

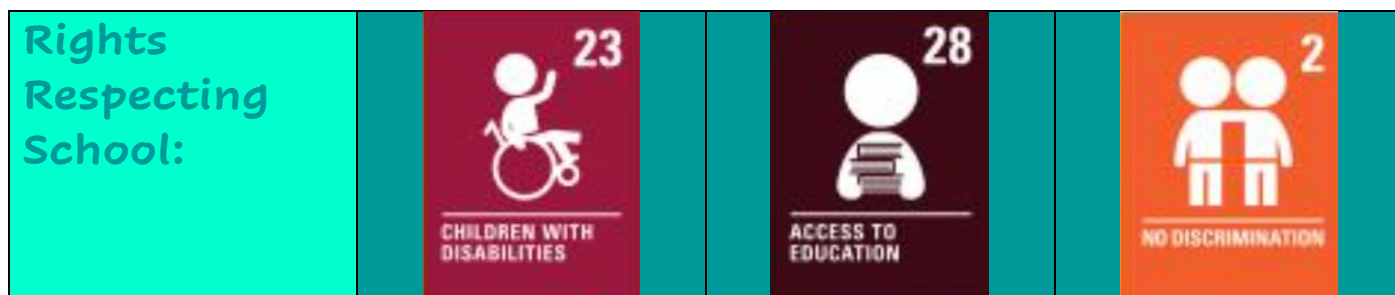


Enabling Excellence for Exceptional Futures

Policy name:	Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report
Policy group:	Statutory
Policy status:	Statutory
Linked REAch2 policy(ies)	
Policy owner:	Gemma Jackson- Head Teacher
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Review date due:	September 2026



Special Educational Needs and Disabilities (SEND) Policy



At Green Park Village Primary Academy, we believe that each pupil has individual and unique needs. However, some pupils require different levels of support in order to achieve well. We acknowledge that some pupils will have Special Educational Needs or Disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- ensure that all pupils with a special education need or disability make progress which is at least in line with the national expectation;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services;
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A definition of Special Educational Needs or Disability

A child is considered to have special educational needs if they have:

- a significantly greater difficulty in learning which prevents them from fully accessing the curriculum in comparison with the majority of their peers

and/or

- a disability which either prevents or hinders the child from making use of the educational facilities provided for children of the same age in comparative schools.

Responsibilities and arrangements for the co-ordination of SEND provision

Provision for pupils with SEND is a matter for the academy as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her/their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The local governing body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the Link governor for SEND), who takes particular interest in this aspect of the school.

The **Head Teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SEND lead (SENDCo) within the school;
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Aspects of this work are delegated to the SENDCo.

The SENDCo is: Isla O'Reilly

The governor responsible for SEND is: Abby Stevens

The **local governing body** will ensure that:

- SEND provision is an integral part of the academy's strategic plan;
- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the SEND Code of Practice (2014);
- parents are notified if the school decides to make special educational provision for their child;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is regularly monitored;
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs Co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEND;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- co-ordinating the provision for pupils with SEND;
- supporting Class Teachers in devising strategies, drawing up SEND Individual Support Plans (ISPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom; supporting Class Teachers to draw up SEND Engagement Curriculum planning for individual children to create a personalised curriculum to meet EHC targets
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, Class Teachers and parents;
- directly teaching children when appropriate;
- maintaining the school's SEND register, Arbor, class provision maps and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs;

- contributing to the in-service training (INSET) of staff;
- managing Learning Support Assistants;
- ensuring that midday supervisors (Operational Support Assistants- OSAs) are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENDCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other;
- taking part in LA SEND moderation.

Class Teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum (which may include personalised Engagement Curriculum planning);
- seeking support and advice from the SENDCo for advice on assessment and strategies to support inclusion;
- seeking support and advice from the SENDCo for advice on ISP planning and targets;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND;
- giving feedback to parents of pupils with SEND.

Learning Support Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Admission arrangements

Admissions for a child with special needs are identical to those for all children. For a child with an EHCP or severe needs, a formal consultation and a multi-agency professionals' meeting would be held for those involved to ensure that appropriate provision can be made by the school prior to the child starting.

Specialist SEND provision

Within the academy we have access to a range of support and advice for specialist SEND children. The SENDCo deploys support staff based on skills and experiences which best benefit the children with individual needs.

