

# Greenslade School

## SEND Information Report/ Local Offer

Type of school	Mainstream
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All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

2) The school SEND Policy, which can be accessed via this link: [SEN Policy](#)

- 3) The school PSHE Policy which can be accessed via this link: [PSHE Policy](#)
- 4) The school anti bullying policy, which can be accessed via this link: [Anti-Bullying Statement](#)
- 5) The school accessibility plan, which can be accessed via this link: [Accessibility Action Plan](#)
- 6) The school pupil premium policy, which can be accessed by this link: [Pupil Premium](#)

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?	Class teacher	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support or adapted resources) and discussing amendments with the SENCO as necessary.</li> <li>• Writing Individual Education Plans (IEP), as appropriate, and sharing and reviewing these with parents at least once each term and planning for the next term.</li> <li>• Ensuring that all members of staff working with your child in school are</li> </ul>

	<p><b>The Special Educational Needs Co-Ordinator (SENCO)</b>  <b>Mrs Helen Forbes-Green</b></p>	<p>aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable your child to be included and make progress.</p> <ul style="list-style-type: none"> <li>• Ensuring that the school’s SEND Policy is followed in their classroom for all the pupils they teach with any SEND.</li> </ul> <p>The class teacher can be contacted through phoning the school office (0208 316 6847) and making an appointment or through informal discussions at the end of the day. The home school contact book can also be used as a method of ongoing communication between parents and staff.</p> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs and/or disabilities, and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>• involved in supporting your child’s learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help</li> </ul>
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	<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</p>	<p>support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc.</p> <ul style="list-style-type: none"> <li>• Updating the school’s SEND Register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child’s progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.</li> <li>• Supporting your child’s class teacher to write Individual Education Plans (IEPs) as appropriate, that specify the targets set for your child to achieve.</li> <li>• Organising training for staff so they are confident about how to meet the needs of your child and others within our school.</li> </ul> <p><i>The Senco can be contacted through direct daily contact, the school office, by phone (0208 316 6847) or via email <a href="mailto:senco@greenslade.greenwich.sch.uk">senco@greenslade.greenwich.sch.uk</a>, and a meeting can be arranged at a time that is convenient for you.</i></p> <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above.</p> <p>Of course, as a school we welcome daily dialogue between parents and LSAs on how a child’s day has been and we do actively encourage this continued</p>
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## HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team, or the Sensory Service  
(for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

## WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEN AND /OR DISABILITIES IN THIS SCHOOL?

<b>Types of support provided</b> <i>This also shows the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.</i>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
<b>Class teacher input via</b>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible</li> </ul>	All children in school receive this.

<p><b>good/outstanding classroom teaching.</b></p>	<p>expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to learn.</li> </ul>	
<p><b>Specific small group work.</b></p> <p>These groups may be</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a teacher or a teaching Assistant who has had training to run these groups</li> </ul> <p>These are often called Intervention groups by</p>	<ul style="list-style-type: none"> <li>• Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.</li> <li>• He/ She will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A Learning Support Assistant, a teacher or an outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plans, or a recommended programme.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called <b><i>SEN Support</i></b>, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at</p>

<p>schools.</p> <p><i>Stage of SEND Code of Practice:</i>  <i>SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</i></p>		<p>class level.</p>
<p><b>Specialist groups run by outside agencies</b></p> <p><b>AND/OR Individual support for your child of 20 hours and below in school</b></p> <p><i>Stage of SEN Code of Practice:</i>  <i>SEN Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school</i></p>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input in addition to good and outstanding classroom teaching and intervention groups, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better.</li> </ul> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

<p><i>from a professional outside the school.</i></p> <p>This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language Therapy Service, Occupational therapy, Physiotherapy or CAHMs</li> </ul>	<ul style="list-style-type: none"> <li>○ or changing some aspects of teaching to support them better</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</li> <li>○ Group or individual work with an outside professional</li> </ul> <ul style="list-style-type: none"> <li>• The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
<p><b>Specified Individual support</b> for your child of more than 20 hours in school.</p> <p><i>Stage of SEN Code of Practice:</i></p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC Plan).</i></p>	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: <a href="http://www.royalgreenwich.gov.uk">www.royalgreenwich.gov.uk</a></li> <li>• After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs seem</li> </ul>	<p>Children whose learning needs are severe, complex and lifelong</p>

<p><i>This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.</i></p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and</li> </ul>	<p>complex enough to require a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs.</p> <ul style="list-style-type: none"> <li>• After the reports have been sent, the Local Authority will decide if your child’s needs are severe, complex and lifelong and if they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your</li> </ul>	
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Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS	child.	
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### How will we support your child with identified special needs starting at school?

