effectiveness of the intervention regularly.

- During school closure or if you child is unable to attend due to isolating, all home learning will be set by the class teacher and linked to the ability of the child. Those who have an EHCP or IP will have learning linked to their PIVAT level or Engagement model targets.
- Learning will be available on Purple Mash or Seesaw that has been set by the class teacher to meet the needs of each child.
- For children who are unable to access online learning, learning packs will be sent home with appropriate activities and resources. Expectation will be that parents photograph or send in completed learning.

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Parents can talk to their child's class teacher at the end of every school day and by appointment if requested. Parents are informed in all decisions about their child's support.
- Every term your child will have a Child Centred review that is attended by Parents, Teachers, Child, Other professionals and Special Educational Needs Co-ordinator.
- Here, the child's strengths, progress and next steps are discussed. This will draw up an action plan which will be used to identify next steps to overcome any issues currently and how everyone can best support the child with their learning. Within the action plan, everyone will take responsibility for a particular action.
- We use PIVATS to assess progress for those children with complex additional needs, these are set out in smaller steps to the National Curriculum. Where children are working Pre National Curriculum, we assess using the Engagement Model.
- When we assess SEND we discuss whether behaviour and understanding are the same at home and school, we take into account your opinions and knowledge of your child and work with you so that we are all working together to improve your child's progress.
- We use Home Learning to reinforce and consolidate learning which has presented a challenge to the children but also to pre-teach skills/ language linked to the learning for the following week.
- During school closure arrangements for assessing and reviewing children's progress towards outcomes will remain in place. All reviews and annual reviews will continue and will take place virtually. (where possible)
- Review meetings will be set in a timely manner with notice for all parties involved (2 weeks' notice for Annual reviews).
- Parents and any outside agencies will be invited to attend the virtual meeting. If a transitional review- other school SENCO's will also be invited.
- Virtual meetings will take place on a virtual platform such as Microsoft Teams or telephone conference.
- A crib sheet on how to access the meeting will be provided to parents from the SENCO.
- Review paperwork will then be updated and sent to all parties by the SENCO after the review meeting (within two weeks is an Annual Review).
- Any review meetings that are not able to take place during closure (this does not include Annual reviews as they are statutory) will be completed when school re-opens.



**What support will there be for my child's overall wellbeing?**

- Greenhill academy has been awarded 'Flagship' status by the Inclusion Quality Mark in response to our hard work and dedication to inclusion. We thrive on ensuring that all children are supported and feel safe in school.
- Our curriculum is designed to meet the needs of the overall child- emotionally and socially as well as academically.
- We have Learning Mentors that work within school that specialise in wellbeing and emotional support.
- We offer a health and wellbeing club after school.
- Children with SEMH (social emotional mental health) needs will have dedicated mentoring time with one of the learning mentors following an emotional literacy programme and- where appropriate- advice will be sought from agencies such as Places2Be and referrals made to other outside agencies for further support.
- School advertised free online courses for parents to support emotional needs and wellbeing through the website.

**What specialist services and expertise are available at or accessed by the academy?**

- Specialist teachers from the LA support staff to ensure the curriculum is accessible for all.
- In school we receive support from the Speech and Language therapists, Visual impairment and Hearing Impairment Teams, as well experts such as the Educational Psychologist, QEST Team advisers and Behaviour specialists.
- The SENCO will have contact with the local QEST advisor, Educational psychologist and EHCP officer for advice and support when developing an accessible curriculum for your child.
- All outside agencies working with children continue to be involved and invited to attend meetings face to face or virtually.
- QEST and Educational Psychologist are still able to support families from direction of the SENCO.

**What training are the staff supporting children with SEND had or are having?**

- At Greenhill academy, we have a rolling programme for SEND training which includes regular updates on changes to SEND policies and information every year.
- Our training programme runs along three levels: Staff led INSET, Specialist service INSETs (whole school) and Specific SEND INSETs (TA Level or individual training needs)
- We have staff trained in the following areas: Autism, Dyslexia, Sign-a-long , ECaT, ECaR, PECS, Intensive Interaction, Attention Autism, Down syndrome, PIVATs, Precision teaching, WELLCOMM and a variety of other intervention training and health needs.
- Our Inclusion managers/SENCOs have been accredited with the National Award of Special Education Needs Co-ordination.
- When a child begins at Greenhill, we ensure that our staff will be trained in any specific areas that are required in order to meet their needs as advised by an EHC plan.
- All training is viewed and over seen by line managers.



