



The Greetland Academy

At the Greetland Academy we strive to create a welcoming, safe place where all children, staff and visitors are valued and respected. We encourage a sense of purpose and a positive approach to learning where everyone works together with enthusiasm and confidence. We aim to nurture academic, personal, spiritual and social development in a caring and challenging environment so that all achieve their full potential.

The following details The Greetland Academy's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Contact Details	
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Age Range	4-11
Funding	Academy
SENDCO	Mrs Emma Taylor
SEN Governor	Mrs Gina Walsh

Polices for Identification and Assessment of Pupils with SEND

The following policies in school are involved in the identification and assessment of pupils with Special Educational Needs and Disabilities (SEND);

- SEND policy
- Assessment policy
- Supporting pupils with medical needs policy
- Assessment policy
- Curriculum policy

The early identification of children with SEND is vitally important to ensure that each child has a programme of work appropriate to his/her needs. The following have a role in the early identification of SEND:

- Parents or carers
- Class teacher
- Teaching Assistants
- School nurse/doctor
- Previous school
- Early Years Settings

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

<p>How will The Greetland Academy support my child?</p>	<p>As an outstanding school, The Greetland Academy strives to offer a personalised and inspirational approach to your child's education whilst still focusing on the basic skills of learning through our bespoke curriculum. During their time at The Academy all pupil's progress and attainment is monitored carefully and those who are vulnerable tracked carefully by senior leaders. All children have access to a broad and balanced curriculum which is well differentiated and take into account the different learning styles and interests of our children.</p> <p>Staff are trained in the school Special Educational Needs and Disabilities processes. Teaching and learning support assistants are experienced and trained in the delivery of a number of interventions and support strategies. Our classes have a teacher and dedicated class room time from a teaching assistant.</p> <p>Regularly reviewed Individual Education Plans (IEP) or one page plans are in place for every child on the SEND register so that all adults in school are aware of how best to support individual children and aid transition to the next year group.</p> <p>At The Greetland Academy we strive to adopt an inclusive approach to meeting pupil's needs. Provision for most pupils will be made up largely of quality first teaching and wave one, in class support strategies, which enable all pupils to learn alongside their peers. Where group or individual intervention is required this is timetabled and delivered either by the class teacher or by one of our team of teaching assistants under the guidance of the class teacher.</p> <p>We regularly work alongside specialists in different fields to support children's needs and have a tracking system in place which allows the Class Teachers, the Assessment Manager and SENDCo to track pupil's progress.</p>
<p>How do we involve parents, children and young people</p>	<p>Each child receives a written report at the end of every term, which reports on key areas of pupil's progress. There is a formal Parent's Consultation evening in the spring term.</p> <p>For children with identified SEND parents are invited into school on a termly basis to meet with their child's class teacher, and the school SENDCo if required, to review their child's progress and the provision in place for them.</p> <p>Pupils on the additional needs register contribute to their own one page plan, shared with adults in their class to explain what works well for them, their aspirations and how they learn best. Pupils are encouraged, where appropriate, to be involved in their own SEND review meetings, feeding back either in person or through a trusted adult (usually parent or class teacher). Comments from parents and pupils are included in the IEP review process.</p> <p>We have an open door policy for parents to speak to class teachers and the SENDCo.</p>

