

Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



Growing Together, Aiming High

Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will prioritise the well-being of our children and have high expectations for behaviour. We will create an inspiring and motivating learning environment where all children can deepen their knowledge, acquire new skills and develop as well-rounded, happy, confident individuals.

SEND Information Report

Review date: September 2023

Ratified by the Governing Body:

Next review: September 2024 (or before if guidance changes)

In January 2015 a new Code of Practice for Special Educational Needs and Disabilities became law in England. It covers all schools and settings that cater for children from 0 to 25. A key part of this Code of Practice is to make it easier for parents and carers to have information about the SEND provision on offer in schools. Every school has been asked to write and publish information that explains how we identify and meet the needs of children with special educational needs or with disabilities (SEND).

The Assistant Headteacher/ Inclusion Lead at Greenfields Federation is Miss Lyndsay Woodland.

Please note that Miss Woodland will be on maternity leave from September 2023-June 2024. This role will be covered by Mrs Kathryn Saunderson during this time.

Our Vision for SEND pupils at Greenfields Federation

Our vision at Greenfields Federation is to provide every child in our care with the very best start to their life. It is our privilege to teach the children in our Federation and we strive to do our utmost to ensure every child has full access to a broad and balanced curriculum that is inclusive and engaging. All children regardless of race, gender, religion, background, abilities and need will be appropriately supported to thrive and achieve their full potential across the whole curriculum. We are fully committed to inclusion within the school and ensuring all pupils, including pupils with SEND, acquire the knowledge and cultural capital they need to succeed in life

Though we recognise that the pathway of progress for some children may be different to that of their peers, we strive to support all pupils to achieve their best through reasonable adjustments and targeted approaches, as per the SEND code of practice¹. We strongly believe that every teacher is a teacher of SEND and every leader is a leader of SEND. Collaboration with students, parents, staff, and, where appropriate, external services is at the heart of everything we do.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

We promote high expectations and aspirations for all individuals in our Federation. Every child is encouraged to contribute positively - to our school, the local community and beyond.

In line with the Governments White Paper 'Parent Pledge', Greenfields Federation will ensure that any child that falls behind in English or Maths should receive timely and evidence-based support to enable them to reach their potential. We will also ensure all pupils receive appropriate support in all areas of the curriculum.

1. How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs and Disability?

We recognise that children can have Special Educational Needs and/or Disability either throughout or at any time during their school career.

At Greenfields Federation, children are identified as having Special Educational Needs and/or Disability (SEND) through a variety of ways.

These may include:

- Liaison with pre-school setting, (such as Jack and Jill) or their previous school
- Regularly tracking performance (progress and attainment) against age related expectations
- Concerns raised by a parent or carer
- Concerns raised by class teachers
- Liaison with external agencies
- Health diagnosis through paediatrician
- Mental Health diagnosis through CAMHS

We continually monitor progress across the curriculum and termly Pupil Progress meetings are held where the progress of *all* children is discussed in detail. Where a child is found to be making less than expected progress or is attaining **significantly** below age-related expectations, discussions will then take place between the class teacher, Assistant Headteacher/Inclusion Lead and parents as to the particular needs of the child and strategies both school and home can put in place to support them.

We also carefully monitor children's social, emotional and mental health. Any concerns or significant change in any of these areas will be discussed with the class teacher, Assistant Headteacher/ Inclusion Lead and parents.

Any member of staff can raise concerns about a child. Moreover, parents are actively encouraged to discuss concerns that they may have about their child with the school. Staff/parents/carers then work in partnership to ensure every child receives the support they need to overcome any barriers and fulfil their potential at school. If parents have any concerns, they can contact their child's class teacher, the Assistant Headteacher/ Inclusion Lead or the Headteacher (Mrs Samantha Cox).

2. How will the school support my child?

At Greenfields Federation, we ensure all teachers deliver Quality First teaching, which is inclusive of the needs of all pupils. As a Federation, we use the Ordinarily Available Inclusive Practice document produced by West Sussex to support our Quality First Teaching and identify strategies to support individual children. We are fully committed to inclusion within the school and to ensuring every child acquires the knowledge and cultural capital they need to succeed in life. We continually ensure that our curriculum is suitable for all children with SEND and that they have the breadth of opportunities provided to support their all-round development. In doing so, we provide a creative, exciting and effective learning environment which recognises and responds to individual learning styles.

