



## Greenside Film Factory

### SEND Information Report 2021-22

Greenside Primary School is committed to providing a high quality of education to all students. We believe that all students, including those identified as having special educational needs, have a common entitlement to a broad, balanced and engaging academic and social curriculum, which is made accessible to all. At Greenside Primary we deliver a highly engaging and creative curriculum which lends itself to a hands-on, creative and inclusive approach. Our curriculum is designed with inclusion in mind all of the way through, including our hands-on and creative weekly Crew Day and the films chosen each half-term as the engaging visual stimuli from which all learning tasks are generated.

- This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We offer inclusive teaching which will enable all students to make the best possible progress in school and for them to feel that they are a valued member of the wider school community.
- The school looks carefully at each individual child's needs when deciding how best to support them.

We comply with the Government's [Special Educational Needs and Disability Code of Practice 2014](#). The Code of Practice outlines the key ways students should be supported in class, along with expected equality duties shown in the [SEND and Inclusion policy 2021-22](#) and our [Accessibility plan 2019-22](#).

#### **Special Educational Needs and Disability Code of Practice 2014:**

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health
- Sensory and physical needs.

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

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

## Information and Guidance

### *Who should I contact to discuss the concerns or needs of my child?*

Role	Responsibilities:
<p><b>Class teacher and support staff</b></p> <p><i>If you have concerns about your child, you should speak to your child's class teacher first.</i></p>	<ul style="list-style-type: none"> <li>• Adapting and refining the curriculum to respond to the strengths and needs of all students.</li> <li>• Checking on the progress of your child, identifying, planning and delivery of any additional support.</li> <li>• Contributing to devising personalised learning plans e.g. SEND support plans, to prioritise and focus on the next steps required for your child to make progress academically and socially.</li> <li>• Applying and adhering to the school's SEND policy.</li> <li>• Liaising and developing positive working relationships with parents/ carers and professionals in order to work in the best interest of the child</li> </ul>
<p><b>SENCo:</b> Ms Sophie Weitzman</p> <p>Email address: <a href="mailto:sophiew@greensideschool.org">sophiew@greensideschool.org</a></p> <p>Phone: 020 8743 6421</p>	<ul style="list-style-type: none"> <li>• Coordinating effective and quality provision for students with SEND and developing and following the school's SEND policy</li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>• Ensuring that parents/ carers are:               <ul style="list-style-type: none"> <li>○ Involved in supporting their child's learning and access to the curriculum</li> <li>○ Kept informed about the range and level of support offered to their child</li> <li>○ Included in reviewing how their child is doing;</li> <li>○ Consulted about planning successful movement (transition) to a new class or school.</li> </ul> </li> </ul>
<p><b>Designated Safeguarding Leads</b></p>	<ul style="list-style-type: none"> <li>• The Designated Safeguarding leads at Greenside School are: Robin Yeats (Head of School), George Webber (Deputy Head) and Sophie Weitzman (SENCo).</li> <li>• They are responsible for all Child Protection Concerns.</li> <li>• Supporting students and their families in many varied ways; including meeting with families to offer information and advice around concerns around school, attendance issues, behaviour concerns, or any other issues.</li> <li>• Can offer support and guidance regarding benefits, housing or worries that may have an impact on families</li> </ul>
<p><b>Executive Headteacher</b> Ms Karen Bastick-Styles</p>	<ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the provision made for students with SEND and the safeguarding of students.</li> </ul>

### **How does the school decide whether a child/young person has special education needs and what extra help they need?**

If a member of staff has concerns regarding a child's development in anyway and they believe that there may be additional underlying needs that may be affecting the development of the child that have not yet been identified, then they will adhere to the following process:

- Raise concerns with the Senco and complete an initial concerns form.
- The Senco will then follow up with observations, book looks and discussions in order to triangulate information regarding the child.
- The Senco will make some key recommendations for the class teacher to use in order to support the child and monitor the progress.
- It may be that the child, with the right adaptations, will make the progress required and will not be placed on the SEND register.
- However, if the progress is not evident or the needs are significant, external advice may be required to ascertain whether there are additional underlying needs.
- At all points of this process, parents/ carers will be informed and invited to informal meetings, as well as professional meetings e.g. TAC (Tem Around the Child) meetings and their views will be sought and welcomed.
- If all professionals are in agreement, then the child will be placed on the SEND register and additional support/ provision will be put into place and reviewed regularly (See below for SEND support).