<p>How do we help a child with physical needs?</p>	<p>The Academy works closely with the Calderdale Occupational Therapy and the Physiotherapy services. In school we are able to implement therapy programmes devised, recommended and supported by the Physiotherapy or Occupational Therapy teams.</p> <p>Both school sites have disabled access and disabled toilets. Several members of staff are trained in the moving and handling of children and we work closely with outside agencies to ensure that risk assessments and appropriate lifting techniques and equipment are in place.</p> <p>Where pupils find the recording of work difficult The Academy can provide a range of writing slopes and pencil options following the advice of the occupational therapy service. We also have access to specialist equipment to assist with developing fine motor skills – pencil grips, theraputty etc</p> <p>With the support of the Specialist Inclusion Service, we also offer assistive technology and alternative forms of recording work.</p> <p>Some pupils with additional needs access touch typing sessions to enable them to word process their written work more easily.</p>
<p>How do we help a child with speech and language needs?</p>	<p>We have a number of support staff who have been trained to deliver a speech and language programmes and can offer a range of interventions for pupils, in addition to therapy programmes specifically designed by the SALT service. These include;</p> <ul style="list-style-type: none"> • NELI • Language for Thinking • Social Use of Language • Talkabout Social language use programme • Word aware • Mind mapping skills
<p>How do we help a child with sensory impairment?</p>	<p>At The Greetland Academy we work with the Hearing Impairment (HI) and Visual Impairment (VI) services. We understand that many pupils with sensory needs do not require learning targets and offer a one page plan to identify the reasonable adjustments a pupil will require. Reasonable adjustments will be made to the educational provision for any child who requires it, for example support for the care of hearing aids, larger print sizes, writing slopes and assistive technology. All adjustments to provision would be done so within the advice of the HI and VI teams to ensure the school maintains best practice in all areas.</p>
<p>How do we help a child who has social and emotional difficulties?</p>	<p>At The Academy our staff are trained and skilled in delivering interventions to pupils with social and emotional difficulties. We are able to offer pupils;</p> <ul style="list-style-type: none"> • Social skills support • Basic school based therapeutic approaches to dealing with anger and anxiety • Social communication support programmes (including the Social Use of Language Programme) • Circle of friends <p>In class, teachers endeavor to provide places of safety within the classroom and will make reasonable adjustments to reduce a child's anxiety.</p> <p>We have Designated Safeguarding Leads made visible to children through posters round school. Visits and workshops are delivered to classes regularly from the</p>

	NSPCC and TimeOut service as well as year-round assemblies and PSHCE lessons.
How do we help a child with behavioural difficulties?	<p>The Greetland Academy has a robust behaviour policy which can be found on the school website.</p> <p>As an Inclusion Team we strive to understand the issues underlying any behavioural issues pupils may present with and do our utmost to include and contact other agencies, where necessary, to support the child and their family. Our inclusion team are available to parents who wish to discuss behavioural issues parents may be having at home and can signpost to appropriate services.</p> <p>Individual Positive Behaviour charts are created to support our children in making the right choices and bespoke behaviour plans are used where appropriate.</p>
How do we help a child who needs support with English?	<p>Differentiated, engaging whole class teaching and clearly focussed next steps feedback makes up the core of our offer to all pupils in English.</p> <p>In lessons, children are encouraged to access learning support materials, these can be personalised to their needs if required, to support independent learning. They may also be supported by the class teacher or a teaching assistant at different times of the week.</p> <p>Pupils who have a significant learning need and require extra support in English may take part in intervention support including;</p> <ul style="list-style-type: none"> • 1:1 reading programme • Phonics intervention based on Little Wandle • Mind mapping techniques to support planning in writing • Touch typing • Nessy • Handwriting support • Little Wandle Spelling intervention.
How do we help a child who needs support with Maths?	<p>Differentiated teaching focusing on pupils next steps in learning means that all pupils' needs are catered for through quality first teaching. For those pupils who require extra support in Maths.</p> <p>The Academy can offer;</p> <ul style="list-style-type: none"> • Basic skills intervention support linked to whole class learning. • Power of two intervention • Concrete resources to support pupil's concept development • Precision teaching of number facts (e.g. timetables) for pupils who struggle to retain information. • Times Tables Rock Stars multiplication intervention • Numbots fluency app • NCETM mastering number program

