Willow Tree Academy

Greasbrough Primary School

Local Offer - SEND Information Report

2021-2022

School name	Greasbrough Primary School
Address	Munsbrough RIse, Greasbrough
Telephone Number	01709 740751
Age group	2-11 years
Number on roll	246
Number of SEND pupils	53
Number of children with EHCP	2 + 3 pending
Link to current inclusion/ SEND policy	
Key Staff	Inclusion Lead: Mrs F Harrison Behaviour for Learning: Mrs S Jenkinson Head of School: Mrs J Cook

As part of the **Children and Families Act 2014**, all schools in Rotherham are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

Our academy is made up of four schools; Greasbrough Primary School, Greasbrough Primary School, Roughwood Primary School and Rockingham Junior and Infant School. Our aim is to work collaboratively to ensure the best possible education for our children and our mission statement at Willow Tree Academy is:

'Together anything is possible.'

What will be included in the Schools' Local Offer?

The Schools' Local Offer will include information on:

- How the special educational needs of children are assessed
- Where to find help and information
- How parents and carers and the pupils are involved in planning to meet these special needs
- Work with outside agencies to support pupils with SEND and SEMH needs
- The accessibility of the school to pupils with special educational needs and disabilities
- The support and guidance offered to parents and carers

Our Local Offer –

Greasbrough Primary School, as part of the Willow Tree Academy, is a fully inclusive school. We ensure that all pupils are included in all aspects of learning and school life. We are passionate about giving children profound learning experiences and opportunities both in the classroom and beyond. Having opportunities such as visits, residential experiences, outdoor learning opportunities and enterprise education ensures that children get the best learning experiences that we can offer. Our curriculum is one which provides many rich and varied activities and experiences, aimed to reduce barriers to learning and enable pupils with SEND to successfully access a meaningful curriculum appropriate to their needs. We aim to promote a real love of learning and finding out about new things. Enterprise skills are strongly promoted; linked to work around STEM (science, technology, engineering and maths) and Nemesis (an international social innovation project). Teachers plan their lessons well and adapt what they have planned to suit pupils' precise needs on a daily basis. Well-targeted support helps to reinforce key ideas or tackle any misunderstandings and the deployment of support staff ensures that learners of all dispositions are well supported to reach, stretch and challenge their potential. All children's needs are considered and met through Quality First Teaching and experiences which allow them to achieve their personal potential. Promoting positive mental and health and wellbeing in children, families and staff is central to our provision and we offer a nurturing and encouraging environment which gives children the opportunities to talk and share in a safe way.

How the special educational needs of children are assessed -

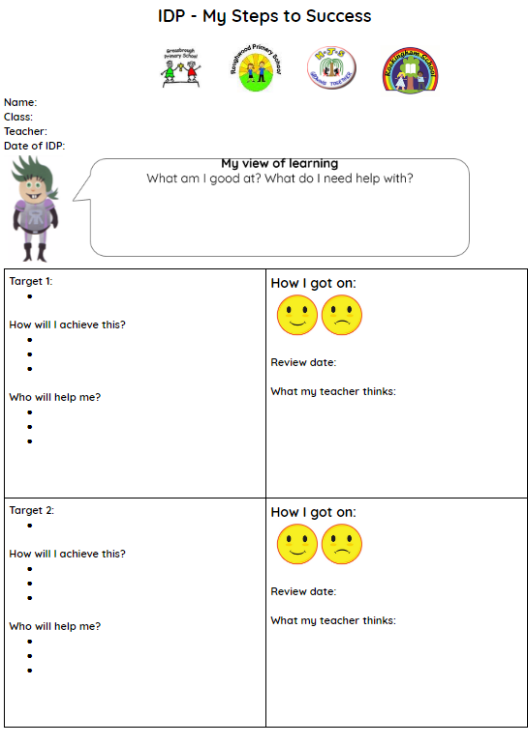
At Willow Tree Academy, we believe in the earliest possible intervention in order to support children with specific requirements and understand that the liaison between parents/carers is crucial to making this a success. At some stage of a child's education they may require additional support for a period of time to help meet their needs or improve their learning. The decision to do this is made by school and parents and is based on a variety of factors including academic progress, personal attainment and/or concerns about a specific area of learning or social, emotional and mental wellbeing. Children are identified each half term through looking closely at their rate of progress, both in their learning and socially, then identifying ways we can support this. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Some children may require support for a longer period of time to ensure they can access the curriculum effectively and inclusively. Support will be planned by school staff and where appropriate by external professionals. Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support, their needs are reflected in our local offer and in provision maps. Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. Children with Social, Emotional and Mental Health needs are also tracked to ensure the correct provision is offered e.g. through Restorative Practice approaches, ELSA (emotional literacy) interventions or access to Nurture provision.