Facilities for pupils with SEND

Green Park Village Primary Academy is a two-storey building but it is accessible for all. There is lift access to the first floor. The academy has a wide disabled toilet for pupil/adult use.

There are a range of areas where adults can work or support children with specific needs, such as the interview room, where intervention, counselling and therapy can be carried out with privacy.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan. The school has a wide range of resources to support those with SEND, such as specific writing equipment for motor-skills, specialised phonics SEND programme (under the Little Wandle scheme) and visual prompt cards/timetables. As necessary, the Head Teacher informs the local governing body of how the funding allocated to support special educational needs has been allocated. The Head Teacher and the SENDCo meet to agree on how to use funds directly related to Education, Health and Care Plans and Exceptional Needs Funding.

Identification, assessment, monitoring and review of pupils with SEND

Many of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum. The Class Teacher and the SENDCo assess and monitor a child's progress routinely as part of the school's half-termly pupil progress meetings and SEND monitoring. The SENDCo works closely with parents and teachers to plan an appropriate programme of support with the inclusion of outside agencies where necessary.

The importance of early identification, assessment and provision for any child who may have SEND cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout:

- Parents/carer
- Child
- Class Teacher assessment
- Response/ length of time on SEND register
- Any of the support services mentioned later in this policy
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house assessment
- Records of achievement
- Pupil tracking

In identifying children who may have SEND we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment;
- the outcomes from baseline assessment results;
- their progress against the objectives specified in the National Curriculum and EYFS Early Learning Goals;
- their performance against the level descriptions within the National Curriculum at the end of a key stage; and
- standardised screening or assessment tools.

Record of Early Concern

Early identification of any concerns is vital and is recorded on the SEND overview which is maintained by the SENDCo, in order to track concerns. As necessary, the Class Teacher will inform the parents/carers at the earliest opportunity, to alert them to concerns and enlist their active help and participation. Children are recorded as 'Stage 1' (Monitoring) in our graduated response to needs for monitoring purposes.

SEND Support

If assessments show that a child may need some appropriate form of intervention or additional provision to aid their area of need, we use a range of strategies that make full use of all available classroom and school resources. This level of support is 'Stage 2' of our graduated response. It is at this point that a child is placed onto the SEND register.

Triggers for Stage 2 may be:

- makes little or no progress when teaching approaches are targeted particularly to a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;

- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The child's Class Teacher together with the SENDCo, will offer interventions or support that are different from, or additional to, those provided as part of the school's usual working practices. The Class Teacher will keep parents informed and draw upon them for additional information. This intervention will be recorded on the Year-group/Key Stage provision map as well as the Individual Support Plan (ISP) for that child, setting out the provision the child receives and adjustments that are made, along with up to three specific targets the child will be working on in order to meet their needs.

The ISP will show the short-term targets (termly) set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date of review by the Class Teacher in consultation with the parents or carers. The review must take place at least termly, or whenever it is felt the targets have been achieved and new ones need to be set. ISPs will be in a child friendly format with the child being fully involved in the writing of it at every stage, where possible.

It is anticipated that the use of an ISP should be sufficient in order to meet the needs of a child and that this should be a temporary adjustment so that the child can address their areas of concern.

Should a child continue on an ISP and/or support is needed from outside services for more individualised or specific input, such as the Educational Psychologist, the school will discuss this with parents and carers first. A Specialist Support Team Request may need to be completed for the support of an external agency and parental consent given. When specialist advice is given, this may lead to additional or different strategies to those applied at Stage 2 of the SEND Support process. This enhanced level of support is called 'Stage 3'. External support services will provide information for the child's ISP. The new strategies within the ISP will, wherever possible, be implemented in the child's normal classroom setting.

Triggers for Stage 3 may be:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum expectations substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At Stage 2 and Stage 3 it will involve a ISP having short-term targets (termly) set for the child and the teaching strategies to be used. The ISP will also indicate the planned outcomes and the date of review by the Class Teacher in consultation with the parents or carers. The review must take place at least termly, or whenever it is felt the targets have been achieved and new ones need to be set. ISPs will be in a parent friendly format with the child's voice being documented, where possible depending on the child's needs

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of assess, plan, action and review within our school to enable all children to learn and progress.

Education, Health and Care Plans (EHCPs) – Stage 4

In exceptional circumstances, if the child continues to demonstrate significant cause for concern, a request for a statutory assessment will be made to the LA. A range of written evidence about the child will support the request and a range of advice will be sought before making a formal statement. The needs of the child are always considered to be paramount in this.