How do we support a child who has medical needs?	<p>For pupils with medical needs The Academy offers individual Health Care Plans to ensure pupils medical needs are met within school and that reasonable adjustments are made to classroom practice wherever necessary so pupils can access learning. Individual Health Care Plans identify the pupil's condition, how the condition presents, what constitutes an emergency for the pupil and emergency response planning. These processes are agreed with parents annually or at any other time when a pupil's needs change.</p> <p>For pupils with asthma, The Academy offers asthma care plans and a register for pupils who require an inhaler.</p> <p>There are a number of a staff at The Greetland Academy who are trained in first aid and some staff also have pediatric first aid training.</p>
How do we help a child who has English as an Additional Language (EAL)?	The Greetland Academy offer a range of phonics interventions and 1:1 reading support to pupils who are learning the English Language. Children in Reception access language interventions such as Wellcom and NELI. We have links with outside agencies and other schools to access the appropriate support for any pupils who enter The Academy with English as an additional language.
How do we support a child with complex and multiple needs?	The Academy has close links with a number of outside agencies and the Inclusion Team is committed to multi-agency working. The SENDCo liaises with all outside agencies involved with a pupils care. Any extra training required to meet the needs of a specific pupil would be sought before they entered The Academy. For pupils with mobility difficulties or who require specific equipment, risk assessments are conducted by local special primary school.
How will we meet a child's personal care needs?	The Academy has a clear intimate care policy. We are able to support pupil's toileting needs if they required. Pupils will always be treated with care and respect and no pupils will be left feeling embarrassed. The Academy will endeavor to ensure pupils participate as much as possible in their own intimate care and can provide toilet training support for parents of pupils with additional needs. Any pupil who requires personal care will have a care plan co-ordinated by the SENDCo or medical lead.
How will we include children in activities outside the classroom including school trips?	Wherever possible, all pupils are included in learning outside the classroom, including residential trips. The Academy will make provisions for this through risk assessments for specific pupils and the provision of extra staff where necessary. The Academy has its own minibuses to transport pupils and can access to adapted vehicles and minibuses if required.
How do we prepare and support a child/young person for transition?	At The Greetland Academy we support pupils through three major transitions (which include a change of setting); as they enter Reception, between Key Stage One and Two when they change building within the Academy and when they leave us. At each of these times we work closely with all agencies to plan the transition process, offering our pupils with SEND the opportunity to have extra transition visits. At the end of each academic year pupils who are vulnerable or have additional needs are given the opportunity to make a transition booklet in which they can record, pictorially and in writing, all the information about their new classroom and teacher. This is then taken home over the summer to support the transition back to school in September.

How will we develop social skills throughout the school day, especially break times?	Playtimes and lunchtimes are seen as an important part of the day and included in time for 1:1 support for pupils with Education Health Care (EHC) plans if appropriate. If not allocated, there are always members of staff present who are able to promote appropriate play. In addition to this where appropriate, The Academy offers social skills support specifically designed to encourage pupils to transfer social skills into playtimes or to deal with issues arising at lunch and playtime.
How do we allocate resources?	<p>Resource allocation for pupils identified as requiring SEND support is monitored through termly SEND review meetings. During these meetings a review of provision takes place and if appropriate targets are set with regard to any outside agency or internal information or advice.</p> <p>One to one support is allocated as specified in a child's EHC plan. The Academy employs a team of teaching assistants, which are allocated to classes based on need. Teaching assistant time within class is allocated by the class teacher on a daily basis for individual/small group work. In the afternoon our teaching assistants are allocated specific groups to support in class or deliver interventions to work on pupil's individual SEND targets.</p>
How do we ensure all staff are well trained?	The Academy provides training for teachers and teaching assistants in a variety of ways. Some training is for all staff, whilst other training relates specifically to the member of staff and the role and responsibilities they have. Our SENDCo is currently undertaking the National Award for SEND Co-ordination. She is available to provide specific support and guidance to teachers if required.
How do we raise awareness of special educational needs for parents and the wider community?	We participate in competitions which celebrate successes of children with SEND and can facilitate cross school links for pupils with specific needs. The achievements of children with SEND, as all children, are celebrated in newsletters and other public documents. Parents, and any other representatives or support agencies they would like to invite are welcomed to termly meetings to discuss their child's progress.
Which specialist services do we access beyond the school?	<p>The Academy works with a number of services beyond school, these include;</p> <ul style="list-style-type: none"> • CAMHS (Child and Adolescent Mental Health Services) • Calderdale Specialist Inclusion services (including Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder, Cognition & Learning, Sports Inclusion and assistive technology services) • Calderdale NHS children's therapy services (including physiotherapy, occupational therapy and speech and language therapy services) • Educational Welfare Officer • School nursing team • Local authority SEN team • Educational Psychology Services • Health visitors • Early Years Support and Portage teams
How do we evaluate and review the support provided?	The Greetland Academy carefully monitors the effectiveness of SEND support and intervention programmes by tracking children's progress towards their individual targets and observing interventions in practice. Pupil provision and interventions can be changed depending on the success outcomes and the needs of the pupils in the group. We work with outside agencies for specialist help and information.

How do we deal with complaints regarding our provision for children and young people with SEN?	Parents have termly meetings with their child's class teacher to raise concerns or can make an appointment to speak to them at any other time of the year. Messages can be left with the school office and all messages are passed onto the relevant person. The Complaints Policy is available on school website.
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Below is a link to Calderdale's Local Offer where further information can be found:

<https://calderdalelocaloffer.org.uk/>