

Greenmead School's SEND Information Report

September 2020

Greenmead School is a Wandsworth maintained special school and will therefore follow guidance and advice from Wandsworth LA. Services in other Local Authorities may have different processes to follow.

SEND Code of Practice

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. High quality of teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need an educational provision that is additional or different from this. This is special educational under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such a provision is made for those who need it. Special educational provision is underpinned by high quality teaching and learning.

Pupils' views – SEND Code of Practice 2014/Pupils and Families Act 2014

The views of pupils should be included in all discussions. This could be through involving the pupil in all or part of the discussions itself, or gathering their views as part of their presentation for their EHCP reviews. A young person may ask any family member, familiar professionals or other advocates to support them in any way they wish, including filling in forms, attending meetings, making phone calls or helping them to make an important decision. The right for a young person to make their own decisions is subject to their capacity as set out in the Mental Capacity Act 2005. The underlying principles of the act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interest.

Our Mission Statement at Greenmead School

At Greenmead Primary School, we focus on our pupils and what they can do now. Through close working relationships with families and the multi-disciplinary team around the pupil, we develop ambitious and meaningful expectations. Pupils at Greenmead work hard and we celebrate every single achievement.

We aim for all of our pupils to leave Greenmead as confident, independent life-learners who are able to express themselves and their choices, are problem-solvers and who can contribute to the community in which they live and learn.

We provide a friendly, supportive and safe environment with a climate of trust, honesty and positivity. Our new state-of-the-art building is co-located with our mainstream partner school Ronald Ross Primary School, creating novel opportunities for integration and development for all.

Greenmead School caters for pupils with a range of complex physical disabilities, severe and/or profound learning difficulties with additional communication needs. We continue to be recognised as an innovative centre that provides Outstanding outcomes for all pupils.

Frequently Asked Questions

1	How will I know that Greenmead School is meeting my child's needs?	<p>Greenmead values an open and honest relationship with all parents/carers as you know your child best. You will have daily contact from the class team via your child's home/school diary but you are also more than welcome to phone the school office and leave a message and the class teacher will get back to you as soon as they can. You can request appointments with the class teacher whenever you feel the need to. You can also email your child's class teacher who will reply at a suitable time; i.e. not when they are teaching in the school day. We have a range of therapists and the school nurse working as part of a multi-disciplinary team and you can contact them via the school office. If you have further concerns you can contact the Clinical Lead who oversees therapy and health or the Headteacher.</p> <p>You will formally be invited to 3 parents' evening events over the year to discuss your child's progress and agree MDT IEP targets. Your child will have their EHCP review meeting annually or bi-annually if they are under 5 years old, where you, your child, the class teacher, therapists, school nurse and a member of the school leadership team are invited to attend. This is chaired by a member of the school leadership team, usually the Headteacher or Deputy Headteacher but may also be the class teacher as part of their professional development supported by SLT. This is an opportunity to celebrate your child's progress and achievements against their learning outcomes as agreed at their previous review meeting. Before the EHCP review meeting you will be sent a report from the class teacher and reports from any therapy your child is receiving. The class teacher's report will include an evaluation of your child's outcomes and the progress and achievements in these. Your child's outcomes are evaluated, reviewed and revised each term and measured against school assessment tools.</p>
2	How will the curriculum be matched to my child's needs?	<p>We offer a creative, personalised curriculum which takes into account the different learning styles, abilities and possible pathways. We aim to give the pupils a curriculum that is broad, engaging and meaningful. The aim of the curriculum is to teach pupils the skills and knowledge they will need for life beyond Greenmead School and to give them the confidence to be an active part of their community where they are able to express themselves, make choices and be able to make individual achievements by having effective problem-solving and communication skills.</p> <p>With the range of learners in our school we believe that there is no 'one size fits all' approach to teaching, learning and techniques for all pupils. There can therefore be no one curriculum which is suitable for all the pupils which is why our curriculum is divided into different learning pathways. It is also important that we are reflective about 'why we do what we do' in our everyday practice. Whatever we deliver in our classroom practice must be relevant and meaningful to the pupils in our school.</p> <p>Targets for pupils' learning are firstly based on individual pupil strengths, barriers to learning and developmental next steps. These are assessed by the class teachers and therapists and together with parents form the basis of EHCP/IEP targets. The curriculum is delivered through a thematic approach. Each half term there is a whole school theme and all areas of learning encompass the theme.</p> <p>The school is divided into 4 pathways including;</p> <ul style="list-style-type: none"> • EYFS (Aged 2-4 years) • Sensory Pathway • Semi-formal Pathway • Formal Pathway

The EYFS class has a range of pupils within the group and time in this class is spent on getting to know the pupil's learning styles, strengths and needs through play-based learning. At the end of their time in EYFS we will be able to establish which of the 3 pathways a pupil will follow into KS1 and KS2.

