

Greenacres Primary School and Early Years Centre **and The Speech Bubble (DLD DSP)** **SEN Policy and INFORMATION REPORT 2025**

1. Aims

Our SEN Policy and Information report aims to:

- **Set out how our school will support and make provision for pupils with special educational needs (SEN)**
- **Explain the roles and responsibilities of everyone involved in providing for pupils with SEN**

At Greenacres Primary School and Early Years Centre we believe that every pupil, regardless of gender, race or disability, has the right to equitable access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which each child is valued, inspired to have high aspirations and be equipped with the tools and experiences necessary to prepare them for their futures.

We make this vision a reality through the value we place on understanding the whole child and their individual needs, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a nurturing, supportive and fully inclusive environment.

Our pedagogy, curriculum design and universal offer have been designed to ensure the highest outcomes for our children with learning differences alongside their peers. This means that the vast majority of children with a special educational need have their needs met through high quality teaching within their classrooms. We also recognise that learning needs are not static and can change over time and so our systems and processes enable us to tailor the right adaptations and supports over time.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. Our SEND provision, both within mainstream and our specialist language provision, allows pupils the opportunity to follow a curriculum tailored to their needs, develop life skills and to give pupils self-confidence through their learning.

At Greenacres, all teachers are teachers of SEND and are supported in their knowledge and practice by the Greenacres inclusion team that comprises of:

- An early years SENCO and A KS1 and 2 SENCO
- SENCO Assistant
- South Greenwich Hub strategic SEND lead
- Children's mental health and wellbeing lead
- Speech Bubble Lead teacher

- Speech Bubble specialist teachers
- LARP lead teacher
- Learning Mentor
- EYFS SEND specialist EYP's

We work closely together and alongside outside agencies, parents, staff, children and the Royal Greenwich SEND team and with special school colleagues within Maritime academy.

Royal Greenwich Borough's Local Offer can be accessed here:

http://www.royalgreenwich.gov.uk/info/200034/disabilities/1671/about_the_local_offer

And provides information about services and support available within the borough.

The Role of SENCO is held by Catherine Badawi (Y2-Y6) and Jo Barnes (Together for 2's - Y1)

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2.Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy also complies with our funding agreement and articles of association.

3.Definitions

A pupil has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.

OR

- A disability which prevents or hinders them from making use of facilities of a kind

generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The difficulty or disability may relate to:

- Communication and Interaction – this area includes speech and language difficulties and social communication difficulties including Autism.
- Cognition and Learning – this is when a pupil is learning at a slower pace than other children within their year group.
- Social, Emotional & Mental Health Difficulties – this includes children with mental health needs, ADD (attention deficit disorder), ADHD (attention, deficit, hyperactivity disorder), attachment disorder or other challenging behaviours.
- Sensory & Physical Needs – this includes children with hearing difficulties, visual impairment, mobility/physical difficulties or disabilities and sensory processing difficulties.

A child may have difficulties in one or more of these areas.

All types of special educational need are provided for as long as the education of pupils with SEND is not incompatible with the efficient education of other learners in the school community.

Speech Bubble (LARP)

Greenacres also has Local Authority Resource Provision for Royal Greenwich Borough that caters for the needs of pupils specifically with Developmental Language Disorders.

Currently there is a consultation to close this to enable resources to be redeployed to higher priority provisions across Greenwich reflecting need in the local area.

This will not affect the placements of our current children and will be a phased closure as they leave the school.

The Orchard (LARP)

This year we have also opened our new Local Authority Resource Provision (LARP) for children with a diagnosis of autism and complex needs - The Orchard.

Admission is only through Greenwich SEN Panel and never directly through the school admissions process or from a place within the mainstream school.