Upon recognition of needs, staff work alongside the SENCO using our 'Willow Tree Academy' Graduated response to complete an 'Early Identification Form' (EIF). This documentation shows what a child has already accessed in terms of differentiated provision and can specifically identify areas of strength and need. Advice is then sought from the SENCO and they may be added, under parental consent, to the SEND register or additional needs register if support is SEMH (Social, Emotional and Mental Health) or behaviour related.

For children whose needs are similar, it is appropriate to support these children within a group focusing on the common needs. However there is scope within the SEN Support for each child to have individual targets. Provision will be in a small group as well as some individualised support to ensure that teaching and learning is personalised and child led. Provision will run concurrently with differentiated

curriculum support and Quality First Teaching. The group may be taught by the class teacher and also supported by a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

An Individual Development Plan (IDP) is written for each child on the SEN register and outlines specific targets which are generated to ensure that children's learning is personalised and allows them to celebrate their successes at a level which suits their needs. IDP books are used and allow a range of evidence to be gathered to show that children are accessing targeted provision to meet their Individual Development Plan targets. When targets are set, this book is used as an evidence portfolio to show progression towards these targets and the daily impact. Interventions for these children with SEND are frequent and evidenced appropriately - allowing parents, teachers and the children to see their own progress and understand their targets and how they can achieve these.



IDP - My Steps to Success

Name:
Class:
Teacher:
Date of IDP:

My view of learning
What am I good at? What do I need help with?

Target 1: • How will I achieve this? • • • Who will help me? • • •	How I got on: Review date: What my teacher thinks:
Target 2: • How will I achieve this? • • • Who will help me? • • •	How I got on: Review date: What my teacher thinks:

A child receiving SEN Support will be reviewed each term (Autumn/Spring/Summer). Parents/Carers and the child will be invited to contribute and will be consulted about any further actions and targets which will be set. **We pride ourselves on ensuring that our SEND provision is led by the needs of the child and takes account of their views and opinions, as well as those of parents/carers.** As part of the review process, the SENCO and child's class teachers, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions, therefore further support may be obtained from outside supporting services.

Further to this, for those children whom we consider to have more severe or complex needs, we would seek advice from other professional services. This support may include; Learning Support Service and the Educational Psychologist etc. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always be invited to contribute to the planning, monitoring and reviewing of the child's progress. Provision will run concurrently with differentiated curriculum support and whenever possible, be implemented within the child's normal classroom setting.

For some children who have accessed support from external services, an SEND plan may be put in place to show the continuum of support which is consistent and identify the impact which this is having on learners. The highest level of support offered for children with Special Education Needs and Disabilities are the implementation of an Education, Health and Care (EHC) plan, which is for children and young people aged up to 25 who need more support than is available through special educational needs support programmes. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Reports and assessment procedures are carried out in the process of applying for an EHC plan and the involvement of many services contribute to creating a portfolio of information about a child to ensure that they are receiving the highest level of care.

Where to find help and information -

As a first point of contact, please discuss any concerns about your child's needs with the school Special Educational Needs Coordinator or the Willow Tree Academy Inclusion and Behaviour Lead:

Mrs Frances Harrison (SENCO/ Inclusion Lead)

If we identify that you child has additional special educational needs, as identified within the graduated response, we will arrange a meeting to discuss next steps and the type of support which we can offer.