From KS1 through to KS2 pupils are organised into pathways based on their learning styles, communication methods, abilities and needs.

We have found that this is the most effective way to ensure that the classroom environment and programmes of learning can be organised and delivered to meet every pupil's individual needs in a way which enables all pupils to make outstanding progress and achievement.

The organisation of our classes is evident in the way that:

- Each class is equipped and organised to meet the specific needs of pupils within
- Appropriate staff teams are allocated annually and specific training provided where required
- The classroom environment can be specifically designed and organised to best meet the needs of the pupils within it
- Routines can be designed, established and embedded which are appropriate to the needs of the pupils within them (e.g. snack times, toileting, communication strategies such as visual timetables and objects of reference)
- Appropriate communication strategies can be established and embedded which are at an appropriate level, accessible and valued for the pupils within the class
- The specific programmes for distinct groups of learners can be better implemented

RE/British Values is celebrated as a whole school at various times in the year including;

- Whole school Friday achievement assemblies
- Charity events (Foodbank, Pupils in Need, etc)
- Cultural themes such as Festivals
- FOG events once per term
- Annual sports day

Curriculum Pathways and Offer

EYFS Curriculum

Areas of learning covered include:

- Communication, Language and Literacy
- Physical Development
- Personal and Social Development
- Expressive Arts and Design
- Understanding of the World

Sensory Curriculum

Areas of learning covered include:

- Communication (responding to people, includes integrating speech and language therapy targets)
- Cognition (responds to objects, includes cause and effect through the use of technology and media)
- Me and my community (includes belonging to my community both within, the local community and around the wider world, including PSED targets).
- Care and independence (includes self-help skills and working towards self-occupying activities, integrating occupational therapy targets)
- Physical Development (includes integrating physiotherapy targets)

Each half term, the topic has a sensory focus (Visual, Auditory, Smell, Taste, Touch, Proprioceptive and Vestibular)

The developmental frameworks for the 5 areas of learning should be used as a basis for planning (Routes for Learning). In addition, detailed assessment information about each pupil's skills and abilities and current developmental level should be utilised to ensure planning is personalised and relevant to each pupil. For many of these pupils, they will need many opportunities to practise, develop and generalise their emerging skills in a wide variety of situations and with a range of resources and people.

Planning should indicate clear objectives for each pupil/group and differentiated activities to meet those objectives. IEP targets should be indicated on the planning where relevant.

These should be completed in Week 3 of each half term and be available on the system in the relevant class planning folder. They will be monitored by SLT each half-term and feedback provided.

Consistent planning formats must be used for medium term planning – these are in the relevant folder in the curriculum folder on the system.

There is a timetable to clearly show coverage of key areas of learning and should be written on agreed school templates.

Semi-formal Curriculum

Areas of learning covered include:

- Communication (includes integrating speech and language therapy targets)
- Cognition (includes cause and effect through the use of technology and media)
- How the world works (includes exploring the world around me, developing a sense of time and place, developing a sense of community and scientific understanding)
- Physical Development (includes integrating physiotherapy targets)
- My creativity (includes music, art and design, cooking)
- My care and independence (includes self-help skills and working towards self-occupying activities, integrating occupational therapy targets)

Formal Curriculum

Areas of learning covered include:

- Communication, Language and Literacy (includes integrating speech and language and occupational therapy targets)
- Maths
- Understanding of the World (includes Science, History, Geography, Computing)