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's key person may make a home visit and/or visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle more easily

### How can I let the school know if I have concerns about my child's progress at school?

- If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.
- If you feel you would like more information about your child's progress or the provision in place you should speak to the SENCO or Head teacher.
- If your concerns are not resolved you can speak to the school SEND governor.

## How will the school let me know if they have any concerns about my child's learning in school?

- If a teacher has concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- Schools also have meetings every term between each class teacher and a senior staff member to ensure all children are making good progress. If your child is identified as not making progress the school will make a decision about ways in which your child could be supported such as involvement in an intervention group and will discuss this with you.
- If your child is still not making expected progress the school will set up a meeting to discuss
  - Any concerns you may have
  - To plan any additional support your child may receive
  - Any referrals to outside professionals to support your child's learning
  - How we could work together, to support your child at home/school.

## How do we ensure that the views (and other children with SEND in the school) are used to plan for them and for SEND within our school?

- School staff value 'Child Voice' and encourage pupils to be involved in planning and setting targets.
- The children are involved in responding to feedback on their work.
- There are regular school council meetings where pupils can pass on their views and ideas.
- The children are invited to attend parent consultation evenings with their parents.
- 1:1 dialogue with pupils gathers their views for review meetings.

- All children on the SEND register meet with the SENCO to develop their own one page profile expressing how they prefer to be supported in school, their strengths and resources they require to aid their learning. These are updated annually in line with transition to the next academic year or sooner if required.

### How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Greenwich LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected.
 And decide on what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

### Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• Counsellors</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> </ul>
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	<ul style="list-style-type: none"> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> <li>• Additional LSA support where required.</li> </ul>
B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Waterside Behaviour advice service</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> </ul>
C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• CAMHS</li> </ul>
D. Provided by the voluntary sector	<ul style="list-style-type: none"> <li>• National Autistic Society</li> <li>• MENCAP</li> <li>• Greenwich Parent Voice</li> <li>• SENDIASS</li> </ul>

## How are the adults in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher or SENCO.

## How will the teaching be adapted for my child with learning needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

## How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in Reading, Writing and Numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children at SEN Support will have an Individual targets which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Informal discussions at the end of the school day
  - Home/school contact book
  - Letters/certificates sent home
  - Termly review meetings with the class teacher and/or Senco
  - Reports

## How will we make arrangements to ensure that the social/emotional needs of your child are met in school?

- Your child will access Pastoral Support through the adults working closely with them on a daily basis.
- Your child will take part in PSHE lessons and regular circle times.
- Learning Mentors are available to work with specific children and provide time limited interventions such as 'Drawing & Talking', social skills groups or support your child in lessons, or in small group sessions.
- We have two Emotional Literacy Support Assistants (ELSA) who have attended intensive training with the Educational Psychology service. They are Teaching Assistants who have been trained to support children with emotional and social skills.
- If further emotional needs are identified a referral can be made to the school counsellors.
- For deeper emotional needs parental consultation will take place and a referral to CAMHs may be made.
- Children who need support with the transition from home to school may be offered a place at the Learning Mentors breakfast club.
- Children who may need support at lunch time can access the Lunch club with the Learning Mentor/Senco who will support them with building friendships, social skills and how to interact during the less structured times of the school day.

## What support do we have for you as a parent of child with an SEN and/or Disabilities?

- We would like you to talk to your child's class teacher regularly so we can ensure that we are doing similar things to support your child both at home and school and can share what is working in both places.

- The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENCO/ class teacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Individual targets will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

**In addition:** If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

## How is our school made accessible for students with SEND?

We work within Greenwich guidelines, the SEND support document can be viewed via this link;

[https://search3.openobjects.com/mediamanager/greenwich/fsd/files/support\\_and\\_guidance\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_or\\_disabilities\\_in\\_mainstream\\_settings.pdf](https://search3.openobjects.com/mediamanager/greenwich/fsd/files/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings.pdf)

- We ensure that equipment used, wherever possible, is accessible to all children regardless of their needs.
- The school has a hygiene suite.
- The school has three toilets with access for wheelchair users.
- High visibility markings are used on the edges of playground equipment, walls and footpaths to support children with visual impairment

- Special equipment is available for use by pupils with a physical need, e.g.
  - Posture packs
  - Ear defenders.
  - Individual workstations.
  - Movement breaks as advised by ASD or OT.
  - Sensory circuits.
  - Move and sit cushions.
  - Fiddle toys.
  - Coloured overlays.
  - Pencil grips, specific cutlery as advised by the OT.
  