A child will be brought to the LA's attention as possibly requiring an assessment through: -

- a request for an assessment by the school;
- a request for an assessment by the parent;
- a referral by another agency e.g. health authority, social services.

Inclusion arrangements and access to a broad and balanced curriculum

At Green Park Village Primary Academy, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely; and
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning intentions; we scaffold work appropriately, and we use assessment to inform the next stages of learning.

Individual Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Year group/phase provision maps are also used for other individuals (such as those with English as an Additional Language) and classes to highlight where resources are being used effectively and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the academy and can help to identify any potential gaps in provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, children work in small groups, or in a one-to-one situation.

Monitoring and Evaluation

The academy and governors routinely evaluate and monitor the success of the SEND provision. The success of the school's SEND policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCo and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEND register;
- termly monitoring of procedures and practice by the SEND link governor;
- the school's annual review, which evaluates the success of the policy and sets new targets for development;
- the school's strategic plan, which is used for planning and monitoring provision;
- visits from REAch2 and LA personnel and Ofsted inspection arrangements;
- feedback from parents and staff, both formal and informal, following meetings to produce ISPs and targets, revise provision and celebrate success.

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the issue with the Class Teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For an issue that might need time to be explored fully, parents/carers should make an appointment to ensure the concerns of the parents/teacher/SENDCo can be discussed fully.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

Staff Training and Professional Development for SEND

At Green Park Village Primary Academy, we continue to develop staff/governors' expertise by making full use of courses provided by Brighter Futures for Children (Reading), REAch2 Academy Trust, Teaching Schools Partnerships, NASEND, National Conferences and other agencies or INSET/ CPD, drawing on staff specialisation. The needs are identified by the individual, the SENDCo and through the School Development Plans. The academy's performance appraisal system will assist in highlighting training needs as will the CPD leader.

Partnership with other schools and Transition

The academy liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Nursery or Reception. Planning for secondary transition for some pupils may start as early as Year Five when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENDCo visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year Six teacher and/or the SENDCo discuss each child plus relevant information is passed on. Some children may need to visit more often in order to prepare more fully and the school works together with the next educational setting to facilitate this. All records – assessments, records of achievement and SEND records are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational progression and progress. The school always offers the SENDCo as a person to contact if further information is needed.

Working in partnership with parents

The academy works closely with parents in the support of those children with SEND. (*Please see SEND Information Report*). We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with SEND for children with specific needs in order to keep the staff informed of important and relevant information for their child.

Parents meet regularly with the Class Teacher and SENDCo to review and set new targets for ISPs as well as other necessary meetings such as single service requests for outside agency support. As necessary, parents can request to have individual meetings with the Class Teacher and/or SENDCo by contacting the reception desk and arranging a mutually convenient time and date.

Collaboration with other agencies, organisations and schools

The academy continually works and liaises with the following agencies in order to ensure provision is matched to individual needs:

- Educational Psychology Service;
- Local Authority SEND Officer;
- Specialist Advisory Teachers e.g. autistic spectrum disorder;
- Outreach Services as available (e.g. MLD, SpLD, EBD);
- Speech and Language Services (SaLT);
- School Nursing Team;
- Specialist teachers;
- EWMHS;
- Paediatricians;
- MHST Reading
- Early Help Services
- Other school and academy SENDCos (who meet to ensure continuity of provision/approach).

When required, the school also has access to support and advice from the following agencies:

- Physiotherapy;
- MHST Reading
- Early Help and Family Support services through Brighter Futures for Children
- Sensory Massage Therapy
- Occupational Therapy and
- Children's Social Care (Social Services)

Any advice gained is used to inform 'next steps' and is incorporated within SEND Support Plans and intervention programmes, in conjunction with discussion with parents/carers and the child.

SEND Information Report Policy

Green Park Village Primary Academy believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve well. We acknowledge that a significant proportion of pupils will have Special Educational Needs or Disabilities (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

At Green Park Village Primary Academy, we provide for a broad range of SEND needs which fall within the four broad areas of need (as identified in the SEND Code of Practice, 2014):

- **Communication and interaction** – for example children and young people with speech and language difficulties, and those with ASD, including Asperger's Syndrome and Autism;
- **Cognition and learning** – for example children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD), and those with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia;
- **Social, mental and emotional health** – for example children and young people with attention deficit disorder, attention deficit hyperactive disorder (ADHD) and attachment disorder;
- **Sensory and/or physical needs** – for example children and young people with vision impairment (VI), hearing impairment (HI) and multi-sensory impairment (MSI).