Locally, you can find out more about resources, services, support, activities and events for Rotherham's children and young people with Special Educational Needs and Disabilities (SEND).

Click the following link to take you to the RMBC Local Offer for SEND:

http://www.rotherhamsendlocaloffer.org.uk/

The Local offer is a useful tool which provides schools and families with information about further support and advice available to enable your child to participate fully in, and enjoy, learning and achieving their goals.

There are two main purposes of the Local Offer:

- To provide clear, comprehensive information, in one place, on the support and opportunities available locally to children, young people and their families as well as what can be expected from local agencies including education, health and social care.

- To make services more responsive to local needs which are shaped by you.

Click the following link to take you to the Rotherham Parent Carers Forum page:

https://www.rpcf.co.uk/

Click the following link to take you to the Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) page.

http://www.rotherhamsendiass.org.uk/

They can offer you impartial information, advice and support if you are:

- A parent or carer for a child or young person up to age 25 with special educational needs or disabilities.
- A child up to age 16 who has special educational needs or disabilities.
- A young person aged 16-25 who has special educational needs or disabilities

On our school website, you can find further information and policies, including:

- Inclusion and SEND policy
- Equality policy
- Gifted and Talented policy

Support for improving Social, Emotional and Mental Wellbeing -

As a school, we are aware that various factors can easily become a barrier to learning and because of this, we work hard to identify children's needs and background dispositions early as we are aware of how the impact of these can contribute to emotional wellbeing and consequently how they engage in the curriculum and their learning. We have an excellent SEMH team collaborating within the academy to ensure staff are fully trained in managing behaviour and recognising behaviour as a method of communication. Staff are trained in attachment and in identifying and working with children presenting anxiety and SEMH needs. At Greasbrough Primary School, our pastoral staff work collaboratively with staff to offer support to children and to families on a daily basis. Targeted children access friendship groups and social groups, as well as attachment based 'Team Around a Child' provision. We hold nurture provision sessions and ELSA interventions alongside children having access to P4C sessions as part of their wider class based curriculum.

How parents and carers and the pupils are involved in planning to meet these special needs -

We pride ourselves in having excellent relationships with parents and carers keeping them informed and updated on their child's education. We highly value the partnership between home and school and welcome collaborative working in order to best support our pupils. Communication and consultation with families of SEND pupils happens through:

- Termly SEN reviews where parents collaborate with their child and the class teacher/SENCO in target reviewing and setting
- Letters to communicate progress towards targets set through outside agencies
- Parents evenings
- Meetings scheduled with outside agencies
- Newsletters
- Interim reports completed by children
- Our school websites and twitter feed provide invaluable communications with parents/carers

The specialist support available both from the school and other agencies -

Summary of services and Support at Greasbrough Primary School (Willow Tree Academy) Though these are categorised into the main areas of SEND, services may be called upon for support with different needs to below		
Communication and Interaction Needs	Autism and Communication Team - 01709 336413	Offer outreach support Staff training Consultation and advice for parents and school

	Speech and Language Therapy - 01709 423229	Consultation in clinic SALT programmes to run in school In school assessments Reports written SALT teachers allocated to individuals
Neurodevelopmental Needs	CAMHS -	Locality work Outreach support Family support meetings offered
Cognition and Learning Needs	Educational psychologist - 01709 822580	Observations, consultations and advice Supporting school Written reports with recommendations Parent/ carer meetings
	Learning Support Services - 01709 334077	Observations, consultations and advice Supporting school Written reports with Learning Support Programmes LSS teacher allocated to school Parent/ carer meetings
Social, Emotional and Mental Health Needs	MIND -	Counselling sessions
	With Me In Mind (Trailblazers) -	Counselling sessions
	Primary Outreach - outreach@rotherham.gov.uk	Outreach programme School/ child/ parent support Network of meetings held
Sensory and Physical Need	Hearing Impairment Team - .01709 336430	Offer outreach support for pupils 1:1 sessions with individuals Support and CPD for staff is offered
	Visual Impairment Team - 01709 336415	Offer outreach support for pupils 1:1 sessions with individuals Support and CPD for staff is offered
	School Nurse -	Supports school, children and parents/carers Offers advice and support
EHC support	EHC team - 01709	Support staff in school with EHC referrals Contact with parents where necessary
Parental Support	SENDIASS - 01709 823627	Advice and support offered Parent and child voice