Class teachers plan lessons which are adapted to meet the needs of all children in their class. We strongly believe that all children should work towards the same outcomes, but different learners may need a range of support to achieve these. Teachers may organise the class into small groups in order to focus the teaching and learning potential. Groups may be supported by a key adult, either the class teacher or teaching assistant, where appropriate, to foster effective, independent learning.

Our aim is to support pupil's learning in the classroom. However, we do recognise that some children need additional support and at times small group or 1:1 interventions will be needed. Class teachers liaise with the Assistant Headteacher/ Inclusion Lead for additional advice or support. SEND provision, including interventions, is recorded. Progress is monitored closely to measure the impact of interventions and these are regularly reviewed and adjusted accordingly to ensure maximum impact for every child.

If school and parents agree that further advice or support is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech and Language Therapist, Child Development Centre, CAMHS or Specific Learning Difficulties Advisory Teacher.

The SEND link Governor, Kate Leyshon, works closely with the school to help monitor provision and progress of children with SEND. The Assistant/ Inclusion Lead and SEND Governor meet at least once a term to facilitate this process.

3. How will I know how my child is doing?

As a school we measure the progress and attainment of all children against age related expectations. Class teachers regularly assess each child and note areas where they are making progress as well as where further support is needed. This process starts on entry to school (either Reception at Littlehaven Infant School or Year 3 at Northolmes Junior School) and progress is reviewed on a termly basis, or half termly if there are concerns about a pupil.

If a child is on the SEND register, their progress will be carefully monitored through their Pupil Profile or Individual Learning Plan, which includes specific targets for them to meet during the school term. These targets will then be reviewed each term during target review meetings with parents, the child's teacher, the Assistant Headteacher/ Inclusion Lead and, most importantly, the child. Class teachers will discuss the progress made against the child's targets and parents and the child will be involved in setting new targets. Parents will also receive a copy of their child's Pupil Passport or Individual Learning Plan. If a child has not met their targets, we will discuss why this may have happened and adapt the target accordingly. We value children being able to express their views on all aspects of school life and we will discuss all children's targets with them, to ensure they understand both the targets and also how school will help them to achieve these.

If a child has more complex SEND needs they may have an Education and Health Care Plan (EHCP). This means that each year when the plan needs to be reviewed we will hold a more formal meeting, called an Annual Review, in order to discuss their progress. A report will be written by school and we will ask parents for their views on the progress their child has made. Parents and the child will be invited to attend this meeting and will receive copies of all reports from any external agency involved before the meeting takes place so that they have time to prepare and think about questions they might like to ask.

The Assistant Headteacher/ Inclusion Lead operates an “Open Door” policy that enables all parents to arrange a meeting to discuss concerns they may have at any time she is available.

4. How will the learning and development provision be matched to my child’s needs?

For a child who has been identified as in need of SEND support, we follow a cycle of ‘Assess, Plan, Do, Review,’ as set out in the Code of Practice (2015).

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children’s needs are met by careful adaption; we firmly believe that all children should work towards the same outcomes but some children will need additional support to do this. This may include adapting teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support are regularly used to support pupils.

Termly pupil progress meetings take place, with the Headteacher, Assistant Headteachers and class teachers to track the progress of every child and make sure that any additional provision in place is having the intended impact.

Termly target setting meetings are held with teachers, parents and the child to review the child’s progress over the preceding term, and plan provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents are central to these meetings. Where appropriate, advice from external professionals will be sought and used to implement specific strategies or to access particular resources or equipment.

The Headteacher and Assistant Headteacher/ Inclusion Lead discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The link SEND Governor is kept up to date with all decisions made.

Children may be removed from the SEND register if they have made accelerated progress and it is no longer necessary for them to be on there. This would always be done in consultation with parents.

5. What support will there be for my child's overall well-being and mental health?

At Greenfields Federation, we place positive mental health and well-being at the centre of school life. We aim to ensure positive mental health and well-being for every pupil in our care.

We promote a positive ethos in school, based on the understanding that all children need the foundations of positive mental health to be able to fulfil their potential academically, personally and socially. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils

In addition to promoting positive mental health and well-being, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health and well-being policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

Both schools have just achieved the Mental Health and Well-being Award in conjunction with the National Children's Bureau. This has supported us in our work to fully embed the ethos of the importance of mental health and well-being throughout the Federation.

We have many opportunities to celebrate children's achievements such as our weekly Celebration Assemblies. We take every opportunity to expose children to a broad range of life experiences, from sports events, activities in the school and school trips. We ensure that children feel safe by having clear routines, consistent expectations and regular adults in every class. Pupil voice is essential to all decision-making. We teach children to respect each other and their environment and to behave appropriately at all times. Pupils also contribute to this through our School Council and Play Leaders.

