

Special Educational Needs and Disabilities

How we include **ALL** pupils

"We do not have Special Needs Children ...
...we have a school full of special children -
some of whom have additional needs."



The school strives to be as inclusive as it possibly can, welcoming all children and families. Our high expectations for all pupils extends to just that – ALL pupils. Every child is different – every child is special.

For some children, arrangements must be made that go beyond the core offer to all our pupils in order to include them as much as possible in all that the school can provide. We believe in personalised, quality first teaching where our school vision “Love to Learn” is at the heart of everything we do.

Anston Greenlands School is currently working towards the Rotherham Charter Gold Standard for its inclusiveness of all children and its partnership with parents.

The guidance for SEND (Special Educational Needs and Disabilities) changed from September 2014 and this statement reflects the schools responses to this and our contribution to the Local SEND Offer. (This is everything that is available to families who live within Rotherham Local Authority.)

For further information please contact the schools SEND coordinator:

SEND Coordinator: Mrs C Bratt
Email: sendco@greenlandsprimary.org

Lead Governor for SEND: Ms Caroline Wheatley
Email: c/o_office@greenlandsprimary.org

Here are some frequently asked questions about our SEND offer

Which needs are catered for in school?

At Greenlands we currently have a wide range of needs including communication and interaction, cognition and learning, physical and social, emotional and mental health issues.

How do we identify that a child has additional needs?

This would be a two-way process between school and home. Initial concerns may be highlighted by either parents or school. Discussions would be held between the class teacher and parents in the first instance. This may be followed by a discussion with the SEND Coordinator. Advice would then be sought from other professionals such as the Local Authority Learning Support Service, if this was

felt appropriate, to determine the nature of the additional needs and what additional resources may be required.

What arrangements are there for working with parents/carers of children with additional needs?

Anston Greenlands School operates an 'Open Door Policy'. We welcome parents/carers to come into school and talk to school staff informally about their child. The timing and duration of the visits would vary according to the needs of the child and parents/carers wishes. Each pupil identified as having an additional need against the new SEND framework would also have a termly review. This is a more formal meeting where professionals may also be present to assist in the setting of targets on a support plan.



What arrangements are there for consulting with children with SEND?

Children's views are very important. They are regularly consulted as to how their learning is progressing. Their views are obtained as part of the review process and used in the review meetings.

What happens if my child has identified SEND before they are due to start school in FS2?

The FS2 school staff liaise with all settings prior to the start of school in September. Transition meetings and reviews can be held up to a year before the start of school to ensure the right provision is available for your child. This may involve meeting with health care professionals or other groups. School offer a graduated start to the term, involving firstly afternoons, then morning and a lunch. Stay and Play sessions are also offered by the FS2 staff team prior to the summer holidays. Staff also operate a home visit programme to ensure all children's needs are known.

What happens at the end of the Primary Phase when my child moves to secondary education?

Additional transition visits are planned for all children with SEND. Staff from feeder Comprehensive schools also visit to provide additional support and a 'friendly face'. Within school additional transition support is provided for items such as timetables, organisational issues and new vocabulary of lessons.

How will a child with additional needs be taught?

We will try to ensure that your child's needs are met mainly within the classroom environment, with quality first teaching. Lessons are highly differentiated for children with SEND. Sometimes the needs may require your child to work outside of the classroom for short periods of time with other specialist adults.

What experience is there on the staff team?



Staff have a variety of qualifications for supporting children with SEND. This includes speech and language, basic skills, dyspraxia, autistic spectrum conditions and some medical conditions. Specialist staff training is held when required e.g. epipen, epilepsy and tracheotomy. Other in-house training occurs throughout the year for various aspects of SEND. The SENCO (Special Educational Needs Coordinator) attends termly meetings

to keep up to date on all aspects of SEND.

Will my child feel left out because they have additional needs?

Anston Greenlands is a fully inclusive school. All reasonable adaptations are made to activities and the learning environment to ensure that no child is discriminated against because of a disability. Children will not be excluded from educational visits or residential weeks and will have full access to the curriculum.

I am worried that my child will be very vulnerable because of their educational needs. How will Anston Greenlands School care for my child?

The school promotes a positive behaviour policy which is used consistently throughout school. Clear rules, sanctions and rewards underpin this positive behaviour management strategy. This is reinforced by golden rules, weekly celebration and special mention assemblies. The school operates a team point system where points are awarded for a variety of achievements, both academic and social.



The school promotes a zero tolerance to any form of prejudice or bullying. The school curriculum and the teaching of PSHE (Personal, Social, Health, Education) reinforce the positive ethos of the school.

The school has been recognised as achieving Investors in Pupils which the school takes great pride in.

Does the school work with external agencies if my child's needs require this?

We have close working relationships with the Learning Support Service, Behaviour Support Service, Educational Psychology Service, The Autism Communication Team, Speech and Language Therapists and Health.

We run family learning courses within school and also adult learning.

How will I know how my child is doing?

As well as termly reviews for children with SEND to look at how they are progressing with their plans, school also has two open sessions – one in the Autumn Term and one in the Spring Term. Parents are welcome to come into school to talk to staff as we operate an Open Door Policy.

What happens if I am not happy with the way things are going for my child?

Please tell us if this is the case. Parents would normally speak to the class teacher first. If the situation is not resolved then the SENCO Mrs C Bratt, or the Head Teacher Mr A Wirth may be approached.

If you have followed these steps and the situation is not resolved there is a school complaints policy. All letters should be addressed to the Clerk of the Governing Body Mrs A Humphries.

The Local SEND offer is available for all parents to view on www.rotherhamsendlocaloffer.org

Useful contact numbers are:

Rotherham Learning Support Service
Education Psychology Service

01709 740226
01709 822594