



SEN Information Report

Academy Name	Greengate Lane Academy
Date	12.10.21
Written by	Esther Stones
Annual Review Date	12.10.22

1. Introduction and Legal Framework

As an academy, we must publish information about the implementation of our policy for pupils with Special Educational Needs (SEN). This SEN Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEN Information Report can be cross referenced to the School's Inclusion Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012)

2. The kinds of Special Educational Needs that are provided for in school

Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'. Special Educational Needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

We aim to support all pupils with their learning journey and embrace an inclusive ethos.

3. The name and contact details of the Special Educational Needs Coordinator SENCO and further contacts for where parents/ carers may have concerns (including Local Offer link)

- SENCO - Esther Stones
esther.stones@astreagreengatelane.org
- Principal - Kara Robinson
kara.robinson@astreagreengatelane.org
- Inclusion Leader name and contact details – Kara Robinson
kara.robinson@astreagreengatelane.org
- Pastoral Support Manager name and contact details – Nick Warrener
nicholas.warrener@astreagreengatelane.org
- Lead Learning Mentor – Nick Warrener
nicholas.warrener@astreagreengatelane.org

Other contacts within Astrea Academy Trust:

- Jenni Machin, National Leader of Inclusion-
jenni.machin@astreaacademytrust.org
- Naomi Reed, Specialist Leader of Behaviour and SEND-
naomi.reed@astreaacademytrust.org
- Caroline Embery, SEND Officer – caroline.embery@astreaacademytrust.org

Contacts within the Local Authority can be found on the Local Offer website:

- Sheffield Local Offer – [click here](#)
- Sheffield Additional COVID-19 Information: [click here](#)

4. Policies for identifying children and young people with SEN and assessing their needs

There are a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website. Parents / Carers and pupils are invited to comment on any school policy by emailing the school.

List all relevant policies including:

- Behaviour Policy including Anti-Bullying Strategy
- Inclusion Policy / SEN Policy
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Strategy

5. Arrangements for consulting parents/carers of children with SEN and involving them in their child's education

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the next steps

Once special educational needs have been identified, we will formally notify parents when it is decided that a pupil will receive SEN support.

A support plan will be written and then a meeting will be held with the pupil, parents and class teacher to share these targets.

6. Arrangements for consulting with young people with SEN and involving them in their education

Pupils will be involved in the setting of their targets at the beginning of the year in order to identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. These targets will then be reviewed termly in consultation with the child and their views will be gained on the effectiveness of the action taken so far to meet their needs.

7. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

8. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us:

We will liaise with their previous school and make sure all relevant information and records are provided.

When moving classes in school:

Your child will spend time with their new teacher before transition in their new classroom.

We will hold transition meetings between teachers to share key information including SEN targets and teaching strategies.

If your child is leaving the school:

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

9. Approach to teaching children and young people with SEN. How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Our SENCO has 4 years of experience in this role and has worked as a Year 2 class teacher.

They are allocated half a day each week to manage SEN provision.

We have a team of 6 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Mighty Minds, THRIVE, Read Write Inc phonics intervention, writing effective targets for pupils with social, emotional mental health difficulties (SEMH) and Intensive Interaction (ASD).

We use specialist staff for learning support, THRIVE, and support for 1:1 staff.

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means:

- *Primarily, Quality First Teaching*

If staff feel that your child is not accessing the curriculum fully, if they begin to experience difficulties or if they are working below the expected level for a child of their age in a particular area of the curriculum, our first step is our whole school Quality First Teaching approach. Your child will receive additional support in class to address their needs. For example, they may be supported by the class teacher in a small group for a short period of time or they may work with a member of our support staff 1:1 to work on their specific needs.

Other means include:

- *Specific, tailored group work*

Children work in small intervention groups for many reasons and most children in each class will receive this support at some point during the academic year. Some support may take place regularly throughout the year, while other interventions may only be needed for a very short time.

- *Resources such as counters, number lines/squares, word banks and overlays.*
- *Frameworks and scaffolding for writing such as sentence starters and formats for setting out a story or headings for an information report.*

10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

11. Evaluating the effectiveness of the provision made for children and young people with SEN

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to London

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Supporting pupils with disabilities:

Disabled parking spot marked and located next to the school reception.

All of school is accessible by wheelchair users

There are two toilets with accessibility for visitors with a disability

A sensory room has been developed to improve support for vulnerable pupils.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information

13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We provide support for pupils to improve their emotional and social development in the following ways:

- SENCO has provided training to staff on how to support and set targets for pupils with SEMH
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- TA trained to deliver THRIVE sessions – a tool to promote positive mental health
- Learning support mentors who help pupils address their barriers to learning through supportive 1:1 relationships and small group work.

We have a zero tolerance approach to bullying at Greengate Lane Academy

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school works with external agencies to enhance the quality of provision for SEN learners. Here at Greengate Academy we involve:

- The Autism Team
- Educational Psychology Service
- Rowan Outreach
- NHS Speech and Language Therapists

15. Arrangements for supporting children and young people who are looked after by the local authority and have SEN

- PEP meetings attended and pupil's voice included to set targets.
- Looked after children reviews attended by relevant school staff.
- Close monitoring of pupil progress in pupil progress meetings.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Complaints about SEN provision in our school should be made to the Principal and SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services