		<ul style="list-style-type: none"> • Personal and Social Development (includes SRE, citizenship, RE, self-help and independence through integrated occupational therapy targets) • Creative Development (includes art and design, music and design and technology) • Physical Development (includes integrating physiotherapy targets and PE as appropriate) • Computer and media <p>The developmental frameworks for the areas of learning should be used as a basis for planning for both the Semi-Formal and Formal Pathways. In addition, detailed assessment information about each pupil's skills and abilities and current developmental level should be utilised to ensure planning is personalised and relevant to each pupil. For many of these pupils, they will need many opportunities to practise, develop and generalise their emerging skills in a wide variety of situations and with a range of resources and people.</p> <p>Planning should indicate clear objectives for each pupil/group and differentiated activities to meet those objectives. IEP targets should be indicated on the planning where relevant.</p> <p>These should be completed in Week 3 of each half term and be available on the system in the relevant class planning folder. They will be monitored by SLT each half-term and feedback provided.</p> <p>Consistent planning formats must be used for medium term planning – these are in the relevant folder in the curriculum folder on the system.</p> <p>There is a timetable to clearly show coverage of key areas of learning and should be written on agreed school templates.</p>
3	<p>Is my child taught in attainment based groups?</p>	<p>Pupils are organised into pathways based on their needs and learning styles. We have found that this is the most effective way to ensure that the classroom environment and programmes of learning can be organised and delivered to meet every pupil's individual needs in a way which is optimal.</p> <p>The organisation of our classes is evident in the way that:</p> <ul style="list-style-type: none"> • Each class is equipped and organised to meet the specific needs of pupils within • Appropriate staff teams are allocated annually and specific training provided where required • The classroom environment can be specifically designed and organised to best meet the needs of the pupils within it • Routines can be designed, established and embedded which are appropriate to the needs of the pupils within them (eg snack times, toileting, communication strategies such as visual timetables and objects of reference) • Appropriate communication strategies can be established and embedded which are at an appropriate level, accessible and valued for the pupils within the class • The specific programmes for distinct groups of learners can be better implemented <p>Whilst pupils are grouped according to need there is still the need to offer differentiation for individual pupil targets, needs and learning styles.</p>
4	<p>How will Greenmead help me to support my child's learning?</p>	<p>We welcome parent/carer partnership with all when it comes to supporting your child's learning. As well as being invited to attend EHCP Reviews and parent/carer evenings you will receive IEPs termly and can be used to measure progress against your child's annual outcomes. Where necessary, you will also receive your child's Behaviour Support Plan (BSP). If you would like to discuss your child's progress, you are always able to do this by making an appointment to see the class teacher. We will also send out half termly curriculum maps so that you know what your child is going to learn each half term. There will be</p>

		opportunities throughout the year for parents to have training from our multi-disciplinary team so keep a look out on the website and weekly newsletters for courses or workshops on offer. These may include sessions in PECS, reading, Makaton, etc.
5	What support will there be for my child's overall well-being?	At Greenmead School we have a firm belief that learning is not just about academic skills but includes a more holistic approach which is about ensuring that we support every pupil's overall well-being too. We have a range of multi-therapy provision at school including music therapy, play therapy, physiotherapy, speech and language therapy and occupational therapy. We have a full-time Paediatric School Nurse who is available to discuss any medical concerns you may have about your pupil. The nurse arranges annual hearing checks and dental checks by a specialist SEND dentist. We also run a number of other specialist clinics on the school site including Orthotics, Orthopaedic and wheelchair services. All of our staff have training in Administration of Medication, Epi-Pen, Gastronomy, Oxygen Management and Epilepsy. Staff have regular training in Manual Handling and Dysphasia and Safeguarding. A number of our support staff are Paediatric first aid trained. We have access to an Educational Psychologist who is employed by the LA but is allocated to Greenmead. We can make referrals to the CAHMS team. We can also make referrals to the Wandsworth Advisory Service for Pupils with Hearing or Vision Impairments. Being part of a multi-agency team is very important to us at Greenmead and we work closely with social care teams and other health agencies. School will often attend social care TAC meetings to support you and your child.
6	What specialist services are available or accessed by the school?	<p>There is a wide range of multidisciplinary staff working at Greenmead to support our pupils and their families. Some of these are employed by the school and others have their services commissioned by the CCG or by Wandsworth Local Authority.</p> <p>Those employed by the school include:</p> <ul style="list-style-type: none"> • Music therapist – to support the emotional and social development of pupils • Dance teacher – to develop pupils creative and expressive dance skills • Play therapist – to support the emotional well-being for vulnerable pupils <p>Music and play therapy is agreed by referral from the class teacher to the therapists.</p> <p>Those commissioned by the CCG include:</p> <ul style="list-style-type: none"> • Speech and language therapists – to develop pupil's communication skills and to ensure safe eating and drinking. • Occupational therapists – To ensure maximum independence for pupils and full access to the school curriculum. • Physiotherapists- To promote active movements and physical development for all pupils. • School nurse – to monitor the ongoing health needs of the pupils at Greenmead. • CAHMS <p>Those commissioned by the Local Authority include:</p> <ul style="list-style-type: none"> • Teachers for pupils with visual impairments • Teacher for pupils with hearing impairments • School transport staff