More information can be found on Royal Greenwich Borough's Local offer website:

http://www.royalgreenwich.gov.uk/info/200034/disabilities/1671/about_the_local_offer

and on our School Website:

<http://www.greenacres.org.uk>

4. Roles and responsibilities

The SENCO

The Role of SENCO is held by Catherine Badawi (Y2-Y6) and Jo Barnes (Together for 2's - Y1)

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They:

- Work with the Executive Head, Head of School, strategic SEND lead and Local Academy Council to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with a SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Act as the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and Deputy Head Teacher, Strategic SEND lead and Local Academy Council to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 Local Academy Council (LAC)

The LAC (Francesca Whymark - Chair):

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive and Deputy Head and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Head and Head of School

The Executive Head and head of School will:

- Work with the Strategic SEND lead, SENCO and LAC to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Developing relationships with all pupils in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Supporting early identification of needs
- Following a graduated response to needs
- Making adaptations to their classroom environment, teaching and strategies to ensure inclusive practice and universal provision.
- Meeting with parents and Carers to discuss concerns
- Creating and reviewing learning plans or provision targets for pupils and informing parents of targets and progress proactively seeking support from the SENCO or other senior leaders.
- Contributing to annual reviews, referrals and information gathering.

5. SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Speech Bubble LARP Provides for :

- Children with a primary need of a Developmental Language Disorder
- Any additional needs where they are secondary to DLD -

The Orchard LARP provides for

- Children age 4 – 11 years old who have a diagnosis of Autism in the context of severe learning difficulties. The LARPs are a dedicated space designed to meet the needs of children who require the support of a small unit with specialist input during all of the school day.

- please refer to the Entry Criteria published at http://www.royalgreenwich.gov.uk/info/200034/disabilities/1671/about_the_local_offer

Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment rigorously and routinely, this will build on previous settings and Key Stages assessments where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

At Greenacres we are committed to ensuring that identification and assessment of need considers the whole child and is not limited to academic attainment. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. A broader picture of each individual child is sought. This may include progress in areas other than attainment, for example, social needs.

Information for identification and assessment is gathered from a range of sources including:

Formal and informal observation

Concerns from teachers

Evidence of impact of class based intervention/adaptations on individuals

Ongoing assessment of skills and attainment

Open dialogue between SENCO and Class teachers.

Discussions with parents

Information sharing (with parental consent) between outside agencies

Pupil progress meetings

Usually a triangulation of these is used to accurately identify pupils with SEN and assess their needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of the pupil and their parents. We adopt a graduated response to identifying and meeting children's needs ensuring that high quality teaching, universal support and adaptations are in place as a baseline for this.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. By assessing a child's current strengths and difficulties we can set targets, plan for what needs to be in place to achieve them and then review their progress and re-assess what needs to happen next. This is a cyclical process and the SEND register is updated regularly to reflect emergent or met need.

Consulting and involving pupils and parents

At Greenacres we like to maintain regular contact with parents about the things that happen in School. We do this in a variety of ways including;

- School Newsletter
- School website
- Reading records
- Home/School contact books for individual children
- Friday flyer
- Regular coffee mornings
- Parent workshops
- Open afternoons/days/weeks
- Assemblies and special events
- Parents evenings
- Review meetings
- Big outcomes
- Annual reviews

This year we will be rolling out the use of evidence for learning for children with an EHCP who are not yet working at national curriculum level to share their successes and steps towards their targets frequently. This will also enhance our collaboration with parents.

We value and encourage the support and partnership of parents in identifying whether children need special educational provision. Early conversations with parents when concerns arise at home or at school will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken into account and a broader view of the child is established
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are involved in discussions and planning for their children in the following ways:

All parents of pupils at Greenacres Primary School are invited to discuss the progress of their children on 3 occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching or adaptation to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

From this point onwards the pupil will be identified as having special educational needs. Because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil and the local authority maintaining the plan. Reports contributing to the review will be made accessible for parents no later than 2 weeks before the review and the completed review paperwork will be sent for parents to sign and then sent to the local authority within the statutory 2 week timeframe.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Effective high quality teaching strategies that have been impactful
- Parents views of strengths and difficulties
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The pupil's own views where obtainable from them or an advocate
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How are young people with SEN consulted with and involved in their education?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class, children are encouraged to contribute to all lessons
- We explicitly teach vocabulary and oracy sentence stems to enable children to contribute.
- We use visuals, core boards and technology to support children's communication of their thoughts and ideas.
- School Council meetings enable pupils' views to be shared and discussed.
- Class council assemblies enable the voice of all children
- We use pupil questionnaires regularly to gather ideas and opinions about different aspects of children's experiences in our school
- For children with EHC Plans, their views will be sought before review meetings using modified materials to seek the views of learners with limited communication or understanding. Older children, particularly when transferring to secondary schools may be invited to attend their annual review where appropriate.