We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together to make school a safe and happy place for everyone. Children are supported with their social and emotional development throughout the school day through the curriculum and through our teaching of Personal, Social, Health and Economic education (PSHE), which covers social, moral, cultural, and emotional aspects of learning. The Federation's Jigsaw PSHE scheme promotes well-being and mindfulness at its core.

Both schools within Greenfields Federation also have ELSAs (Emotional Literacy Support Assistants) who work to support those children who would benefit from additional emotional support. The ELSA at Littlehaven is Mrs Rayner and the ELSA at Northolmes is Mrs Miller.

We have a positive approach to the management of all types of behaviour, with a reward system that is followed by all staff and pupils. This is part of our Behaviour Policy. If a child has behavioural difficulties, a Personal Support Plan may be implemented. This will be written in consultation with the child and their parents to identify the specific issues, put support in place and set targets. If a behavioural incident takes place, we will encourage a child to reflect on their behaviour, thinking about why it happened and what they can do next time to avoid it. Please see our Behaviour Policy for more information.

Attendance of every child is monitored on a daily basis by our school office as we recognise that poor attendance can have a negative impact on a pupils well-being. Lateness and absence are recorded and the school will take appropriate steps to encourage punctuality and prevent unauthorised absence. Please see our Attendance Policy for more information.

The school ensures the safety of all children through a range of measures.

These include:

- Strict disclosure checks for all staff and volunteers
- The Federation has 4 members of staff (Mrs Cox, Mrs Saunderson, Miss Woodland and Mrs Geoghegan) trained as Designated Safeguarding Leads.
- All staff have regular Safeguarding training, in accordance with government legislation
- A clear whistle blowing policy

Please see our Safeguarding Policy for more information.

6. What training have the staff, supporting children and young people with SEND, had or are having?

The staff in our school (teachers and teaching assistants) continually receive new and updated training to meet the needs of all our children, including those with SEND.

Throughout the last academic year, staff have received a variety of in house training around mental health and well-being and Quality First Teaching. They have also received training from outside agencies such as Coastal Minds, the West Sussex SEND advisory service and Andrew Wright from Action Your Potential. This training will be refreshed and built upon during 2023/2024.

Across the Federation we have a number of staff who are Team Teach trained. This is a method used for the positive handling of children should the need ever arise. Additionally, we have a number of qualified first aiders on site. Staff will receive specific training for an individual child if and when such training is appropriate.

We have a policy for the administration of prescribed medication during the school day and parents should initially contact the school office for further information. All relevant staff receive regular training on how to administer any prescribed medicine. Please see our Medical Conditions Policy for more information

7. What specialist services and expertise are available at or accessed by the school?

In the first instance, class teachers adapt learning in every lesson. This means that they plan particular questions, scaffolding and resources for groups or individuals so that they have the appropriate support to access the work provided.

When a child is on the SEND register (assessed as having longer term special education needs), the school may involve outside agencies such as:

- Specialists in other schools e.g. teaching schools, special schools
- The Learning and Behaviour Advisory Team (LBAT)
- Speech and Language Service
- School Nurse
- Early Help
- Family Link Workers
- Social Services
- Educational Psychologists
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Behaviour Support
- Intensive Planning Team

- Autism and Social Communication Team
- Child Development Centre
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- The school may also provide a letter for the child's GP

If a child is assessed as having longer term Special Educational Needs and is added onto the SEND register they will also receive additional support in school. This support will be detailed termly on the child's Pupil Passport or Individual Learning Plan that will be created through discussion with the child and parents.

Team Around the Family (TAF) Meetings may be organised where involvement from a number of agencies is required.

In addition, if the school feels that a child's needs are so significant that they will need a plan, with legally binding provisions, to follow the child through their school career the school can also apply for an Education, Health and Care Plan (EHCP). The EHCP replaces the old Statement for Special Educational Needs. This will always be done in consultation with parents and, where appropriate, the child.

8. How will the school help me support my child's learning?

At Greenfields Federation, we strongly value communication and the sharing of ideas and information between home and school. There are regular opportunities for parents to discuss their child's progress and how they can best support them at home. Termly target setting meetings take place as well as formal parent/carers consultation meetings in Autumn and Spring. The Assistant Headteacher/ Inclusion Lead will be available at all parents' evenings should parents wish to discuss their child's strengths and needs and explore further ways in which they can support their child's learning.

