



Green Lea First
School
SEND Information
Report

Green Lea First School is a fully inclusive mainstream first school where children with Special Educational Needs/Disabilities are welcomed and able to fulfill their potential. The school primarily serves Milwich, Hilderstone and Stone who recognise their rich social, economic and ethnic diversity.

This report outlines our school approach to meeting the needs of pupils with Special Educational Needs and Disabilities to ensure that they make the very best possible progress in our school, preparing them for their next stage of life. We believe that all children have a right to be valued, encouraged, and accepted equally, regardless of ability, behaviour, or background. Green Lea offers a broad and balanced curriculum for all children whilst also providing reasonable adjustments and planning that meets the specific needs of individuals and groups of children. Some children have barriers to learning (special educational needs) and as a result, they require provision that is additional to or different from others of the same age. Children may have special educational needs throughout or at any point in their time at school and may require support for the short or long-term depending on their needs/difficulties.

What is the local offer and where can I find information on it?

The Staffordshire local offer sets out the services that are available to parents and young people in the local area and gives information on how to access these services.

This information can be located at:

[Staffordshire Connects](#)

Information on the Staffordshire Graduated Response to Special Educational Needs can be located at:

[Staffordshire Connects | SEN support in educational settings: the graduated approach](#)

Further information is also available on the Staffordshire local offer Facebook page.



What types of Special Educational Need does Green Lea provide for?

The four main areas of need in the Special Educational Needs and Disabilities Code of Practice (2015) are:

- Communication and Interaction (including needs arising from Speech and Language difficulties or Autistic Spectrum Conditions)
- Cognition and Learning (including Moderate Learning Difficulties and Specific Learning Difficulties, such as Dyslexia)
- Social, Emotional and Mental Health needs (including behavioural needs)
- Sensory/Physical needs (including needs arising from Hearing or Visual Impairments)

What are Special Educational Needs?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (6.15 P95)

The SEND Code of Practice (2015) gives the following definitions:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (xii P15).

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a **significantly greater difficulty** in learning than the majority of others of the same age
- Has a disability which **prevents or hinders him or her from making use of facilities** of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (xiv P15)

How is Green Lea's accessible for children with SEN/Disabilities?

Green Lea First School is committed to inclusive practice for children with SEN and Disabilities, working with the Local Authority to form part of the Staffordshire Local Offer for children and their families. The Equality Act (2010) says that:

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory - they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (6.9)

The admissions criteria at Green Lea First School is fully inclusive and all children are welcomed and enabled to participate fully in school life, developing to their own potential.

School information on admissions and our school policies can be found using the following links:
[Green Lea First School - Admissions](#)

[Green Lea First School - Policies & Procedure](#)

How do the team at Green Lea know if children need extra help?

At Green Lea First School, we celebrate the fact that every child is unique, and the identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. We understand that children learn and develop in different ways and have different strengths and areas for improvement. Highly skilled Teachers and Teaching Assistants recognise this and use different teaching styles and resources, planning different levels of work in the classroom to cater for different learning styles and preferences. All children receive a balanced and broadly-based curriculum - this is called Quality First Teaching with differentiation (this may also be described as scaffolded learning, a mastery approach or adaptive teaching).

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- Tracking of attainment outcomes through Teacher Assessment processes indicate a lack of attainment/progress.
- There is a change in the child's behaviour.
- A pupil asks for help.
- Pupil observation indicates that they have additional needs.

How do Green Lea assess pupil needs?

Schools should assess each pupil's **current skills and levels of attainment on entry**, building on information from previous settings and Key Stages where appropriate. At the same time, schools should **consider evidence that a pupil may have a disability** under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. (6.16 P95)

Class teachers should make **regular assessments of progress for all pupils**. These should seek to **identify pupils making less than expected/working towards expected progress given their age and individual circumstances**. This can be characterised by progress that:

- 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

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life. (6.18)

Assessment processes at Green Lea may include:

- The analysis of termly assessment data to consider attainment and progress.
- The use of formative assessment on a day-to-day basis in the classroom.
- The use of standardised assessments such as the British Picture Vocabulary Scale (BPVS), York Assessment of Reading for Comprehension (YARC), The Basic Number Screening Test the Graded Word Spelling Test (GWST) and the British Ability Scales (BAS) to inform future provision (this process may also be completed by external support agencies such as Entrust SENIS or an Educational Psychologist).
- Pupil observations
- Summative assessments such as Standard Attainment Tests (SATs).
- If requested and if criteria are met, a statutory assessment of needs (EHCNA) may be undertaken by the local authority in conjunction with pupils, parents/carers and school.