- The HT/AHT have an open door policy for pupils and respond to any child that wants to put across a view, idea or suggestion, in person or in writing

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

How are children's progress and outcomes assessed and reviewed?

The school adopts a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

We communicate regularly with parents through parents' evenings, diary/contact book where necessary and informal chats. You are welcome at any time to make an appointment to meet with either the class teacher or SENCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

As our largest area of need at Greenacres is speech language and communication skills, this is a key focus in our Nursery and reception classes where a communication friendly environment, universal teaching strategies (Neli-N), early talk boost, communication partners and early assessment of communication are key in early identification of children needing more targeted or specialist support.

A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress despite high quality teaching and with usual adjustments or support available within the classroom, the next stage would be the use of school intervention before requesting outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation with parents a child's specific needs are identified and are recorded on the SEND Register. This may be short or long term dependent on progress.

If a child is on the SEN register provision will be made to enable them to progress towards their targets. This is reviewed on a termly basis between staff and where relevant specialists, and parents are encouraged to contribute at termly parents meetings.

If a child's needs are complex and/or they have an Education Health and Care Plan (EHCP), a Personalised Learning Plan will be written in consultation with staff, specialist services and parents. This will be reviewed and updated termly.

If your child has an EHCP, in addition to termly meetings, a formal Annual Review meeting will take place with you and all agencies involved, discussing your child's progress and a report will be written.

Pupils with SEND are assessed using the same systems as the rest of the school. In addition, evidence of progress may be collected in other ways, such as: samples of work, photographs, recordings/videos, progress towards EHCP targets, goals in personalised plans, small step tracking and external agency assessments. This year we will be rolling out the use of evidence for learning and a recording and reporting tool where children's steps of progress can be documented and linked to their EHCP targets by both staff and parents allowing for deeper co-construction of further targets and assessment.

What arrangements are there for supporting children and young people in moving between phases of education and in preparing for adulthood?

At Greenacres Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transition as seamless as possible. We arrange home visits for our nursery and new reception children to discuss any current needs. For children transferring from a pre-school or other school setting with identified needs we would request transfer information and current support/targeted plans from their setting and meet with their current SENCO. For children transferring into one of our LARP's or who have an EHC Plan we arrange to visit them in their current setting and meet with current staff and parents to arrange a personalised transition into school which will meet their individual needs.

This may involve, but is not limited to: creating individualised social stories, arranging stay and play sessions with parents prior to transfer, arranging additional visit days to the current setting or attending TAC meetings or annual reviews alongside the current setting.

For children transitioning between age phases and classrooms, we arrange transition days in the last half term of summer for them to get to know their receiving teacher, new environment and new routines. For the youngest children in EYFS, this may happen over several short sessions. For our older children these may be longer but fewer sessions. All our EYFS children receive a transitioning book (social story) before they transition to their new class for them to read over the summer holidays. Personalised transitions and social stories are arranged for children who we have identified as having a particular difficulty with transition.

We also contribute information to a pupils' onward destination by providing information to the next setting. We use Royal Greenwich's transferring of information procedures and systems and attend their transfer days. We arrange meetings with the receiving schools SENCO and would, if appropriate, invite them to attend a TAC meeting or annual review before transfer.