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Most of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum. The Class Teacher and the SENDCo assess and monitor a child's progress routinely as part of the school's half-termly pupil progress meetings and SEND monitoring. The SENDCo works closely with parents and teachers to plan an appropriate programme of support with the inclusion of outside agencies where necessary.

The importance of early identification, assessment and provision for any child who may have SEND cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

When recognising those children who are making less than expected progress given their age and individual circumstances, the following characteristics of progress are investigated by the teacher with support from the SENDCo:

- When it is significantly slower than that of their peers starting from the same baseline;
- If it fails to match or better the child's previous rate of progress;
- If it fails to close the attainment gap between the child and their peers; or
- If it widens the attainment gap.

Where a concern is raised about a child, the Class Teacher, working with the SENDCo, will assess whether the child has SEND and the child will be placed onto a Record of Concern (RoC). While informally gathering evidence (including the views of the pupil and their parents) the school will, where possible, put in place additional teaching or rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. At the same time, in deciding whether to make SEND provision, the teacher and SENDCo will consider all information available about the child including the pupil's progress, alongside national data and expectations of progress, which will include high quality and accurate formative assessment, using effective tools and early assessment materials.

The following assessment approaches, although not exhaustive, may be used to provide additional information to determine if a child requires SEND provision (and these may also be used as triggers for a RoC where applicable):

- Standardised tests (e.g. SATs, NFER);
- Criterion referenced assessment checklists (e.g. EYFSP);
- Profiling tools (e.g. for behaviour, SLCN);
- Observations and prompt schedules (carried out by professionals within school);
- Questionnaires for parents/carers;
- Questionnaires/pupil voice for children and young people;
- Screening assessments, (e.g. dyslexia);
- Class Teacher assessments;
- Records – transferred from another school;
- Pupil tracking through Pupil Progress meetings;
- EYFS home visits;
- Year-group provision meetings (held half-termly with SENDCo, Class Teachers and support staff).

If a parent or carer believes their child may have special educational needs then they are encouraged to speak with their child's Class Teacher to detail their concerns. Following this, the Class Teacher may advise a meeting with the school's SENDCo. However, any concerns should always be addressed with the Class Teacher in the first instance.

How will school staff support my child?

At Green Park Village Primary Academy, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning intentions; we differentiate work appropriately, and we use assessment to inform the next stages of learning.

Individual Support Plans (ISPs) which employ a small-steps approach, feature significantly in the provision that we make in the school which are created in consultation with the Class Teacher, parents/carers and the child. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success and progress is recognised.

Provision mapping is also used to track groups and cohorts to highlight where resources are being used and how effectively, and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the school and can help to identify any potential

gaps in provision.

The local authority local offer can be found at:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

<https://brighterfuturesforchildren.org/services/special-educational-needs-and-disabilities/>

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, children work in small groups, or in a one-to-one situation.

In general, we ensure that:

- Class work is differentiated through the use of 'challenges' and maximises both independent and collaborative learning through Quality First Teaching (QFT);
- Children with SEND are inclusively educated within an age appropriate learning environment with their peers most of the time, unless this is detrimental to the support they could receive elsewhere;
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives;
- Classroom and table-top displays support children's independence;
- If additional support is identified as necessary, children take part in planned, short-term evidence-based intervention and are provided at a time to suit need;
- Support is personalised and targeted;
- Links are forged between classrooms and intervention to ensure continuity, through verbal and written communication, or preferably by allowing the Class Teacher or LSA to carry out any interventions to provide continuity;
- Provision, targets and outcomes are discussed and reviewed at SEND provision review meetings with parents/carers and the Class Teacher each term and recorded on the individual case study/provision map document;
- Any class-based LSAs work alongside the Class Teacher to support children with SEND individually or in small groups and to facilitate the Class Teacher working with children with SEND;
- Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning.

How will I know how my child is doing?