**Plan, Do and Review of students with SEND:** *How can I find out about how well my child is doing?*

We use the graduated approach, as outlined in [Special Educational Needs and Disability Code of Practice 2014](#) in order to monitor students' progress as a school:



- This will be communicated by a child's termly IEP (Individual Education Plan) as part of our 'Student Stories' programme of support, during informal meetings and professional meetings, parent/ carer evenings and annual reviews (if a child has an Education Health and Care plan).
- An IEP identifies the needs of the child, what additional provision they are accessing, external agency involvement and 3 SMART (Specific, Measurable, Achievable, Realistic and Timely) targets, set and reviewed by the class teacher, in collaboration with the Senco and any external agencies involved.

- If a child has a specific need e.g. a speech and language need, a referral may be made to the relevant agency once parents/carers have consented. Following appropriate assessments, a programme of support is usually provided to the school and shared with the parents/carers and this will be reflected in the IEP.
- Additional funding is available for students who meet the criteria for an Educational Health Care Plan. This can be accessed using the Local Authority process and guidance in the banded funding criteria. Further details about this process will be explained in the LA Local Offer found on the following link: [www.lbhf.gov.uk/localoffer](http://www.lbhf.gov.uk/localoffer)

### **How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?**

- When a termly IEP is drawn up by the teacher, the child will always be consulted on the 3 targets that are set. They will be able to discuss ideas of how they might achieve them and this is recorded within the plan.
- Where appropriate, students are encouraged to be able to articulate their targets and the progress they are making towards them, the challenges they face etc so that they take ownership over their progress and an integrated part of the process.
- Children are encouraged to express to their teachers and teaching assistants how they learn best and this is always taken into consideration.
- If a child is non-verbal or in EYFS, a narrative may be written by the teacher instead or visuals may be used to communicate their choices or opinions.

### **How will we support your child with identified SEND starting at school?**

If your child has been allocated a place in our school by the Local Authority, and they have SEND, please contact us as soon as you receive the offer as we may not have the details of their needs at this stage. If you are attending an admissions appointment with the leadership team, please make them aware of your child's needs in this meeting and they will inform the Senco who will arrange a follow up visit to talk through in more detail.

We will invite you to visit the school, for you and your child to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school.

If other professionals are involved, we will endeavour to hold a Team Around the Child (TAC) meeting to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts. At this point, a decision may be made that your child may require an IEP to be put in place as soon as they start school. This may be because they have "Very High Levels of 1:1 Need" that have not already been identified through an Education and Health Care Plan and will need to be closely monitored during your child's first few terms at school.

A member of staff may make a home visit and also visit your child if they are attending another provision or school. We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you before your child is given a starting date. We will also try to develop a transition plan to explain to your child about the school and their new class.

If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.

Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.

The staff will then stay in regular contact with you in order to monitor the progress of your child and review their IEP on a termly basis.

### **How have we made this school physically accessible to children with SEND?**

The school is accessible to all children with physical disabilities since it is housed within a single-storey building. The main hall/dining room and the playground are accessed via a ramp and there are no stairs. We are, however, limited in our space so that all rooms are constantly in use and there is very little additional space for out-of-class 1:1 support.

The school has staff trained to support students with a range of needs and we would seek external advice depending on the individual needs of the child and/or ensure staff were sent on relevant training in order for them to be able to meet the needs of the individual child.

The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.

See our Access Plan for more details [1. Access Plan – Sept '21](#)

If you have a specific concern please make contact with the Senco via the provided email.

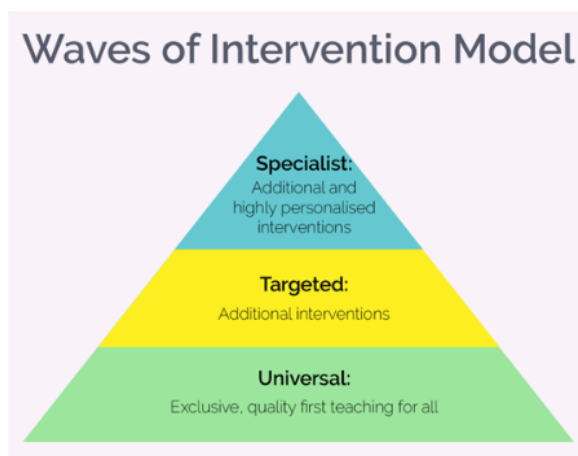
### **Tests and Examinations: Access Arrangements**

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks, enlarged version of papers or the use of a scribe or word processor. The Head of School, Robin Yeats, can inform you about eligibility and applications for these arrangements.

## **SEND Provision**

### **Supporting learning and accessing the curriculum**

**There are 3 waves of Intervention:**



### **Wave 1: The effective inclusion of all the students (Quality first teaching)**

#### **Teachers & support staff:**

- Quality first teaching and support from teachers and support staff.
- Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account each individual student's needs and requirements.

- Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.
- Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

### **Provision to facilitate/support access to the curriculum:**

- Use of a range of English and mathematics resources to reinforce concepts and understanding, including the use of i-Pads and Chromebooks.
- Targeted SEND resources to support specific needs e.g. pencil grips, voice recording devices, alphabet strips, workstations, visual timetables, sensory box, fidget toys etc.

**Wave 2 (targeted):** Additional 1:1 or small group interventions for students who can often be expected to catch up with their peers, as a result of intervention. Some students accessing Wave 2 support may have an IEP.

### **Examples of Wave 2 support available:**

- In class group support
- Small teacher-led groups
- Catch up interventions, same day or pre teaching interventions
- Leadership team interventions and team teaching
- Timetabled additional teaching assistant support for year groups

### **Examples of specific support programmes for children with Speech & Language and Communication Needs**

- Speech and Language 1:1 and small group support
- Blanks level questioning
- Colourful semantics
- Attention Autism
- Language for thinking

### **Examples of specific support programmes for children with English or maths difficulties**

- All class environments are designed to be Dyslexia friendly and students with literacy difficulties have specific resources to support them
- Catch up programmes (pre teaching or same day interventions based on classroom learning)
- Precision teaching and paired reading
- Additional reading and writing groups
- Additional mental maths and problem solving groups
- Fine motor skills and handwriting interventions

**Wave 3 (specialist):** Specialist support for students identified as requiring SEND support (on SEND register or with Education Health Care Plan)

1. Students on Wave 3, may have particular needs related specifically to mathematics or English or needs associated with other barriers to their learning.
2. Provision will draw on specialist advice.

3. Students receiving Wave 3 Support will always be placed on SEND support, if an external agency is involved in the assessment.

### **Wave 3 support available:**

- **Speech and language therapy:** Staff carry out strategies/programmes suggested by the speech and language therapist
- **INSPIRE Advisory Service** (for students with additional needs including ASD, ADHD, Dyslexia, Dyspraxia, DLD)
- **Educational Psychologist** involvement
- **TBAP Commissioning and School Support** (behaviour intervention)
- **Ormiston Alternative Provision Courtyard Academy** (for students with social, emotional and mental health needs)
- **Occupational therapy** (for students with identified gross and/or fine motor skills)
- **Moderate learning difficulties team** (for students with specific and identified cognition and learning needs)
- **Under 5's CAMHs and CAMHs:** referrals made via Senco when a child displays specific SEMH difficulties or needs
- **Hearing Impairment/ Visual Impairment Support Service:** support for school and students
- **Education, Health & Care Plans:** students receive additional funding from their local LA in order to help the school and families meet the needs of the child

### **Pastoral support (Promoting positive mental health)**

#### **What support is there for my child's social and emotional well-being?**

Developing good social and emotional health is an integral part of our World Ready skills programme. Please read the following document for more information: [World Ready - SMSC & RHE: 2021-2022](#)

All members of staff take part in training to identify concerns around students' social and emotional well-being, which are then reported to DSLs to decide on any appropriate actions. Our Nature Group (see Wave 2 targeted support) is available for those students requiring ongoing additional provision.

#### **Wave 1 (Universal)**

At Greenside, we deem our personal development programme to be the most important strand of all in order to help our children become happy, independent, successful and world ready individuals.

We ensure that all classes access SMSC (Spiritual, Moral, Social and Cultural) lessons and that SMSC also runs throughout the entire curriculum.

The main strands that make up our universal Personal Development curriculum are:

- SMSC (Spiritual, Moral, Social and Cultural) lessons, which are planned around events and issues relating to individuals, the school and local community and the wider world.
- A Restorative Justice approach is employed throughout the school to resolve conflict and prevent harm. This means that those who have been harmed are given the opportunity to

express the impact, whilst those responsible can acknowledge their actions and agree on the steps required to put it right.

- A behaviour system with clear expectations is underpinned by the opportunity to gain points and merits through the display of positive learning attitudes and a considerate approach towards others.

Children may also require alterations or adaptations in the classroom to help them with their emotional wellbeing.