For children moving onto secondary school:

- Our most vulnerable pupils access a specialist transition intervention throughout year 6
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits.
- Some secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils. We refer our vulnerable children to Royal Greenwich 'Stepping up programme' where we feel they need additional support and monitoring over the transition
- We arrange an 'Independent travel' programme for our children who will need support to develop skills and confidence using transport to get to their new schools.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- We plan transition activities for pupils with ASD.
- Our SENCO liaises with secondary schools to pass on notes, files and information.
- Transition annual reviews are held for those pupils who have EHC plans.

For our most vulnerable pupils, staff will attend transition sessions in their receiving special schools with the children and use social stories with real time pictures of the child in the new setting, teachers and support staff to prepare the child during the summer term.

What is Greenacres' approach to teaching children and young people with SEN?

We expect all teachers to be teachers of SEND pupils and to demonstrate through their planning, delivery and assessment that they can effectively cater for a wide range of needs through high quality teaching and universal provision. These are a focus of all our staff induction, CPD opportunities and integral to curriculum design and planning. ALL children are expected to make excellent progress regardless of their need or circumstance. To achieve this they:

- Develop and maintain positive relationships with all pupils
- Plan and adapt appropriate work / activities for their pupils maintaining high expectations but removing barriers to access.
- Ensure the classroom environment is inclusive and meets our high quality teaching framework
- Ensure that support is available for all children through high quality teaching approaches
- Adapt teaching to take account of different individuals needs
- Ensure that all children can be included in tasks / activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional or different support or adjustments in order to make progress
- Know children's individual targets and apply them across all classroom practices
- Set targets on PLPs and discuss these with parents and pupils
- Identify and pursue training opportunities to enhance their practice for children with SEND
- proactively seek support from SENCo or senior leaders where needed
- Act on feedback and advice from specialists including the SENCo and senior leaders.
- Collect evidence of progress and feed these back to parents and other professionals at progress meetings, annual reviews and parents evenings

All Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- Develop and maintain positive relationships with all pupils
- Through high quality teaching, support the teachers in enabling all children to have access to the teacher
- Support the teachers in enabling children with send to have access to an appropriate curriculum
- Encourage and promote independence in the children
- Liaise closely with the class teacher to understand learning objectives and planning.
- Help to prepare resources and adapt materials

- Lead interventions they have been trained in to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

INTERVENTION:

For most children, universal provision and high quality teaching will close gaps in learning and meet their needs. For a few children targeted or specialist intervention may be required in addition to this to meet their needs. Intervention is carried out by the school and is **additional to or different from** the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- A more focused level of support in a small group within or withdrawn from the class
- 1 to 1 support

Where possible interventions are delivered within the classroom and as an enhancement to their classwork so they are not missing out on other learning. For various reasons this may not always be possible due to the nature of the intervention or the appropriateness of the class setting to the need. We endeavour to ensure that we minimise the loss of other learning.

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the Inclusion Manager. Teachers, LSAs or external professionals provide the intervention so that they can adapt provision according to need. Outcomes are always shared with teachers and targets followed up in daily classroom practice.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by high quality inclusive teaching and effective adaptations and differentiation within the planning and delivery of the curriculum.

Lessons are structured to provide a range of activities. The school adopts a flexible approach to support provision in order that a child's individual learning needs are met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within children's normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater adaptation with more quality support. Bespoke pastoral and learning support is enhanced by our Learning Mentor throughout the day and at playtimes as well as within specific intervention groups and sessions.

The Speech Bubble LARP

Children in our DSP (Language Provision) have a personalised level of support which reflects their individual needs. They spend time in both their parallel mainstream class and within their specialist teaching classrooms. The time they spend in each reflects their current profile of strengths and difficulties. It is reviewed regularly to promote and enable increasing inclusion within mainstream classes personalised to meet individuals' needs.

Children work towards their individual targets through:

- 1:1 interventions
- Small group interventions
- Whole class specialist teaching
- Personalised learning targets and programmes of work
- Timetabled SALT intervention

These interventions may be run by Language specialist teachers, LSA's, Specialist LSA's or Speech and Language Therapists.

The curriculum is further enriched with opportunities for real life learning and a variety of visits and trips in which children can practice their language skills.