The academy uses a wide range of assessments and information gathering sources (as previously stated) in order to provide accurate formative assessment for a child with SEND, and these are repeated routinely as appropriate or necessary in order to review progress towards specific outcomes. In addition to these and where appropriate, the following arrangements are also available:

- Intervention-specific assessment tools when children have taken part in an evidence-based intervention (such as Fisher Family Trust Wave 3);
- Year-group/key stage provision meetings to review effectiveness of interventions and outcomes;
- Half-termly O-Track for monitoring of progress and progress towards age-related expectations;
- Pupil Progress Meetings, involving the Class Teacher, Head Teacher and SENDCo, during which we review the progress of children with SEND.

The outcomes of any assessments and reviews of progress and attainment are shared with parents/carers and where possible the child through the termly SEND provision review meeting with the Class Teacher and/or SENDCo.

How will the learning and development provision be matched to my child's needs?

Differentiation is embedded into our curriculum and classroom practice. All our staff have high expectations of progress and this is regularly monitored by the Senior Leadership Team by a variety of means, including: observations

of both teaching and support staff, Pupil Progress Meetings, SEND Learning Walks, planning and book scrutinies. These tasks enable us to monitor whether all pupils are able to access the curriculum and are appropriately challenged and subsequently, make any necessary adjustments.

Where appropriate specialist equipment may be offered to a pupil. This may be as simple as a prompt card, pen/pencil grip, writing slope or coloured overlay or it may be a larger piece of equipment such as a laptop.

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

Green Park Village Primary Academy places a large emphasis on securing and improving the emotional and social development of all its children. This is achieved by:

- Specialist LSAs to implement social and emotional skill groups, as well as offer one-to-one mentoring time for those individuals who may require so;
- Extra-curricular activities, such as art/craft club;
- Specific interventions, such Talking and Drawing Therapy;
- In-class PHSE curriculum, with personalised small-group PSHE which is responsive to need;
- SENDCo facilitating communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented;
- All children being educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration;
- Key workers being identified for children who need access to 1-1 emotional support throughout the day;
- A buddy system implemented at lunch times to support play, resolve difficulties between children and build a sustainable model for self-regulation.

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

The academy continually works and liaises with the following agencies in order to ensure provision is matched to individual needs:

- Educational Psychology Service;
- Local Authority SEND Officer;
- Specialist Advisory Teachers e.g. autistic spectrum disorder;
- Outreach Services as available (e.g. MLD, SpLD, EBD);
- Speech and Language Services (SaLT);
- School Nursing Team;
- Specialist teachers;
- EWMHS;
- Paediatricians;
- MHST Reading
- Early Help Services
- Other school and academy SENDCos (who meet to ensure continuity of provision/approach).

When required, the school also has access to support and advice from the following agencies:

- Physiotherapy;
- MHST Reading
- Early Help and Family Support services through Brighter Futures for Children
- Sensory Massage Therapy
- Occupational Therapy and
- Children's Social Care (Social Services)

Any advice gained is used to inform 'next steps' and is incorporated within SEND Support Plans and intervention programmes, in conjunction with discussion with parents/carers and the child.

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

At Green Park Village Primary Academy, we continue to develop staff/governors expertise by making full use of courses provided by EES for schools, REACh2 Academy Trust, Teaching Schools Partnerships, NASEND, National Conferences and other agencies or INSET, drawing on staff specialisation. The needs are identified by the individual, the SENDCo and through the School Development Plans. The academy's performance appraisal system will assist in highlighting training needs as will the CPD leader. The following staff development gives an indication of support provided for staff:

- Guidance from Head Teacher
- Advice from the REACh2 ASL and SLE and the Cluster 9 Team
- Regular training, which is disseminated amongst staff, e.g. through INSET or staff meetings, including the school's own qualified staff such as the SENDCo;
- Support from Outside Agencies to deliver whole staff training;
- Visits to other SEND settings to widen expertise;
- Regular LSA professional development meetings and training sessions led by the SENDCo;
- Liaison with SENDCo and specialist LSAs;
- Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child.

How will you help me to support my child's learning?

We regularly share progress feedback with all our children, not only in terms of the academic but in all other areas of development. In addition, we have bi-annual Learning Review meetings when parents/carers are able to meet with their child and their child's Class Teacher to discuss the progress of their child. Within these meetings, next steps in learning will be shared, as well as support that can be provided at home to support the child.

The academy hosts curriculum events to support our parents/carers in developing a better understanding of the curriculum and regular updates are published both in our school newsletters and on the website.