How does Green Lea teach children with Special Educational Needs?

All teachers have the highest possible expectations for your child and all pupils in their class. All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners and is based upon building on what your child already knows, can do and understand. Teachers plan using pupils' achievement levels, differentiating work to match ability, enabling access for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that includes specialised equipment or resources, ICT and/or additional adult help.

Pupils who are failing to make expected levels of progress are identified very quickly and their progress/attainment will be monitored closely. If progress does not increase, targeted specific support at 'SEN Support' and the provision of an individual education plan (IEP) is required, and parents and children will be an integral part of the target setting process. Targeted intervention will then take place and will be reviewed on a six weekly basis.

A graduated approach will be followed (an assess, plan, do, review model), and all children with Special Educational Needs are taught in an inclusive manner. If further support is required in the future, the school may gain the advice of external agencies to guide provision, and you will be asked if you are happy to share information with them.

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being issued to secure a specific tailored programme of provision across all services.

Gather information (assess)

Plan and Deliver Support (plan and do)

Measure Impact (review)

What types of reasonable adjustments are made for children with SEND at Green Lea?

'Reasonable adjustments' refers to provision that may be made to cater for a specific need but may be possible through usual quality first teaching. Each class teacher at Green Lea completes a document to detail the reasonable adjustments made for children in their class, and this is updated annually, or as required throughout the academic year. Reasonable adjustment records may be written for individual children to ensure that all staff are aware of pupil needs.

A 'reasonable adjustment' may be:

- Allowing a child to sit in an appropriate place in the classroom to allow them to access work more easily.
- Providing work from the board onto a page next to the child.
- Giving the child their own prompt to enable them to differentiate the letters 'b' and 'd'.
- Providing a different access route for a child with a physical disability.

How does Green Lea review the progress of children with Special Educational Needs?

Each child with Special Educational Needs has a personalised support plan to ensure that achievable targets for their development are set. Parents and children are a central part of this process, and we aim to set targets together, ensuring that everyone's views are heard, and needs are met.

Some children may be involved with agencies that support the review process, and they may contribute either by attending meetings or by contributing a report.

The review process at Green Lea First School School is:

- Completed through a termly meeting (face to face or virtual) with the child's class teacher (and with the SENDCo where required).
- A process that is centred around the child and family.
- A process where successes are celebrated.
- Where timely targets are set for the next steps in the child's development.

If a child is in receipt of an Education, Health and Care Plan (EHCP), then there will be a statutory annual review process, where all are invited to review the child's progress towards their targets from the past year. External professionals such as an Educational Psychologist, Health Agencies or Entrust SENIS may be invited to share their views at the meeting, and an officer from the local authority that upholds the EHC Plan may also be present.

Parent and pupil views are sought (prior to the meeting for EHCP reviews) and these are discussed within the meeting. The child may stay for all or part of a meeting depending upon their age/ability to take part. Annual review meetings may also take place virtually on an online platform such as Microsoft Teams.

Many sources of information are drawn upon when reviewing the child's progress including:

- Assessment information from school and external agencies.
- Meetings/monitoring of SEND provision by the SENDCo.
- The child's annual school report.
- Questionnaires.
- Individual Education plan (IEP) reviews.

How does Green Lea evaluate the effectiveness of SEND provision?