The Orchard LARP:

The Orchard LARP is a dedicated space designed to meet the needs of children who require the support of a small unit with specialist input during most / all of the school day. They deliver specialised teaching, interventions and facilities to support pupils. Pupils receive individualised or small-group support in the provision.

It enables:

- Integration: children have a similar peer group through which to develop social skills, emotional regulation, communication skills and a sense of belonging.
- Specialist support: Provided by trained staff such as SENCOs, speech therapists, or specialist teachers.
- Personalised learning: Tailored to each student's EHCP (Education, Health and Care Plan).
- Safe environment: A calm, structured setting that helps students thrive academically, socially, and emotionally.

Admissions Criteria

Children and young people will:

- almost all children have an EHCP, although occasionally children will be admitted on
- assessment places/ within the Needs Assessment process where there is sufficient
- information to make an informed placement decision.
- have a diagnosis and primary need of Autism.
- have highly complex needs due to their Autism i.e. educationally their Autism and
- associated learning difficulties must present as a major barrier to them accessing education
- in a mainstream class.
- be unable to access the school curriculum even when adapted i.e. cannot attend to teacher
- led learning, needing a fully practical curriculum, with universal rather than subject level
- learning
- only benefit from highly specialist Autism specific interventions
- require a high staff / pupil ratio.

Entry into the LARP's is via Royal Greenwich SEND admissions panel and not through the general admissions route.

More information can be found on the School Website and Royal Greenwich's Local Offer website.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Royal Greenwich CENMAC Communication and Assistive Technology team.

How is the expertise and training of staff developed to support children and young people with SEN?

All staff receive training related to SEND and SEND issues.

Planning for staff training takes into account:

- The needs of the children in the school
- Staff SEND questionnaire outcomes
- LSA training Audits
- The School Development Plan Priorities.

Training is delivered in a variety of ways including:

- Termly Professional Development Meetings
- INSET days
- Staff Meeting SEND updates
- Drop in advice sessions
- External training by specialist providers
- Specialist support in school
- opportunities to observe and team teach with specialist teachers/support staff.
- Accredited SEND training programmes for individuals
- Medical training for specific conditions or disabilities.
- Partnership work with Danecourt (Maritimes special needs school)

All staff at Greenacres are encouraged to be lifelong learners.

Our support staff have had relevant training directly linked to the individual children who they are supporting.

Staff within the Speech Bubble LARP have regular training in Speech and Language to ensure they are up to date on current research and evidence based practices. This is disseminated and modelled to classroom teachers so that strategies are deployed to the benefit of mainstream children and those accessing the class from the Speech Bubble.

Staff within the Orchard LARP

Staff Training this year has included:

- NB all whole school training considers all groups of learners and how they benefit.

Training	Staff	Impact
Induction training: Behaviour and trauma informed practice. Meeting the needs of SEND at Greenacres.	3 new staff members	Induction complete - smooth transition into school with a good knowledge of the children.

Sensory needs training	3 LSA's and LARP lead	Able to design and lead individual sensory circuits for children and identify which children would benefit from this approach.
Speech and Language training from Speech Bubble	All Teaching Staff	Raised staff awareness of the significance of Speech and Language difficulties and the barriers these present in the classroom. Awareness and training in specific Interventions, strategies and activities which support different aspects of speech, language and communication difficulty.
Communication Supported Environments	All Teaching Staff	A variety of ways of using visuals and augmented communication to support learners in the classroom.
Maths Whizz	KS2 all staff	Managing and reviewing progress and planning for intervention
Lexia	KS2 LSA's	Managing and reviewing progress and planning for intervention
SEND Conference	SEND CO	Best Practice Direction of SEND (strategic planning) Technology to support SEND learners
Step's maths training	1 LSA	Supporting children with maths difficulties
Supporting children with an ASD	2 LSA	Developing the pedagogical awareness of LSA's working with children with an ASD
Interactions and communication	All EYFS staff	Developing SLCN awareness and strategies and identification of needs. Delivering and monitoring an evidence based intervention.
ELSA	1 LSA	Emotional literacy trained interventions and support.
CENMAC Training	5 staff members	using ACC to support specific children.
Teaching phonics to children with SEND	All teaching Staff	Supplementary support to developing reading and spelling to children who are making slower progress despite catch up groups
Speech Bubbles Training	SB Teachers and LSA's	Communication through Drama training
Little Wandle SEND programme	All SB Teachers and LSA's	Supporting SEND children not making linear progress in phonics
Positive handling training	New staff	Accredited behaviour de-escalation training
Adaptive teaching	All Staff	supporting staff to identify adaptations for different needs/individual children.
Oracy and its role in supporting SEND	All teaching staff	The use of oracy to support children with SEND and how to support them in developing oracy skills
Trauma informed Training	All Staff	The theory and practices of Trauma informed practice.
Behaviour and relationships	All Staff	Behaviour charter agreed and behaviour blueprint and principles shared. Collective