The accessibility of the school to pupils with special educational needs and disabilities -

Physical Disabilities

In our Disability Equality Policy we have an Accessibility Plan which states that risk assessments are carried out for pupils with a physical disability within the classroom environment and we liaise with appropriate agencies regarding furniture and any specialist resources that may be needed. Again this is also in place for school visits and residentials.

Pupils with medical needs

If a pupil has a medical need then a Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. All staff receive Epipen training and basic First Aid training delivered by the local NHS trust. Where necessary, and in agreement with parents/carers, medicines can be administered in school but only where a signed 'Medicine consent form' is in place to ensure the safety of both child and staff member. All staff have basic first aid at work training.

We also ensure that children with asthma have clear signed care plans in place with master copies in the office and copies in the classrooms alongside the appropriate equipment needed for each individual .

Sensory Barriers - Visual Impairment

In the case of visual impairments we would consult with parents, carers and professionals and take advice from the vision impaired support service in Rotherham. Ensuring communication documents are accessible for all. This would also involve looking at seating arrangements in the classroom, enlarged text and appropriate level of lighting. These services are used to support and offer training to staff, as well as supporting individuals in the classroom to become more independent learners.

Sensory Barriers - Hearing Impairment

For children with a hearing impairment, we would again consult with parents, carers and professionals to seek advice, we would access the right resources for the classroom and around the school including assemblies. We would look at the acoustics in the school and then the Headteacher and Governors would access budget/ funding implications for a loop system. The Hearing Impairment Team within the Local Authority work closely with our school and children to offer advice and support to support these learners as they move through school.

Transition -

We have a number of secondary schools which children attend from our school and we are in regular contact with these schools to allow for early transition and visits to be made where necessary. The SENCO's from each school are invited to final Y6 review meetings in the Summer term to pass over documentation and meet children/parents.

Common abbreviations you may come across –

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

- **ADD** Attention Deficit Disorder
- **ADHD** Attention Deficit & Hyperactivity Disorder
- **ASD/ASC** Autistic Spectrum Disorder 2 BESD Behavioural Emotional & Social Difficulties
- **CAF** Common Assessment Framework
- **CAMHS** Child & Adolescent Mental Health Service
- **COP** Code of Practice
- **CP** Child Protection
- **EAL** English as an Additional Language
- **EHCP** Education, Health and Care Plan
- **EPS** Educational Psychologist
- **FSM** Free School Meals
- **HI** Hearing Impairment
- **KS** Key Stage
- **LAC** Looked After Child
- **LA** Local Authority
- **LSS** Learning Support Service
- **MLD** Moderate Learning Difficulty
- **NC** National Curriculum
- **OT** Occupational Therapist
- **PP** Pupil Premium
- **SALT** Speech & Language Therapy
- **SEN** Special Educational Needs

- **SEND** Special Educational Needs & Disability
- **SENCO** Special Educational Needs Co-ordinator
- **SpLD** Specific Learning Difficulty
- **VI** Visual Impairment
- **HI** Hearing Impairment

Handling Complaints -

As part of the general publicity about complaints procedures, it is important for parents to know where they can go for information, advice and advocacy, if they require it. As SENCO of Greasbrough Primary School, Mrs Faye Ebbs meets and communicates with parents regularly about the needs of their child and the progress they are making. Parental involvement is a vital part of our ethos and our inclusivity. If for any reason parents/carers are not happy, school can be contacted and a meeting will be arranged to discuss how this can be addressed in order to maintain positive relationships and ensure all children are happy and making good progress. If for any reason, a formal complaint is necessary, please be advised to see our academy complaints policy, available on the school website.