Green Lea First School, the provision for SEN intervention is evaluated in several ways including:

- Teaching Assistant records for interventions
- Analysis of whole school data
- Pre-and post-assessment data for specific interventions
- Qualitative information on a child's self-esteem, approach to learning etc.
- Annotated and reviewed Personal Intervention Plans
- Through performance management cycles for staff

Senior leaders and Governors take a leading role in the monitoring of SEN provision to ensure that the quality of provision is continually maintained, and that each child is given the opportunity to develop to their full potential. This monitoring may take the form of:

- Lesson/intervention observations
- Looking at workbooks and Intervention Plans to consider development points for all staff
- Looking at planning to consider how support for SEN children is inclusive
- The provision of performance management targets for staff that may relate to SEN
- Monitoring of provision/observations by external verifiers
- SEN reporting to meetings of the Governing body
- Participation in staff training
- Considering attendance and behaviour of pupils with SEN

What additional support is available for children with SEND?

Support for children with SEND may be:

- Support in targeted groups
- Support on an individual basis
- Support as part of their whole class

Green Lea First School maintains an Audit and Provision Map for the types of SEN need in school, and this informs where support and staff are most required. Children with Special Educational Needs are supported by their Class Teacher, Teaching Assistants and staff from external agencies. These staff have experience and specialism in the teaching of children with Special Educational Needs.

Staff with specialisms are used to support children with needs in their area of excellence. Senior Leaders at school consider the placement of staff to provide the most effective level of support.

Children with an Education, Health and Care Plan may have a set amount of support, and this may be provided by several members of staff according to need.

Some children with Special Educational Needs may require arrangements to allow them to access assessments such as the SATs at the end of Key Stage One (Year Two). This may be the provision of extra time, or the provision of a reader or scribe if the child has difficulties with reading or writing. Arrangements for this are completed in school and assessments may be completed to give further evidence of a child's attainment. School may also be asked to demonstrate that this is part of their usual classroom practice for the child.

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate safely in all school activities.
- The opportunity to take part in all activities that are part of school life is offered to all pupils.
- Access arrangements to allow pupils to engage with school activities are considered and actions taken to enable participation.

How does Green Lea support children with medical conditions?

Children with medical needs will have a detailed Health Care Plan in school. This is written using a person-centred process, with advice from the child, parents, school and health agencies. Information relating to the child's need(s) is shared with appropriate members of staff. Risk assessments may also be completed as part of this process. All staff in school receive training from health agencies to enable them to cater for needs more effectively.

All medicine administration procedures adhere to the Staffordshire County Council policy and DfE guidelines included within 'Supporting pupils at school with medical conditions' (DfE, 2017).

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3#history>

If there is a medical emergency, a first aider or appropriately trained adult will administer aid to the child and a member of senior staff will be alerted. The family and, if needed, an ambulance will be called. This is then recorded in the school accident book.

What is available to support and develop my child's overall well-being?

- We are proactive in the prevention of bullying through participation in 'Anti-Bullying Week' and related activities.
- We believe in nurturing and developing children's self-esteem and our core school values reflect this - Everyone is valued, everyone is motivated, everyone achieves.
- Resources are specifically sourced and chosen to aid and support learning.
- Pupil views are sought through one-page profiles and the Assess, Plan, Do, Review cycle.
- Pupil questionnaires may be used.
- We monitor attendance (including those at possible risk of exclusion) and are proactive in taking steps to increase attendance and prevent absence.

How are staff members equipped to support children with SEND?

- The Headteacher is an experienced, qualified SENDCo
- Our SENDCo is a fully qualified teacher and has completed the NASENCO award
- All our teachers are also fully qualified and receive continuing professional development.
- Training focused on Special Educational Needs/Disabilities is a regular feature of the staff professional development calendar each academic year.
- Staff specialisms are considered in planning for SEND provision.
- We work closely with external agencies, relevant to each individual child's needs.
These include:
 - Health Services, such as the School Nursing Service
 - Entrust SENIS, including learning, behaviour support and the ethnic minority achievement service
 - Educational Psychology Services
 - Staffordshire County Council Autism Outreach Team

Recent/planned training/professional development relating to SEND includes:

- Updates on policy and practice via the termly SENDCo Update
- Updates on Staffordshire SEND practice via the termly SENDCo Network
- Attachment training
- SEND Law training
- Speech and Language training
- Early SEND support training
- Visual impairment training
- EPAT training

How are funding and resources secured to support children with Special Educational Needs?