		responsibility and consistency agreed.
Neli-N training	1 Staff Members	Intervention training
Transition	All staff	The importance of transition. How to get it right.
Retrieval practice	All Staff	The use of retrieval practice to support children with SEND
Inclusive leadership	SENDCO	Developing inclusive schools and inclusive practices
The use of visuals to support children	EYFS staff	Universal and targeted use of visuals

Networks/supervision

Greenwich SENCO network	Half termly	SENCO
Greenwich ELSA supervision	Half termly	LM
Greenwich ELSA line manager	Annually	SENCO
Maritime SENCO Network	Half Termly	SENCO
Maritime Provision Teachers Network	Half Termly	SENCO and Lead Speech Bubble Teacher

Health/ disabilities

Peg feeding (Nursing Team)	06/25	2 LSA's	Signed off to peg feed Child to new JEG and feeding plan
Vision Impairment Training	10/24	2 LSA's	Supporting children with specific need. Advice from specialists.

How does Greenacres evaluate the effectiveness of the provision made for children and young people with SEN?

Termly pupil progress meetings with staff

- Lesson observations
- Professional pop ins
- Learning walks with SENCO's, Heads of schools, Lead teachers, strategic SEND lead
- SLT meetings
- Book scrutiny
- Appraisal cycle
- Review of interventions (termly)
- Data Analysis on in-house data and official data produced by the government at a local and national level

- Monitor small steps of progress for children who are working below the attainment level of their key stage.
- Against EHCP targets
- Maritime SEND reviews

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Children with SEN take part in the full life of the school and all social times are shared.

- We are a values-led school, and everything we do stems from the shared values chosen by the whole school community.
- Our Accessibility Policy (see Website) describes how we facilitate access for pupils with SEND.
- All clubs, trips and activities offered to pupils are available to pupils with special educational needs or an Education, Health and Care Plan where they are appropriate for the individual child and a risk assessment minimises risks. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

What support is available for improving emotional and social development?

We use a trauma based approach in our interactions with children and are curious about behaviour, understanding it as a form of communication. We recognise that for all children, relationships are critical to supporting emotional and social development. We understand that behaviour needs to be modelled, explicitly taught and revisited to support learning behaviours (cognitive behaviours), awareness of self (personal development) and awareness of others (social development). We recognise that children come to us with different starting points and that we need to meet them where they are and have high expectations for ourselves and for them to develop socially and emotionally.

- Social skills groups run across the school to support students with social communication and emotional/behavioural needs. These include Lego Therapy, Friendship Group, Lunchtime Club, etc.
- We have a relationships and behaviour charter which explicitly looks at what adults need to do to support children to develop in each of the behavioural domains.
- Our Learning Mentor works closely with class teachers to develop and deploy strategies appropriate to the social and emotional needs of individuals or the whole class.
- We use a restorative approach system across the school for supporting children to develop strategies to resolve conflicts.

