

## Inclusion Information

At Greenway Academy, we strive to support **all** children to enable them to achieve their potential at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

### **This is where the Inclusions Team step in.**

The Inclusions Team consists of:

Hannah Libby (Inclusion Leader & SENCO)  
Amanda Parkin (Nurture Teacher)  
Nicola Johnston (Home School Support Worker)  
Carriann Hope (Emotional Behavioural Officer)  
Hannah Young (Emotional Behavioural Officer)  
Debra Cannons (Inclusion Team)  
Jeannie Charman (Inclusion Team)  
Debbie Gandy (Inclusion Team)  
Tina Goring (Inclusion Team)  
Carlean Lucas (Inclusion Team)



Ms Hannah Liby

***I am the Inclusion Manager***

I am responsible for co-ordinating the support of academic and social emotional welfare of the special needs and pupil premium children. Supporting access to enable individuals to develop independence, achieve, feel safe and proud is central to my role. The focus is on individual need, taking into account the value of pupil and parent voice in the process. A wide spectrum of support is available from academic to social skills, sensory support to mentoring. The SEND team consists of Teaching Assistants, Emotional Behavioral Development Officers, Home School Support Worker and a Nurture Class Teacher. Liaising with the staff and teachers is an essential part of practice to ensure appropriate and thorough provision is accessed and progress is monitored. When necessary contact with a wide range of external agencies is made giving specialised advice to further understanding of individual need and tailor provision. Other Inclusion Manager responsibilities can be accessed in the new Special Educational Needs Code of Practice. If you have any concerns regarding SEND matters do not hesitate to contact me.

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Mrs Amanda Parkin

***I am the Nurture Class Teacher***

As a Nurture Teacher I provide a learning environment for those children who can sometimes find the mainstream classroom overwhelming. The Nurture approach to learning engages the children in a range of activities including the opportunity to 'learn through their play'. The day is structured to allow for sensory breaks and there is an emphasis on routine and consistency.

I work with the children to further develop their independence, resilience and social skills which will eventually lead to better academic progress. An initial assessment is made using a 'Boxall Profile' which focuses on the child's social and emotional needs. Then working closely with class teachers and the Inclusion team, individual or group targets are set for the children. These targets are sometimes academic and sometimes they are related to social and emotional needs.

I am happy to welcome parents into school to share in this experience with their child and please don't hesitate to contact me if you require any further information.

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Nicola Johnston

***I am the Home School Support Worker at Greenway Academy and I am known to everyone as Nicola.***

Having originally trained as a Nurse, I have spent several years in Special Needs education have 2 children of my own, both teenagers - the most challenging role so far!

My role is to support parents, children, families, staff and external agencies to ensure all our children reach their full potential by overcoming barriers to learning. These may include attendance issues, self-esteem problems, friendship difficulties or concerns about your child's behaviour. Maybe you have family worries such as relationship changes, financial difficulties or bereavement.

Whatever the issue, please feel free to contact me for a chat with any concerns you may have.



Miss Carrieann Hope and Mrs Hannah Young

***We are the Emotional Behavioural Difficulties Officers***

We work across the school supporting children with their social and emotional needs. We support children both in class and on an individual basis depending on their needs. Support may include time in the sensory room, developing social skills, resolving conflicts, understanding emotions, group work and one to one support. We believe in the importance of liaising with parents to ensure the effectiveness of the support. We are a very approachable team and help to identify and resolve a range of difficulties that a child may experience.

Miss Hope has over five years experience of working in a school setting. She has supported individuals with special educational needs on a one-to-one basis as well as in a mentoring capacity. She has training and experience in working with children to overcome barriers to learning including anger, friendships, emotional, bereavement and family conflict, enabling the individual to access the curriculum to the best of their ability.

Mrs Young has a background working in a medical setting supporting children through the assessment and management of ADHD as an Assistant Psychologist. She is currently completing her PhD in Psychology researching concentration. Additionally, she has been a long term carer for children with special needs.