In order to more closely target the learning needs of some children, Individual Support Plans (ISPs) are devised in conjunction with the: child, parent/carer and child's Class Teacher. These explicitly state the child's measurable targets and strategies that can be implemented at school and at home to achieve these. Individual Support Plans (ISPs) are reviewed and new plans may be made as appropriate on a termly basis.

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

The academy works closely with parents/carers in the support of those children with SEND. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with SEND, and so complete routine Pen-Portraits as part of the Individual Support Plan for their children with specific needs in order to keep the staff informed of important and relevant information for their child.

Parents meet once a term with the Class Teacher and/or SENDCo to review SEND provision and set new targets as necessary for Individual Support Plans (ISPs) as well as other necessary meetings such as single service requests for outside agency support. As necessary, parents can request to have individual meetings with the Class Teacher and/or SENDCO by contacting the reception desk and arranging a mutually convenient time and date. These arrangements are in addition to those already in place for all children within the school:

- Bi-annual parent consultation meetings with the Class Teacher;
- 'Open-door' policy with Class Teacher/SENDCo;
- Relevant information about how parents can support their child at home, including parental workshops; and
- Annual reports to parents

Wherever possible, the views of the child should be included in the discussions between parents and the school staff. This could be through involving the child in all or part of the discussion itself, or gathering their views as part of the preparation. In large this will be dependent on age of the child and the extent of their need.

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

Our current SEND Policy promotes the involvement of all of our learners in all aspects of the curriculum, including activities beyond the classroom which may involve school trips. As a matter of course, Risk Assessments are in place for all residential and day trips. Subsequent to that, the needs of individual children are then reviewed and where there are concerns of safety and access, further thought and consideration is put in place to ensure that needs are met. This may include the use of an individual risk assessment. As applicable parents/carers are consulted and involved in the planning for their individual child. Parents/Carers and staff supporting such trips are involved in planning and expectations.

How accessible is the school environment?

Green Park Village Primary Academy is a two-storey building but it is accessible for all. There is lift access to the first floor. The academy has wide disabled toilets on both floors for pupil/adult use.

We have a range of areas where adults can work or support children with specific needs, such as the interview room, where intervention, counselling and therapy can be carried out with privacy.

Who can I contact for further information?

In the first instance parents and carers are encouraged to talk with their child's Class Teacher. Response to such a request is dealt with as speedily and as promptly as possible. If advised by the Class Teacher, further information and support can be obtained from the school SENDCo.

At Green Park Village Primary Academy our SENDCO is: Gemma Jackson (Head Teacher)

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the Class Teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

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

The academy liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Nursery or Reception. Planning for secondary transition for some pupils may start as early as Year Five when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENDCo visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year Six teacher and/or the SENDCo discuss each child plus relevant information is passed on. Some children may need to visit more often in order to prepare more fully and the school works together with the next educational setting to facilitate this. All records – assessments, records of achievement and SEND records are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENDCo as a person to contact if further information is needed.

For all children with SEND within the school we offer specific interventions on a one-to-one basis or small-group work focussed on transitions moving from one academic year into the next, including from primary to secondary settings. This is in addition to the 'moving up' day when children visit their new classes and teachers. All children participate in the PSHE curriculum which incorporates the teaching of basic key skills necessary for successful educational career and future adult life, such as strategies for dealing with feelings and managing and accepting change.

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

The Head Teacher and SENDCo have a clear awareness of the school's allocated SEND budget and then funding is allocated according to need. Efforts are made to ensure value for money and all interventions are costed and evaluated.

As appropriate, the Head Teacher informs the governing body of how the funding allocated to support special educational needs has been allocated and how it is aligned to the School Development Plan.

How is the decision made about how much support my child will receive?

It is expected that all staff will deliver Quality First Teaching (Wave 1). Should additional support be required this is done after consultation with relevant staff and conversations with the pupil and parents/carers. Interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo advises and works with the Class Teacher to oversee the additional SEND support.

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

Reading Local Authority is obliged to set out, in its Local Offer, an authority wide description of the special educational and training provision it expects to be available in its area and outside for children who have SEND or disabilities (SENDDD).

Via the website:

<https://brighterfuturesforchildren.org/services/special-educational-needs-and-disabilities/>
or <http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

Both sites delineates provision from providers of relevant Early Years' Education, maintained schools, non – maintained special schools, pupil referral units, independent institutions approved under Section 41 of the Children and Families Act 2014 and the full range of post - 16 providers.