- Circle times provide opportunities to explicitly teach social skills, emotional literacy and problem solving
- All classrooms have worry monsters which are monitored daily and calming areas.
- Our Learning Mentor runs a nurture room accessible to children finding the transition into school difficult.
- Our Playground buddy system enables children to develop the skills to support each other and reflects our inclusive values.
- Members of the SLT and the Learning Mentors are on duty during lunchtime and available to support children.
- Termly contact meetings with CAMH's facilitate advice and support for more complex social and emotional mental health needs
- School council is fully inclusive and representative of all children at Greenacres.
- We proactively book workshops with our Mental health in schools team to address mental health and well being
- There is a culture which recognised well being and mental health and these are discussed openly.
- Our TKAT ACE mentors work with some of our children most vulnerable to developing school based anxiety.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN needs and supporting their families?

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- A child continues not to make adequate progress despite high quality teaching and the types of intervention and support having occurred as a graduated response to their needs.
- Continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of other learners, despite taking part in an individualised behaviour management program.
- Has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.
- For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school may need to have access to the child's records in order to establish which strategies have already been tried and parental permission for this is always sought.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school

- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child

Support Staff, including learning support assistants, Learning Mentors and EYP's are assigned across the whole school to support SEND pupil's and families according to need.

As a school, we work closely with any external agencies relevant to individual children's needs and are proactive about seeking external support, advice and best practice to secure the best outcomes for our pupils. Some of the agencies we work closely with currently include:

- Autism Outreach Service
- TKAT ACE
- Early Help
- Educational Psychology Service
- CAMHS (Child & Adolescent Mental Health Service) and their Mental Health in Schools Team (MAST)
- Occupational Therapy
- Paediatricians
- Physiotherapy
- Beanstalk (voluntary reading support)
- Professional training for school staff to deliver medical interventions
- School Nursing service (Young Greenwich)
- Sensory Service for children with visual or hearing needs
- Social Care including early help.
- Speech & Language Therapy (Oxleas NHS and privately commissioned Words First SALT)
- STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Waterside Behaviour advice service
- Parent Partnership Service (to support families through the SEN processes and procedures).
- ADHD nursing team.
- Danecourt outreach services (Maritime Academy Trusts Special Needs School)
- CENMAC
- Fair Access panel behaviour support team
- Parent Gym

To develop best practice and support educational research we additionally participate in Educational Trials where their aims are in line with the needs of our pupils. Permission is always sought from parents to include children in any trial in line with ethical guidelines on research studies.

We are currently running Trials on behalf of:

Early Communication hub

SEND DATA 2023-2024

National Attainment KS1 80%

Phonics screening (Y1)

	Non-Send	SEND (MS)	Speech Bubble	EHCP	Total SEND	All pupils
% passed	87%	50%	20%	33%	33%	71%
Total no of children	23	4	5	3	12	
National Average (2024)	86%	52%	N/A	20%	44%	80%

KS1 SATS

READING	Expected	Exceeded	Total No of pupils	NATIONAL Expected	NATIONAL Exceeded
All pupils	61%	26%	34	71%	19%
Non-SEND	47%	26%	19	77%	22%
SEND	42%	14%	7	32%	5%
Speech Bubble	33%	0	9	N/A	N/A
EHCP	14%	0	7	12%	2%
Total SEND	29%	7%	14	28%	4%

MATHS	Expected	Exceeded	Total No of pupils	NATIONAL Expected	NATIONAL Exceeded
All pupils	87%	22%	34	73%	17%
Non-SEND	80%	21%	19	79%	19%
SEND	57%	14%	7	37%	5%
Speech Bubble	44%	0%	9		
EHCP	14%	0%	7	15%	2%
Total SEND	36%	7%	14	35%	5%

Writing	Expected	Exceeded	Total No of pupils	NATIONAL Expected	NATIONAL Exceeded
All pupils	64%	23%	34	64%	9%
Non-SEND	53%	21%	19	69%	10%
SEND	43%	0%	7	22%	1%
Speech Bubble	43%	0%	9		
EHCP	14%	0%	7	8%	1%
Total SEND	29%	0%	14	18%	1%