		<ul style="list-style-type: none"> Local authority social workers Educational Psychologist 0-25 Disabled Children's Team
7	What training do staff supporting young children and pupils with SEND have?	<p>Up to date and relevant training is key to providing the correct support to our pupils at Greenmead School</p> <p>All new and existing staff have a core of essential training they must receive when they begin working at Greenmead. This includes:</p> <ul style="list-style-type: none"> Manual handling training Dysphagia training Safeguarding training <p>Medical training is provided to specific groups to meet the needs of the pupils in their direct care, this includes:</p> <ul style="list-style-type: none"> Gastrostomy training Epilepsy management Administering emergency medications Oxygen management <p>Additional training opportunities include:</p> <ul style="list-style-type: none"> Makaton training PECS training PODD training Intensive Interaction <p>All of our teachers have qualified teacher status (QTS).</p>
8	How will my child be included in activities in the community?	<p>All pupils are supported and encouraged to be fully involved in their community by going on educational visits or learning in the community. These are all risk assessed and are fully supervised and supported by the school team. Individual arrangements are planned in advance to ensure that they are able to fully participate. We use a range of community based services to enhance our curriculum.</p> <p>We have the wonderful opportunity in that Greenmead is co-located site with a mainstream primary school, Ronald Ross. This gives us many exciting experiences to do inclusion with mainstream peers. All of these are based on individual needs, interests and abilities are all individually planned by the class teacher and a teacher from the mainstream school.</p>
9	How accessible is the school environment?	Staff, pupils and visitors are able to navigate easily and independently around school and to access all areas for their learning.

<p>10</p>	<p>How will the school prepare my child when joining Greenmead School or transferring to another school/secondary school?</p>	<p>Prospective pupils/families coming into Greenmead: Families are welcome to phone the school and make an appointment to do a tour of the school and meet with a member of the school leadership team. Once we have received a consultation request from your local authority for a placement at Greenmead School we have 15 days to make an informed decision based on whether we can confidently meet your child’s needs and spaces available. We will then reply to your child’s local authority who will name Greenmead School on your child’s EHCP. Once it has been confirmed that your child will begin at Greenmead School we will begin the admissions process which will include; firstly the class teacher or a member of the school leadership team will visit your child in their current setting or home to talk with school staff or parents/carers and spend some time observing your child. If your child is currently in a school setting we ask that we be invited to their EHCP review meeting as part of the handover. We’ll then have a professionals’ handover meeting with you present to share information across the settings either school to school or community services to school. The leadership team with key school partners from health and therapy will hold an internal risk assessment meeting which will allow us to make sure that we have all the equipment, resources, etc needed to support your child’s transition. At this point we will be able to give you a confirmed start date and plan with you the transition into school.</p> <p>Pupils transitioning out of Greenmead and onto secondary settings: At your child’s year 5 EHCP review meeting we will update your child’s EHCP and make recommendations for assessments. We advise parents to visit a number of secondary special schools so that you have sufficient time and are able to make an informed choice of where you want your child to go. It is recommended you start thinking about secondary school placements when your pupil is in Year 4. The school can give you a list of schools available in Wandsworth and also in neighbouring boroughs. If you would like help and advice about which school you think is right for your child we can do this with you and may even be available to visit schools with you.</p> <p>When pupils are then in year 6 we work closely with their new school and plan a series of visits to their new setting over the course of the summer term to support the transition in September. We will hold their Yea 6 EHCP review meeting in the summer term and invite the new school to attend so that new long and short term objectives are agreed across both settings and professionals can hand over key information to one another.</p> <p>All pupils in Year 6 are offered a block of music therapy in the summer term as part of a leavers group. This group is offered to help them to become ready for the change and to give them the opportunity to express any concerns or worries they may be feeling.</p> <p>The therapy team will ensure that all therapy information, programmes and reports are sent ahead to your pupil’s new school as part of their discharge reports.</p>
<p>11</p>	<p>How are the school’s resources allocated and matched to child’s special educational need?</p>	<p>EHC Plans have funding attached to them that is relevant to your child. The amount of funding is decided by the Local Authority’s SEN team and this is determined by the degree of need and following an assessment against learning, health and social care outcomes. The school can ask for an increase of funding at the EHCP review or can call an interim review to request additional funding for specific resources. The first £6000 of the statement/EHC Plan is funded from the school’s resources.</p>