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

- We have a variety of before and after school clubs which are available to ALL pupils, if your child requires extra support in a club then provision will be made for them.
- We have regular educational visits in which pupils with SEND are always included and provided with the appropriate support for them to access all areas of the visit.
- All visits are risk assessed before attending to ensure that necessary support and alternative arrangements are made in order for all children to be included.

**How accessible is the academy's environment?**

- Greenhill Academy runs on one level with wide front access into the front of the main building.
- All outside areas are level with easy wide access to outdoor provision.
- The car park has a disabled car parking spot
- We have a disabled toilet.
- We use the following resources to support children with specific needs:  
Visual timetables, Communication Inprint, PECS, Sign-a-long, loop system microphone, I-pad Apps for pupils with communication difficulties, posture boards/seating and a Sensory Room.  
This is in conjunction with any other specialised equipment referred to use by any specialised services.

**How will the academy prepare and support my child to join the setting, transfer to a new class or the next stage of education and life?**

- When your child starts school with us there will be initial Child Centred transition meetings with parents and agencies involved in order to draw up a One Page Profile for the child. Here, a series of transition visits will be arranged and appropriate training will be put in place to support your child in school.
- When your child moves year group/teacher, transition visits to the new teacher will be made. Teachers will meet with parents, outside agencies and the child in a Child Centred Review to exchange and share information needed in order to support the child on their move to a new class.
- In Year 5/6 we will begin to discuss your options for secondary schools at the Child Centred Review. We will support you in your visits to secondary schools if required and then set up transition meetings and visits for your child before they leave us.
- During a school closure, all children who are at the point of transition (eg. Nursery, Year 6 or moving to alternative placement) will continue to have a transitional review. All transition reviews have been set to take place during Summer 2.
- Parents and any outside agencies will be invited to attend the virtual meeting along with the other school SENCO's.
- All meeting will take place face to face or virtually using platforms such as Microsoft Teams.
- A crib sheet on how to access the meeting will be provided to parents from the SENCO.
- Review paperwork will then be updated and sent to all parties by the SENCO after the review meeting (within two weeks is an Annual Review).



**How are the academy's resources allocated and matched to children's special educational needs?**

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and we meet pupils' needs from this, including equipment.
- The Local Authority may contribute to the cost of meeting a child's needs if it is more than £10,000 per year.
- If a child has complex additional needs that requires support totalling more than £10,000 per year, information will be gathered to support a submission for an Education Health and Care Plan which, if successful, will provide additional funding for the further support required.
- The SENCO is still working on collating evidence for Education Health and Care plan submission for high needs SEN children.

**How is the decision made about what type and how much support my child will receive?**

- We use PIVATS to assess progress for children with complex additional needs, these are set out in smaller steps to the National Curriculum. This will identify where more support may be necessary as well as establishing next steps in their progress. If the child is working PRE National Curriculum, they will be assessed using the Engagement Model.
- All parents receive termly parent meetings where their child's progress and current targets are discussed, in addition to these they also have child centred review meetings with their child's class teacher, Special Needs Co-ordinator and any other professionals working with the child.
- Here, an action plan will be drawn up with input from all the people working with the child that will indicate how hours/funding should be used (which will include support in the classroom, one to one/small group intervention, personal care(if necessary) and specialist support).
- The academy will follow guidelines outlined in EHC Plans given by the authority as to how allocated support funding should be used.

**How are parents involved with the academy? How can I be involved?**

- At Greenhill Academy we have a very strong parental involvement - we hold parental information sessions for the different year groups throughout school. Greenhill also hosts a weekly Chai Mornings. All parents are welcome to attend.
- Please contact the main office or speak to Mrs Sullivan Boardman (Parental Involvement Co-ordinator) for more information.
- We hold a termly SEND Coffee morning where we invite guest speakers to talk about their area of expertise. These sessions are designed to be informative and give empowerment to our parents.
- We also work with support from Oldham's parent/carer forum 'POINT' (Parents of Oldham in Touch) who attend our Parent evenings, this organisation supports all parents and carers of children and young people with Special Educational Needs, disabilities and complex medical needs.
- POINT work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. For more information visit: [www.pointoldham.co.uk](http://www.pointoldham.co.uk)



**Who can I contact for further information?**

- Your views are important and it is important that people listen to them and that you are satisfied with what happens to support your child
- In school you can speak to Mrs Eccles – Executive principal, Mrs Glynn – Head of Academy, Mrs Maddison- SENCO, Mrs Sullivan Boardman- SENCO or your child's class teacher if you have any questions or concerns.
- During a closure if you have a SEND concern, you can contact the Principal by emailing [info@greenhill.theharmonytrust.org](mailto:info@greenhill.theharmonytrust.org) stating FOA Mrs Glynn.