In all areas children have access to (if and when required):

- Zones of Regulation visuals
- A designated safe space inside or outside of the classroom
- Visuals to help them make choices or give reminders
- Sensory boxes
- Key adults
- Visual Timetables
- Visual timers

### Wave 2 (targeted)

- **Nature Group:** This group is for students who have significant SEMH needs and therefore, require a calming and therapeutic space and time in nature to help them manage the school day and develop emotional, social and independence skills. It takes place in the Greenside garden where students are engaged in cultivating a wide variety of plants, vegetables and fruits and then preparing and cooking them for use in the school and the wider community.
- Targeted playground support/ clubs
- Social groups targeting social communication, self-esteem and friendship groups
- Managing emotions 1:1 sessions/ group
- Use of Social Stories and Comic Strip Conversations to support resolution of conflict

### Strategies to promote positive behaviour:

(See full behaviour policy for more details)

- Inspiring and engaging learning experiences
- The school's behaviour policy implemented fairly and consistently
- Zones of regulation
- Reflection work using the zones of regulation
- Whole class rewards
- Reward charts/ Target cards for individual students
- Point system

<b>Partnerships with External Agencies</b> <i>What support from outside does the school use to support my child?</i>	
<b>Agency</b>	<b>Description of support</b>
Educational Psychology Service	The EP assigned to the school is Samuel Wong. The school has specific procedures in place before requesting EP involvement.



School Nurse	The nurse assigned to the school is Marian Blackmore. Students are referred to the school service or parents/ carers can request involvement
Speech & Language Therapy Service	This year our SaLT therapist is Amy Scragg. Students are referred to this service as needed.
Ormiston Courtyard Academy (Alternative Provision)	The Principal is Daniela Caton
H&F INSPIRE Team	Students are referred to this service as needed
Occupational Therapy / Physiotherapy	Students are referred to this service as needed
CAMHS (Child & Adolescent Mental Health Services) and Under 5 CAMHS	Students are referred to this service as needed
Paediatric services	Students are referred to this service as needed
Hearing Impaired Support Service	Students are referred to this service as needed
Visually Impaired Support Service	Students are referred to this service as needed
Virtual School (Looked After Children Education Support Service)	The role of the team is to raise educational attainment and offer targeted support to students looked after by the council.

**Transition** *How will the school help my child move to a new year group or to a different school?*

Students with SEND can become particularly anxious about "moving on" so we seek to support a successful transition.

**When moving to another school:**

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- Individual arrangements may be made to visit the new school with support staff.
- We will ensure that all records are passed on as soon as possible.

**When moving classes in school:**

- An information sharing meeting will take place with the new teacher.
- Opportunities to visit the new class / teacher.

**Transition to secondary school**

- The SENCo will meet with families to discuss which secondary options will best meet a student's specific needs and support communication with the Local Authority to identify choices.
- The SENCo and learning support team will provide a tailored programme to support transition and in some cases a more detailed transition plan may be needed which may include additional visits to the new school and/or additional visits from the new school.
- The SENCo from the secondary school is invited to attend the annual review (if held in the summer term) or any other relevant meetings.

**Staffing Expertise**

*How skilled are staff in meeting the needs of my child?*

An ongoing programme of training is in place to ensure that teachers and support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of students with SEND.

Recent training has covered or will cover:

- **Speech & Language development** – key adults (teaching assistants or teachers) working with individual students meet the Therapist regularly.

- **The SENCo liaises with specialist SEND schools** in order to develop best practice in meeting specific SEN (For example, Emerson House, which provides support for students experiencing difficulty with both literacy and maths)
- **Teaching and support staff have received training on working with students with EAL students**
- **Support staff attend an annual Elliot Trust TA conference**
- **The SENCo is currently undertaking the National Award for SEN coordination in 2021**
- **The SENCo attends termly Hammersmith & Fulham SENCo forums**

The SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The school will seek advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

*Who do I talk to if I am unhappy with my child's support or progress?*

Class teacher



SENCO



Head of School or Deputy Headteacher



Executive Headteacher

### Where can I go for further advice and support?

- Hammersmith and Fulham SEND Information, Advice and Support Service is provided by YVHSC (Your Voice in Health and Social Care.) It is an impartial, free and confidential service to all parents of children with SEND and young people with SEND. The website is: <http://www.hfsendiass.org.uk> You can email [info@hfsendiass.org.uk](mailto:info@hfsendiass.org.uk) or telephone 020 3886 1582.
- The Hammersmith and Fulham Positive Parent Action group <https://www.parentsactive.org.uk/> is a parent/carer forum for families with children with SEND. telephone 020 8748 5168 or email [info@parentsactive.org.uk](mailto:info@parentsactive.org.uk)
- More information about Hammersmith and Fulham's SEND local offer of services and support for children and young people with special needs and disabilities can be found on the local offer website: [www.lbhf.gov.uk/localoffer](http://www.lbhf.gov.uk/localoffer)