National Curriculum Attainment KS2

Reading	Expected	Exceeded	Total No of pupils	NATIONAL Expected	NATIONAL Exceeded
All pupils	56%	28%	35	75%	33%
Non-SEND	74%	32%	19	85%	39%
SEND support	100%	40%	5	50%	15%
Speech Bubble	0%	0%	6		
EHCP	9%	0%	11	20%	6%
Total SEND	38%	13%	16	42%	13%

Writing	Expected	Exceeded	Total No of pupils	NATIONAL Expected	NATIONAL Exceeded
All pupils	56%	19%	35	72%	13%
Non-SEND	74%	32%	19	84%	16%
SEND Support	100%	40%	5	39%	3%
Speech Bubble	0%	0%	6		
EHCP	9%	0%	11	9%	1%
Total SEND	38%	13%	16	32%	3%

Maths	Expected	Exceeded	Total No of pupils	NATIONAL Expected	NATIONAL Exceeded
All pupils	56%	28%	35	74%	26%
Non-SEND	79%	37%	19	84%	32%
SEND	100%	40%	5	47%	10%
Speech Bubble	0%	0%	6		
EHCP	9%	0%	11	18%	4%
Total SEND	38%	13%	16	40%	9%

SPAG	Expected	Exceeded	Total No of pupils	NATIONAL Expected	NATIONAL Exceeded
All pupils	64%	28%	35	73%	30%
Non-SEND	74%	32%	19	84%	36%
SEND support	100%	40%	5	42%	10%
Speech Bubble	0%	0%	6		
EHCP	9%	0%	11	17%	4%
Total SEND	38%	13%	16	36%	8%

Where the difference between SEND and all pupils is negative or below expected, or progress lower than would be expected, interventions have been implemented to address this. Individual pupil's progress is monitored frequently to ensure they are meeting their individual targets and that any attainment gap between themselves and their peers is narrowing. Systems are in place to ensure that relationships with outside agencies and professionals are timely and effective in identifying and providing recommended support.

When and how does a child receive an EHC Plan?

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's SEND panel. The request is made to the Local Authority (LA) of the child's home address.

The Local Authority will need to have:

- Information about the child's progress over time
- Documentation in relation to the special educational need as well as their strengths
- Details of action taken by the school to meet the child's special educational needs
- Particulars of any special resources or arrangements put in place.
- Views of the child and parents
- Parental permission

This may include:

- Personalised learning plans (PLP's) for the child
- Records of regular reviews and their outcomes
- Health reports, including medical history where relevant
- National curriculum assessment levels and reports or records of progress compiled by the teachers educational and other assessments, for example from an advisory teacher or an educational psychologist
- Reports from other professionals involved with the child (social services, educational welfare services, health and education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies that have involvement with the child.

If the Provision Panel agrees to the need for an 'Education Health and Care Plan' the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review that will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise, this is called an emergency annual review. Children under 5 years of age are subject to 6 monthly reviews.

The arrangements made by the LAC relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Greenacres Primary School are used for complaints about provision made for special educational needs. We always encourage parents to discuss their concerns in the first instance with their child's class teacher to resolve the issue. The SENCO or Executive Head can be contacted for further resolution before making the complaint formal to the Chair of the LAC.

If the complaint is not resolved after it has been considered by the LAC, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHC Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Greenwich SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

Royal Greenwich SENDIASS is available to provide advice and support to any Greenwich families with a child with a special educational need, or where parents believe their child may have a SEN. The service offers parents information, advice and guidance so they can make appropriate, informed decisions regarding the learning of their children.

This includes:

- Listening to parents concerns
- Telephone information, support and advice
- Written information about SEND
- Help for parents to understand letters and reports from services and professionals working with their child
- Help to write letters about their child's SEND
- Accompany parents to meetings at their school or early learning setting
- Liaising with other children's services
- Home visits, if required

This is a confidential service and information is only shared with the parent's or carer's permission unless there are concerns about the safeguarding of a child.

They can be contacted on tel: 020 8921 8402

or at: <https://www.greenwichsendiass.uk/>