- For further information, our Accessibility Plan can be found on the SEND section of the website.

### How does our school make special arrangements for Looked After Children (LAC) with SEND?

- We consult with the virtual school – Head Teacher and SENCo as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child.
- We review the child’s needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.
- The SENCO ensures that training and policies are supportive of looked after children with SEND.
- The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.

## How will we support your child when they are leaving this school or moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
  - If your child would be helped by a transition booklet to support them understand moving on, then it will be made for them.
  - All children on the SEN register have a one page profile which is given to the new teacher to put strategies in place before the new year begins.
  
- In Year 6
  - The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
  - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.

- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

### SCHOOL BASED DATA/ INFORMATION: 2020–2021

How many students did we have at our school with statements or EHC Plans at the end of July 2020?	3
How many students did we have at 'SEN support' at the end of July 2021?	42
What training did staff at our school have in SEN over the year 2020–2021?	<ul style="list-style-type: none"> <li>• Senco Network meetings</li> <li>• Developmental Language Disorder training.</li> <li>• Diabetes pump training.</li> <li>• Clicker sentences.</li> <li>• Place2Be Mental Health Champions</li> <li>• Speech, Language and Communication online training.</li> <li>• Speech therapy training on lego therapy, word aware, shape coding and Makaton.</li> <li>• Setting up a sensory diet for pupils with Autism</li> <li>• Attention Autism</li> <li>• PECS</li> </ul>

	<ul style="list-style-type: none"><li>• Word up from the STEPS team.</li><li>• Assessing complex needs.</li><li>• Visual impairment training using Connect and learn</li><li>• IDL training.</li><li>• Compass bespoke training for TAs.</li></ul>
What was in the Head teacher's report to the Governors about SEND 2020-2021?	See the report on the school website.

<p>Have there been any other important changes in SEN over the year 2020–2021?</p>	<p>The global pandemic of Covid 19 caused school closures as part of a national lockdown from 23<sup>rd</sup> March 2020. Schools did not reopen fully until September 2020. Schools were then closed again in December 2020 until 8<sup>th</sup> March 2021.</p> <p>During this period children and their families were supported remotely. Children with EHC plans were provided with a risk assessment to decide if remote learning or a place at school would be the most suitable provision at this time.</p> <p>Some children were offered full time/ part time places along with key worker pupils.</p> <p>Pupils with EHC plans were contacted on a weekly basis by the Senco. Equipment and resources to support children at home was delivered as required. E.g. trampoline, counting equipment, fiddle toys, arts and crafts, laptops, weighted blankets etc.</p> <p>Some children were provided with weekly video calls as appropriate or ‘distanced’ home visits. Outside agencies were co-ordinated and all children continued to receive their access virtually to ASD outreach, OT, Speech and language, VI team and the mobility team.</p> <p>Children who were identified as “vulnerable” due to a level of SEND were given individual or small group support in school with both learning experiences as well as a wide range of social and emotional support. Work was differentiated according the level of need and SEND children were supported by experienced and trained members of staff who knew the children well. Families were extremely appreciative. Children who attended school had a wide range of needs including ASD, ADHD, Hearing Impairment, Learning Difficulties, and those facing Emotional and Behavioural challenges.</p> <p>Reviews of children’s needs and the support offered was under constant review and adapted as required.</p> <p>Children who were at home were provided with “learning packs” on line and in hard copy if the families requested this. This work was set by the child’s own class teacher and was differentiated appropriately. The school provided lap tops to a number of children with various levels of SEND to</p>
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support them in accessing their work.

Teachers provided differentiated work remotely and provided regular calls to check in on all pupils. Any concerns raised from parents or pupil were passed on to Headteacher or Senco. The school website contained all support materials for all year groups to access including an SEN section with access to SEMH materials.

Referrals to CAMHs, OT and community paediatrics were made despite the lockdown.

Three annual reviews were held remotely and effectively involving all outside agencies and new school staff as appropriate.

When the children returned to school in September after the initial 'lockdown' a nurture group was implemented and led by our two trained ELSA staff to support some of our vulnerable children re-adjust to school life and access the curriculum at their pace.

Across the school IDL interventions were put in place to support gaps in children's learning in English and Maths.

To support with the health and hygiene requirements of the Covid Operational Guidance and to continue to enhance our children's emotional wellbeing after the lockdowns of the last 18 months, our Governors have agreed that we allocate a full time Learning Support Assistant to every class.

## GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder