



# What SEND looks like at Green Gates Primary School

Key Information and Processes for Parents

Promote Happiness; Discover Success;  
Achieve Excellence

At Green Gates Primary School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution, which every individual can make to our school community. Pupils' success is not only measured through academic attainment but through their social and emotional development too.

Green Gates is a highly inclusive school which removes barriers to learning, provides an education that is appropriate to pupils' needs and promotes high standards for all children.

Our commitment to ensuring that we meet the needs of all learners is reflected in our continuous professional development. Staff have had the following SEND specific training:

- 3 fully qualified SEND Co's
- 2 Nurture accredited teachers
- Understanding Neurodiversity
- Autism and Girls
- School Anxiety
- Sensory Classrooms
- Making Sense of Neurodivergence
- Emotional Regulation
- Hanen More Than Words
- Makaton
- Early Words Together
- Sunflower Sensory Training
- Wellcomm Communication
- Teaching Children with SEMH Needs
- Adverse Childhood Experiences

The aim of this booklet is to provide parents and carers with clear information about the systems and processes that we have in place for pupils who are on the SEND register at Green Gates.

## Our Purpose....

Promote Happiness; Discover Success; Achieve Excellence.

## Our Promise...

To our children, our families and our community, we will be:

### **Inclusive**

*We will aim to promote diversity and celebrate difference in a school where everyone is unique.*

### **Welcoming**

*As a member of our valued community, you will be welcomed with open arms into our school family.*

### **Nurturing**

*We are a school that provides every child with compassion, understanding and a safe place to grow.*

### **Passionate**

*We can give you a dedicated team of staff who will instil a love of learning through immersive experiences.*

### **Inspiring**

*We will ignite your child's curiosity and spark their imagination.*

**We are a school that really does go the extra mile for each and every one of our children.**

# SEND Code of Practice and the 4 Broad Areas of Need

The SEND Code of Practice provides statutory guidance for schools regarding the support and provision for children with special educational needs and disabilities (SEND). It outlines the responsibilities of educational settings to ensure that all pupils, regardless of their needs, have access to a high-quality education that meets their individual requirements.

The Code identifies four broad areas of need, which help schools to assess and provide appropriate support for pupils with SEND.

## The Four Broad Areas of Need

### Communication and Interaction

This area encompasses difficulties in communication, including challenges in understanding and using spoken language, as well as difficulties in social interaction and forming relationships.

#### Implications for Support:

- Use of visual aids and communication tools
- Structured opportunities for social interaction
- Tailored speech and language therapy interventions

### Cognition and Learning

This area includes a range of learning difficulties that affect a pupil's ability to learn, process information, and develop skills at the expected pace.

#### Implications for Support:

- Differentiated teaching strategies to accommodate varying learning styles
- Use of assistive technology and resources to support learning
- Small group interventions focusing on specific skills

### Social, Emotional, and Mental Health (SEMH)

This area pertains to difficulties that affect a pupil's emotional wellbeing and ability to manage their emotions, leading to challenges in social interactions and learning.

#### Implications for Support:

- Implementation of a positive behaviour management strategy
- Access to counselling or therapeutic support
- Creation of a safe and nurturing environment to promote emotional wellbeing

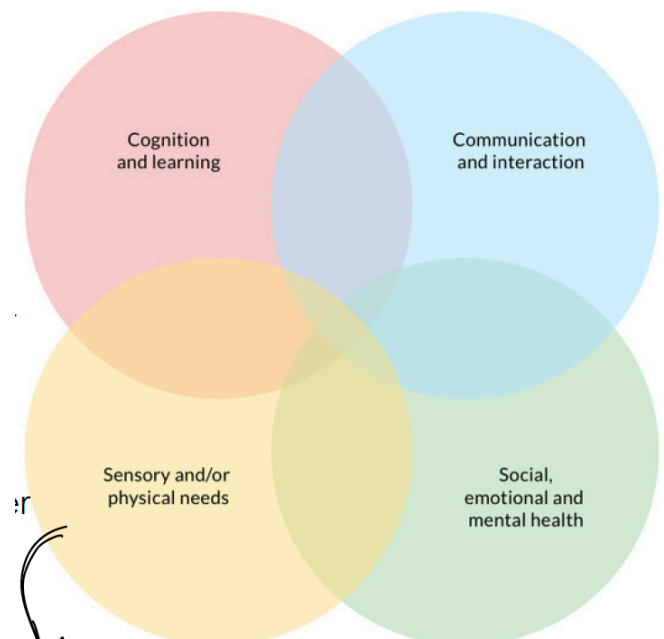
### Sensory and Physical Needs

This area includes physical disabilities and sensory impairments that may affect a pupil's ability to access the curriculum and participate fully in school life.

#### Implications for Support:

- Provision of suitable equipment and resources (e.g., hearing aids, mobility aids)
- Adaptations to the physical environment to ensure accessibility
- Collaboration with external agencies for specialist support

By understanding, recognising and addressing these needs, we create an inclusive environment that supports the learning and development of all pupils, ensuring that every child receives the appropriate support to thrive in their educational journey at Green Gates.



**IMPORTANT**

Students may have needs across 1 or more areas

## Identification of SEND

When identifying whether a pupil has a SEND, Green Gates Primary use a strengths and needs approach.

If, for example, despite consistently high-quality teaching, a pupil experiences difficulties in accessing the same learning as their peers, or needs much greater support in self-regulation than peers, there may be an underlying need.

Slow progress and/or low attainment may indicate that a pupil has SEND but not necessarily. Equally, attaining in line or indeed above chronological age or attainment of same-age peers should not lead to an assumption of no SEND. Sometimes a pupil may excel in the majority of areas but struggle with one, or may struggle with particular concepts, but not others, within the same subject. Again, this does not necessarily mean they have SEND; they may simply need further adaptations within the universal offer of high-quality teaching. The assessment process to support identification is therefore vital in making a determination.

In deciding whether to make SEND provision, the school gather a wide range of information from within the school as well as parent/carers and from the pupil. This is outlined in our graduated approach flowchart.

## SEND Support

If assessments indicate that a child needs provision beyond universal high-quality teaching, the next level is SEND Support.

This means that the pupil may require further adaptations and adjustments. As a school, we outline these on a SEN Support Plan. A SEND support plan is written and reviewed termly, with 3 or 4 targets.

## Education, Health and Care Plans

The vast majority of children will have their needs appropriately met using the approaches and strategies set out in their SEND support plans.

Only those with the most exceptional level of needs will require a statutory assessment of their SEN and provision to be made in accordance with an EHC Plan in order to meet needs.

There is an expectation that the school has already tried to meet the Pupil's needs through universal high-quality teaching and through the adjustments and/or additionality offered by SEND Support over a suitable period of time before requesting an Education, Health and Care Needs Assessment (EHCNA).

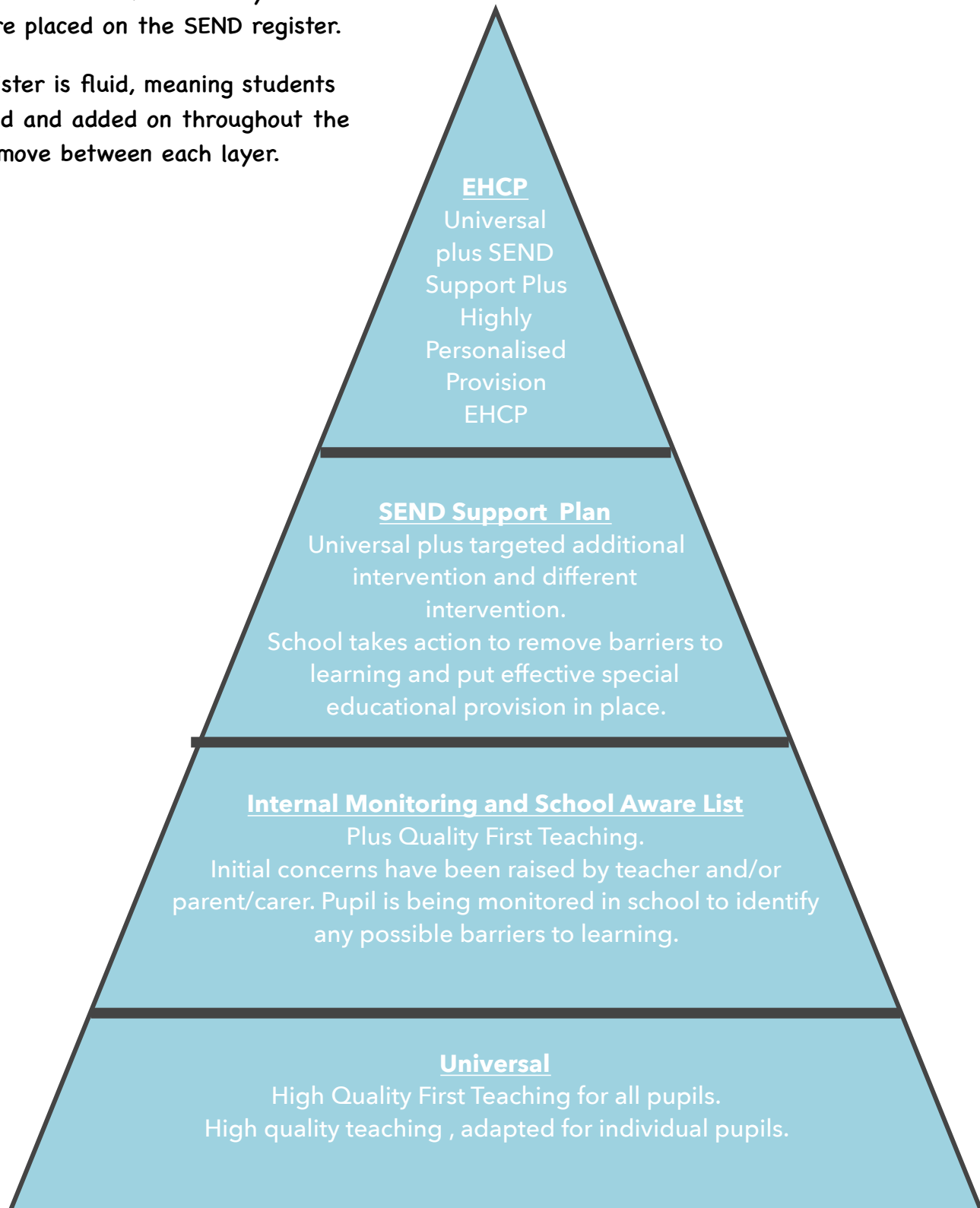
Within school, pupils with an EHCP will have a SEN support plan which helps to break down the EHCP into achievable targets for the pupil.



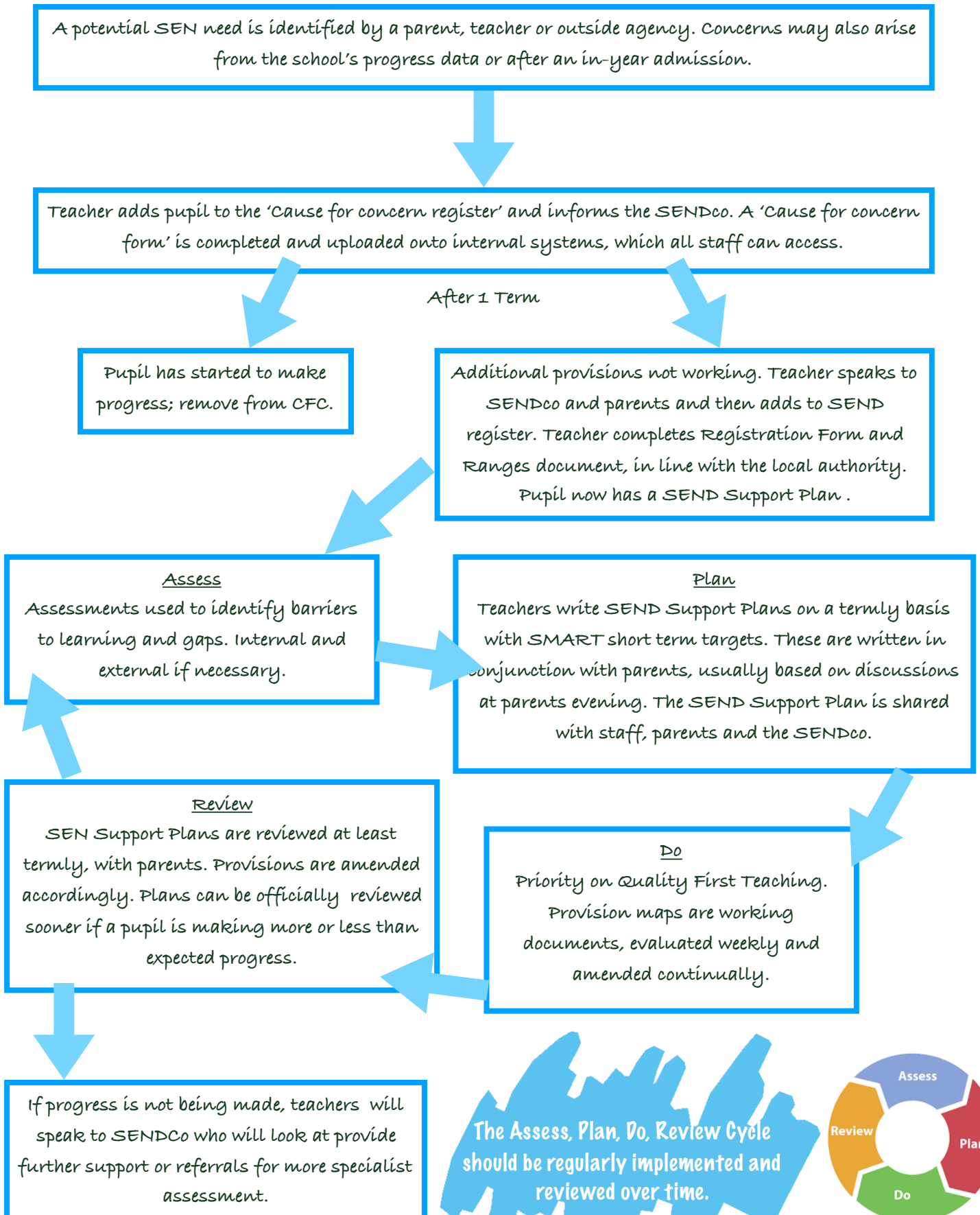
# The Graduated Approach

Pupils with identified SEND needs, who require provision additional to and beyond their peers, are placed on the SEND register.

The SEND register is fluid, meaning students can be removed and added on throughout the year, and can move between each layer.



# The Graduated Approach



# Social, Emotional and Mental Health Support

## ASSESS

During the 'Assess' stage, a Teacher or Parent may identify a need for additional support.

## PLAN

Pastoral Lead, Teacher, SENDco and parents discuss most appropriate provision. Teachers and parents write SEND Support Plans on a termly basis, usually based on notes from parents evening notes. Teachers complete the SEND plan and are with parents.

## DO

Lower Level Pastoral Support needed. Pastoral Lead to set up a 'Pastoral Plan' for the pupil and begin work.

Lower Level Pastoral Support needed which needs external support. Pastoral Lead to complete referral to Mental Health Support Team.

Higher Level Pastoral Support Needed. Pastoral Lead and Teacher to speak to parent about referral to CAMHS.

## REVIEW

Review  
SEN Support Plans are reviewed at least termly, with parents. Provisions are amended accordingly. Plans can be reviewed sooner if a pupil is making more or less than expected progress.

Teacher ring hotline to book professional phone call. Teacher to complete CAMHS form alongside parent. Teacher and Pastoral Lead hold phone call and submit form if agreed. All steps logged on internal systems and parent informed.

Not all children who require Pastoral support need a SEND support plan. The SENDco will advise on this.

The Assess, Plan, Do, Review Cycle should be regularly implemented and reviewed over time.



'Every Teacher is a Teacher of SEND.'