The Assistant Headteacher/ Inclusion Lead can also support parents with ideas and strategies to support their child at home or help parents get in touch with external agencies.

9. How will I be involved in discussions about and planning for my child's education?

In addition to formal parent/carers consultation meetings, parents can also discuss their child's education with their class teacher, Assistant Headteacher/ Inclusion Lead or Headteacher.

For some pupils, a school/home liaison book may be used to enable regular information-sharing and updates between key school staff and parents/carers.

Where a child needs more focused, individualised support, a Pupil Passport or Individual Learning Plan may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning each term. Advice from outside professionals will be included and followed in the plan where there is involvement.

If a child's needs are significant, in some cases it may be appropriate to undertake a statutory assessment of their needs. During this process parents will also be supported by the West Sussex SEND Team. They will ensure that the parents fully understand the

process. The assessment may lead to the issue of an Education and Health Care Plan (EHCP).

10. How will my child be included in activities outside the classroom?

Greenfields Federation prides itself on its inclusive schools. We provide all pupils with equal opportunities to access the curriculum and life of the school and every effort will be made to reduce barriers to participation. We are committed to including students with SEND in activities outside of the classroom, including school trips and residential visits, and will make reasonable adjustments to facilitate this. We also offer a range of clubs and have a high take up from pupils with SEND in both school. Risk assessments will be undertaken and reasonable adjustments considered to aid inclusion regardless of need or disability.

11. How accessible is the school environment?

Both schools within Greenfields Federation are subject to the general “Equality Duty” under the Equality Act 2010. We are committed to adapting our learning environment and teaching strategies as appropriate within budget constraints.

We always recommend that parents make an appointment to visit our site to make their own assessment of suitability and discuss any specific requirements. We will also liaise with external professionals involved with the child to gain further advice on how we can make the learning environment accessible to all children.

Please see the school’s individual Accessibility Plans for more information.

12. How will the school prepare and support my child to join the school and transfer to a new school?

We encourage all new children to visit our school prior to starting where they will be shown around the school. For children with SEND we may encourage additional visits in order to ensure that the child is comfortable and familiar with their new school surroundings.

For children who are moving on to a new school, such as Year 2 children moving to Northolmes Junior School or Year 6 pupils moving to Secondary School, we run transition groups for vulnerable pupils who may find the move more difficult. This will involve group sessions with the ELSA and additional visits. Year Two class teachers will also follow a programme within class time to help children to share any concerns.

Social stories and transition booklets may also be provided for individual children if we anticipate that transition might be difficult. All children learn about change and ways to manage this through our Jigsaw PHSE programme.

We liaise closely with staff from other schools when receiving and transferring children, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.

If a child has an Education and Health Care Plan the review meeting will be used as a transition meeting for which staff from both schools will be invited to attend. If a child is moving to a specialist school, the Assistant Headteacher/ Inclusion Lead will ensure an detailed meeting is held with the child’s new school to give them the best possible start.

13. Who can I contact for further information?

The first point of contact is the child's class teacher.

Parents can also arrange to meet the Assistant Headteacher/ Inclusion Lead or Headteacher at any time by making an appointment directly or through the school office.

Email:

Lyndsay Woodland: lyndsay@littlehaveninfant.school or

lyndsay@northholmesjunior.school

School Office: office@littlehaveninfant.school or office@northholmesjunior.school

Phone: 01403 260608 or 01403 261822

There are also agencies that can offer support such as 'Parent Partnership' and West Sussex Parent Forum, or IPSEA (Independent Parental Special Education Advice) www.issea.org.uk.

Alternatively, parents can seek further advice from Our Locality 'HUB':

<https://www.compasscard.org.uk/useful-links/>

This website will provide information concerning the type of additional help and support that is available to children with SEND within our locality.

14. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disabilities?

Parents can read about West Sussex's local offer at:

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/>

15. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Parents/carers are encouraged to come into the school to talk about any aspect of their child's education. Should it become necessary to make a complaint regarding SEND provision, initial contact should be with the child's class teacher or the Assistant Headteacher/ Inclusion Lead and then the Headteacher.

If the matter remains unresolved then parents should refer to the Federation complaints procedure which outlines the formal process to follow should you wish to make a complaint to Governors. Please ask for a copy of this from the school office.

Please do not hesitate to contact the school if you have any further questions and we look forward to working with you and your child.