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Mrs Jeannie Charman, Mrs Carlean Lucas, Mrs Debbie Gandy, Mrs Debs Cannons, Mrs Tina Goring

***We are the Inclusion team***

We carry out support programmes with children with additional needs on an individual and group basis. We focus on social and emotional needs as well as supporting them in their academic learning. We work as part of the inclusion team which is formed on the basis of a friendly and approachable manner. We implement strategies including sensory work, mentoring, and differentiating work. We are involved in providing children with a positive start to the day in the nurture room.

Mrs Charman focus' on the Lower School, helping children to overcome barriers to learning. During the afternoon, she is involved in the nurture team as well as implementing sensory activities. She has been a member of the team at Greenway Academy for over 25 years across the school.

Mrs Lucas is based in the nurture room where activities are aimed to help children with their social needs and academic targets. Mrs Lucas has been involved at the school for over 20 years across various years and provides a range of different support based upon the individual's needs.

Mrs Gandy focus' mainly on the children with additional needs in Upper School as well as across all ages. She is part of the sensory team offering activities based upon an individual's needs as well an opportunity to develop any skills they experience difficulty with. Mrs Gandy has been at the school for over 8 years.

Mrs Cannons is trained in supporting children who have hearing difficulties. In addition to providing support across the school, she is involved in memory skills and jump ahead

interventions. Mrs Cannons has been at Greenway Academy for 10 years and has previously been involved in sports at the school.

Mrs Goring is our dyslexia support within the school. This includes conducting screening assessments and providing identified children with the appropriate support interventions. All staff are first aid trained, with higher level training for selected staff to support Medicines in Schools policy (2015).



**There are many SEN terms that are abbreviated which can lead to confusion (even for us!).**

**Below is a glossary of the most used SEN terms.**

<b>AAP</b>	<b>Attendance Advisory Practitioner</b>
<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>ISR</b>	<b>In School Review</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>SALT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>INCLUSION LEADER</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SPLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>



## Current SEN Updates

### **What is Pupil Premium?**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

### **Why has it been introduced?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

### **Who decides on how the money is spent?**

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

### **How are schools accountable for the spending of Pupil Premium?**

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

## Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

### **What is the Local Offer?**

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

### **What will it do?**

- The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- There were 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests.

### **Below are Greenway Academy's responses to these questions.**

#### **1. How does Greenway Academy know if children need extra help?**

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers, teaching partners or the pupil's previous school
- ❖ there is lack of progress
- ❖ poor test scores
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil asks for help

#### **What should I do if I think my child may have special educational needs?**

- ❖ If you have concerns then contact your child's teacher or Ms Liby (SENCO)

#### **2. How will I know how Greenway Academy supports my child?**

- ❖ Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher in class.
- ❖ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or inclusion team member. The length of time of the intervention will vary according to need but will generally be for a term. The support will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. This support will be recorded on the pupil's provision map (this is a record of the support, timings, cost and impact of the intervention), a copy of which will be sent home each term. If you have any queries related to the support please do not hesitate to contact the class teacher or SENCO.

- ❖ Some children may benefit greatly from spending time in our Nurture Class with Mrs Parkin. They may attend one or more sessions each week.
- ❖ Pupil Progress Meetings are held each term. This is a meeting where the class teachers meet with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ❖ Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- ❖ The Governors of Greenway Academy are responsible for entrusting a named person, Mr Jamie Stratton to monitor Safeguarding and Child protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

### **3. How will the curriculum be matched to my child's needs?**

- ❖ When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ❖ Inclusions Team members or EBD officers may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ❖ If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

#### **How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress at Pupil Learning Conferences.
- ❖ Your child's class teacher will be in the playground at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.
- ❖ Target sheets are discussed with both parents and children during each Pupil Learning Conference. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the Target Sheet.

### **4. How will you help me to support my child's learning?**

- ❖ The class teacher may suggest ways of supporting your child's learning.
- ❖ Ms Liby (SENCO) or the Heads of Upper and Lower School Mrs Boulton or Mr Cannon, may meet with you to discuss how to support your child.
- ❖ HSSW may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- ❖ If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

- ❖ Parent/carer workshops and coffee mornings are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged.