		<p>The school has a Pupil Premium grant. This grant is available for pupils who are eligible to apply for Free School Meals, where a pupil is looked after by the local authority or adopted or where a pupil has a parent in the national forces. The grant was introduced to narrow the gap in attainment between pupils from lower income families and their wealthier peers. This budget can be used to provide support, materials or equipment for any pupils who qualify as above but is the school leadership team and governors who decide how best to use the grant's resources according to pupil need.</p>
12	<p>How is the decision made about what, how much support my child will receive?</p>	<p>Special educational provision is always underpinned by high quality teaching. Resources and support provision will be outlined in your child's EHC Plan and will be reviewed annually at their EHCP review meetings. The school will be following Wandsworth's policy and guidance for personal budgets.</p> <p>Your child's therapy provision is assessed against their need based on assessment by each of the therapists. On your child's EHCP there will be a clear package of care written which includes direct/indirect time which will be monitored at regular intervals in the year.</p> <p>At Greenmead we fully believe and embrace integrated therapy. This means that your child's therapy programmes will be shared with the class staff who will also be up-skilled by the therapy team to ensure that your child's therapy programmes and goals are integrated throughout the teaching day. A little bit every day is more beneficial than one session a week. Integrated therapy also allows your child to learn functional, life-long skills that can be integrated into the waking day. It is also important that your child learns to develop skills within small groups and in the classroom environment rather than being withdrawn to work 1:1 with an adult.</p>
13	<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>New pupils and their parents/carers have a review meeting six weeks after they start at Greenmead. At the six week review meeting the class teacher shares the baseline assessment that has been completed during their first few weeks of school and parents, class teachers and therapists set short term Individual Education Plan (IEP) targets.</p> <p>For all pupils; IEPs are reviewed every term.</p> <p>There are three parents evenings every academic year. Parents' evenings focus on the progress their child is making and any areas of development that may be a cause for concern. Parents' evenings are an opportunity for parents/carers and class teachers to discuss and plan future priority areas for pupils including any difficulties or concerns that parents may have at home.</p> <p>At the final parents evening of the year, parents will receive a report on their child's progress for the academic year. This will include progress and achievements made in areas of IEP targets and across curriculum subjects.</p> <p>Parents meet with their child's class teacher and a member of the Senior Leadership Team once a year to review their child's EHCP. If your child is under 5 years old, there are 6 monthly reviews. At this meeting a thorough and detailed report outlines pupil progress and attainment over the course of the academic year. Parents and school review the progress made towards annual targets and together plan priorities for the next year.</p>

		<p>For pupils making the transition to secondary school; All transitions are well planned for throughout the school as pupils move from class to class and phase to phase. In July we hold a new class day where pupils move up into their new class and spend the afternoon with their class teacher and team of special school support assistants who will work with them next year.</p> <p>For pupils in Year 6 we work closely with their new school and plan a series of visits to their new setting over the course of the summer term to support the transition in September.</p> <p>All pupils in Year 6 are offered music therapy in the summer term as part of a leavers group. This group is offered to help them to become ready for the change and to give them the opportunity to express any concerns or worries they may be feeling.</p>
14	<p>Who can I contact for further information?</p>	<p>You can contact the following for more information:</p> <ul style="list-style-type: none"> • Greenmead School Tel. 0208 7891466 Website: www.greenmead.wandsworth.sch.uk Email: admin@greenmead.wandsworth.sch.uk Headteacher: Toni Edmonds-Smith School Business Manager: Jacqueline Mayhew • The interim Chair of Governors: Paul Nicholls • The multi-therapy team: Please leave a message via the school office or email the Clinical Lead • Wandsworth website: www.wandsworth.gov.uk • For further information about Wandsworth's Local Offer for SEND and the current changes: www.wandsworth.gov.uk/sen • For further information about health provision for your pupil please contact your GP • If you would value additional support you can contact Wandsworth Information, Support and Advice Service http://www.wandsworth.gov.uk/wiass
15	<p>What can I do if I have a concern or a complaint about the service being delivered by the school?</p>	<p>Please tell us of your concern as soon as possible. It is difficult for us to investigate an incident or problem properly if it took place some time ago. We do appreciate the assistance we receive from parents in addressing any problems that arise. We receive very few complaints. Problems sometimes arise from misunderstandings which are easily addressed. Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher. When parents and teachers treat each other with mutual respect and support, this provides a very good role model for all our pupils. If, having spoken to the class teacher, you still have concerns, you should see the Headteacher. Greenmead's complaints policy can be found on http://www.greenmead.wandsworth.sch.uk/Policies-and-Guidance</p>