Funding is accessed through several channels, and all pupils in school are supported through a basic level of funding for all children attending school. Extra funding in addition to this is provided for children with Special Educational Needs, and schools are expected to provide a level of support from this and their basic funding. Some children may require further support due to a high level of need, and further funding is available through local authorities upon application.

A school system called provision mapping is used to consider where support for children is required, and is key in informing the use of funding for the acquisition of resources, staffing etc. This allows school to direct resources to the area of greatest need. Children that are eligible for Pupil Premium funding may also benefit from this additional support for any Special Educational Needs.

Some children may have an Education, Health and Care Plan, and these children will have a document where specific resources to support their development may be identified.

What should I do if I think my child has a Special Educational Need or Disability (SEND)?

- Firstly, talk to your child's class teacher. They will always be your first point of call whilst your child is at Green Lea.
- Make an appointment to speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Compton. Meetings may be arranged through the school office or your child's class teacher.

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

You can get involved through:

- Discussions with the class teacher, SENDCo or the Head Teacher
- Parents' evening meetings
- Parent/Carer events/workshops
- Working with your child at home
- Being involved in the Special Educational Needs Assess, Plan, Do, Review cycle
- Offering your views via Parent View or through questionnaires

How are the children involved in decision making?

Children are an important part of the Special Educational Needs process, and their views are sought at each point of the Assess, Plan, Do, Review cycle.

This is completed through:

- Completion of a one-page profile to consider what the children feel that they are good at and to identify the support that they think they may need.
- Attendance at meetings to discuss/set their targets/provision (where appropriate).
- Completion of pupil voice questionnaires.
- Pupil views are gathered daily through conversations with the staff that support them.

How accessible is the school environment?

- Green Lea is fully accessible to all, with ramps, disabled toilets and fire exits.

How will Green Lea support my child's transition in or out of the school?

At times, children move on and the transition to the next stage of their life is a planned process, whether it be a move to/from a new school or geographical area.

We have support for children and families at all points of transition within school and several strategies are in place to enable effective transition from one setting to another. These include:

On entry to Green Lea First School -

- A planned programme of visits is provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo/Class Teachers are available at the 'new starter' meeting and are happy to arrange an appointment to meet separately with parents of pupils who are known to have Special Educational Needs/Disabilities to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately if they have not already transferred.
- Prospective parents/carers are welcome to visit and tour the school by appointment.

On transition to another setting -

- The transition programme in place for pupils in Y6 provides several opportunities for pupils to meet staff in their new school. These opportunities are further enhanced for pupils with SEN and vulnerable children, with the provision of extra visits where required.
- Parents/Carers will be encouraged to consider options for the next phase of their child's education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- The SENDCo in each school will make contact to discuss the needs of pupils with Special Educational Needs to ensure a smooth transition.
- The SENDCo can support parents of pupils with an Education, Health and Care Plan should they wish to visit alternative settings.
- The records of pupils who leave the school will be transferred once they have been enrolled at another school.

What are the School Governors' roles and responsibilities regarding SEND?

- There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- The SEND Governor will meet with the SENDCo to discuss general progress, and this is reported back to the full governing body. In these meetings all discussions and data are anonymised, and individual pupil details are not discussed.
- Governors look at data to ensure that SEND children make progress that is at least as good as the rest of the children in the school.
- The SENDCo reports to the Governing Body.
- A pupil premium report is issued detailing where pupil premium funding is allocated.

What should I do if I am concerned about the school's SEND provision?

- Your first point of contact will always be your child's class teacher.
- You may wish to speak to the SENDCo, Miss. L Dale.
- You may read the school's SEND policy which is published on the school website.
- You may also wish to speak to the Head Teacher, or the school SEND Governor, please make an appointment to do so through reception.
- The school has a formal complaints policy. Please contact the school office for details.

Further Information

Staffordshire SEND Assessment and Planning: 0300 111 8007



SENDIASS (Staffordshire Special Educational Needs Advice and Support Service):
01785 356921 <https://www.staffs-ias.org/home.aspx>

Headteacher: Mrs. L Harris

SENDCo: Mrs E Compton

SEND Governor: Mrs. K Kite

To be reviewed: September 2027