**5. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- ❖ Members of staff such as the class teacher, teaching assistants, EBD officers, Ms Liby and the HSSW are readily available for pupils who wish to discuss issues and concerns, where appropriate mediation sessions are carried out.
- ❖ Social skills group are run by our Inclusions team.
- ❖ Pupils who find lunchtimes a struggle are able to join various lunchtime Clubs run by our Inclusion Team including Play leaders, EBD officers or members of the Senior Leadership Team. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.

**Pupils with medical needs**

- ❖ If a pupil has a medical need then a detailed Care Plan is compiled by Ms Liby in consultation with parents/carers. These are discussed with all staff who is involved with the pupil.
- ❖ All staff receives annual EpiPen training delivered by the school nurse, when necessary.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medi-Careplan is in place to ensure the safety of both child and staff member.

**6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise:-

**The agencies used by the school include:**

- ❖ Autism Outreach Team
- ❖ Child Protection Advisors
- ❖ Educational Psychologist
- ❖ CAST (Child & Adolescent Support Team)
- ❖ CAMHS (Child & Adolescent Mental Health Service)
- ❖ AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- ❖ PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- ❖ Inclusion Team
- ❖ Social Services
- ❖ Children's Therapy Team (Speech & Language/Occupational Therapy)
- ❖ Redhill/Haywards Heath Hospital (Paediatricians)
- ❖ School Nurse

**7. What training are the staff supporting children and young people with SEND had or are having?**

All staff have received training related to SEND. These have included sessions on:

- ❖ How to support pupils with a diagnosis of dyslexia.
- ❖ How to support pupils on the autistic spectrum.
- ❖ How to support pupils with emotional needs.
- ❖ How to support children with motor or speech difficulties
- ❖ We also employ a qualified Speech and Language Therapist and Dyslexia Specialist to assess and work with children in school.

**8. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

**9. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ❖ Ramps in school to make the building accessible to all.
- ❖ A toilet adapted for disabled users.
- ❖ Allocated parking spaces
- ❖ We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.

**10. How will the school prepare and support my child when joining Greenway Academy or transferring to a new school?**

Greenway Academy understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ❖ Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- ❖ Ms Liby and Mr Cannon, where appropriate, attend the infant feeder schools ISR (In School Review).
- ❖ Year 2 pupils attend a Transition Day where they spend the day with their new class teacher.
- ❖ Additional visits are also arranged for pupils who need extra time in their new school.
- ❖ Ms Liby is always willing to meet parents/carers prior to their child joining the school.
- ❖ Each year a group of Year 6 Pupil Ambassadors are selected who have numerous visit to their new secondary school. This provides them with the opportunity to discuss any concerns they may have.
- ❖ Secondary school staff visits pupils prior to them joining their new school.

- ❖ Ms Liby and Mrs Boulton meet the Inclusion Leaders from the secondary schools to pass on information regarding SEN pupils.
- ❖ Where a pupil may have more specialised needs, a separate meeting is arranged with Ms Liby, the secondary school Inclusion Leader, the parents/carers and where appropriate the pupil.

**11. How are the school's resources allocated and matched to children's special educational needs?**

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ❖ If any concerns are raised by any professional on completion of an assessment further support or resources may be allocated to your child.
- ❖ Individual Pupil Premium payments are used to support that pupil's learning.

**12. How is the decision made about how much support my child will receive?**

- ❖ When the children join the school support is allocated on the information provided by the feeder school. Usually, in consultation with their year group, the Upper or Lower School Heads will allocate members of the Inclusion Team to support either individuals or small groups in class or in other focus groups tailored to the pupils needs.
- ❖ During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other support will be arranged.
- ❖ Parents/carers will be able to see the support their child is receiving on a provision map which will be sent home three times a year. A provision map is a record of support that the pupil is receiving including the impact it is having on the pupil's learning.

**13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- ❖ discussions with the class teacher
- ❖ during Pupil Learning Conferences
- ❖ during discussions with Ms Liby, Nicola Johnston or other professionals
- ❖ Parents are encouraged to comment on their child's target sheet with possible suggestions that could be incorporated.

**14. Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ Ms White - Headteacher
- ❖ Ms Liby - SENCO
- ❖ Mrs Nicola Johnston - HSSW
- ❖ Your child's class teacher