

Green Oaks Primary Academy SEND Information Report

Green Oaks Primary Academy is a mainstream Primary School and Nursery. The Academy no longer has a Designated Special Provision, since 2017, the associated unit within the academy ceased to exist and a new Special School was opened in the local area named Purple Oaks Academy. This Academy is part of the Greenwood Academies Trust.

We work closely with the relevant external agencies to ensure that pupils get the right support within our mainstream setting here at Green Oaks Primary Academy.

Read the [Greenwood Academies SEN and Disability Policy](#) here.

Definition of Special Educational Needs (SEN):

The 2015 SEN Code of Practice defines SEN as:

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A pupil of compulsory school age or a young person as a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What are Special Educational needs:

The definition of special educational needs and disabilities (SEND) is taken from Section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The four main areas of SEND, as detailed in the Code of Practice (2014 p86) are:

Communication and Interaction	This includes children with speech, language and communication needs (SLCN) and those who are on the autistic spectrum (ASD).
Cognition and Learning	This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social emotional and mental health	This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g. anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues e.g. ADHD, ADD etc.
Sensory and/or Physical	This includes children with sensory impairments, visual impairments, learning impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment.



What are the Special Educational Needs and Disabilities we can provide for?

We are committed to providing a full and rich education experience, equal to that of their peers, for children displaying any single or combination of the 4 areas of needs outlined above.

Who is the SEND Contact:

Miss Johnson- Assistant Principal for SEND/SENDCo

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01604 715249

What training have staff received?

SENDCo has the National SENDCo qualification

All staff received in house SEN training and are supported by the SENDCo to meeting the needs of pupils who have SEN. Some staff also attend external training in areas including, but not limited to:

- Speech and Language Therapy
- Sensory Circuits
- TEACCH
- Phonics
- Team Teach

Training needs are reviewed regularly and training opportunities sought in light of these.

In addition to this the SENDCo attends regular network and information events from the SEND team from the Local Authority as well as termly networking meetings with the other SENDCos within the academy trust in the local area.

How do we identify pupils who may have a SEN?

At Green Oaks Primary Academy, children are identified as having special educational needs through a variety of ways including:

- concerns raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion
- whole school tracking of attainment outcomes indicates limited progress over time
- observation of the pupil indicates that they have additional needs
- use of the SEND ranges document to help identify needs
- professional involvement has been sought

Early identification is vital

Triggers for concern will be evidences and will show that, despite High Quality Teaching and scaffolded learning opportunities, the child:

- has made little or no progress even though areas of weakness have been identified and targeted
- has significant difficulty in Literacy or Numeracy skills which results in poor attainment in other curriculum areas
- presents persistent emotional and/or behavioural difficulties not dealt with by standard behaviour management techniques used in school
- has communication and/or interaction difficulties which require specific individual intervention for them to access learning
- has physical or sensory problems and who continues to make little progress despite personal aids or equipment.

Where a pupil continues to make inadequate progress, despite High Quality Teaching targets at their areas of difficulty, the class teacher, working with the SENDCo, will assess whether the child has a significant learning difficulty.



How will the academy adapt its teaching for my child?

The class teacher is responsible and accountable for the progress and development of all the pupils in their class. High quality inclusive 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 academy.

We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we will work on a personal basis to make sure that the adaptations we make are meaningful and relevant to your child.

These adaptations may include, but are not limited to:

- Adapting and scaffolding our curriculum to make sure all pupils are able to access it for example by giving additional resources, grouping the children, adapting the teaching style etc
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing additional visuals etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, thicker lined books etc.
- Teaching assistants may support pupils in small groups
- 1:1 support will be considered in specific circumstances, at which point funding requirements may need to be considered.

We may also provide additional interventions, these include, but are not limited to:

- Speech and language therapy
- Social stories
- Memory activities
- Phonics Catch up

How will the academy measure my child's progress?

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

How does the academy evaluate the effectiveness of its SEN provision?

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

- Using provision maps, learning plans and academy data to measure progress each term
- Reviewing the impact of the interventions after each cycle of Assess-Plan-Do-Review
- Using pupil questionnaires
- Regular feedback from parents and carers
- Monitoring and analysis by the SENDCo
- Holding an EHCP annual review

How will parents know how their child is doing?

If a parent is concerned about their child at any time, in the first instance, they can contact their child's class teacher. If further support is required, then a meeting with the SENDCo can be arranged.

All children have two parent's evenings a year and a formal report at the end of the academic year.

Some children may have an Individual Learning Plan and these will be written and reviewed termly. These will be shared in face to face meetings with parents in the Autumn term, and then the reviews and updates sent home in the following terms. A meeting to discuss these ones can be arranged with your child's class teacher if needed.

If a child has an Educational Health and Care Plan (EHCP), then they will also have an annual review once a year to review how well the EHCP is meeting the child's needs.

How does the school listen to pupil's views?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children 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 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

How will the academy make sure my child is included in activities alongside pupils who do not have SEND?

All of our extra-curriculum activities and school trips are available to all our pupils. All pupils are encouraged to take part in:



- Academy trips, including the residential offered to years 5 and 6 pupils
- All pupils in year 3 have music lessons from NMPAT
- All pupils in year 4 visit an art gallery to take part in an Achieve the Arts Award Discovery in a Day certificate
- Sports day
- Nativity play
- Performances
- Assemblies
- Visitor workshops

A risk assessment would be completed and discussed with parents/carers in preparation for any extra-curricular activities/trips. Through this, we will endeavour to make whatever reasonable adjustments are needed to make sure that the child is included.

Transitions

Between years:

To help pupils with SEND be prepared for the next academic year we:

- Provide meet and greets for the child and their new teacher
- Offer parents meetings with the new teacher to discuss their child's needs
- If a child has an EHCP the new teacher will attend the annual review with the current teacher
- Transition sheets for children to take home with pictures of staff, classroom etc
- Use of social stories

Between schools:

When your child is moving to another school, we will ensure all their SEND information is passed on via a phone call between SENDCos as well as all paperwork and reports sent over.

Secondary school transition:

In addition to the information stated above, the following may also take place:

- Additional transition days for those who are identified as needing it
- Attendance at EHCP annual review for new SENDCo

How does the academy 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 SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of all pupils including those with SEND by teaching all children that they can talk to anyone in the school when they need to.
- Worry boxes are in all classrooms as well as in the corridor near the main reception for children to write down anything they are worried about
- Additional interventions are in place for children identified as needing extra support with their social or emotional development.
- We have a 'zero tolerance' approach to bullying.
- We take part in initiatives such as NSPCC Kindness week, World Mental Health Day etc
- Two members of staff (including the SENDCo) have had training in being Senior Mental Health Leads



How does the academy work with other professionals to support my child?

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 SEN and to support their families. These may include, but are not limited to;

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Specialist Support Service
- School nursing team
- Paediatricians
- Child and adolescent mental health services (CAMHS)
- School Attendance Support Officers
- Social services and other LA-provided support services

What should I do if I have a complaint about my child's SEN Support?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available [here](#) or on the academy's website. complaints policy.

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies.

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

If you feel that our academy 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-academy/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. Details of this can be found within the local offer.

Written- September 2024

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