# The School Aware List

The School Aware list is a system we use within school to make staff aware of children who may need additional support. Being added to the School Aware list ensures that the pupil is being monitored in school to identify any possible barriers to learning and that we try to remove these.

When a child is on the school aware list the teacher and SEND Co will complete a pupil passport, which outlines what works well for that child and how we can help them achieve. Like SEND Support Plans, the school aware list is reviewed termly (Autumn, Spring and Summer).

If your child has a diagnosed condition, or is on the pathway for diagnosis, they may be added to the school aware list rather than the SEND register. This is to ensure they receive consistent support, but they do not have targets which may not be achievable due to the nature of their diagnosis.

Below is a simplified example of a pupil passport.

## I would like you to know that...

I like school

## I find it difficult to...

Listen and follow instructions and stay on task. I get distracted easily and need to move.

## It would help me if you could...

Chunk instructions, give me movement breaks, let me sit by myself to do work.

## I will help myself by...

Having movement breaks, using my fiddle toys, sitting in the right spot on the carpet, coming to school on time.

## The things I like are...

my friends and PE

## The things I dislike are...

loud noises

'Every Teacher is a Teacher of SEND.'

# SEND Support Plans

When your child is on the SEND register the teachers will work with parents to create a SEND Support plan. This is to agree targets for your child and discuss the support that can be put in place to help your child.

Targets must be SMART. There will be 3 or maximum 4 targets for your child to work towards, or they become unachievable. The SEND plan will outline strategies and support that the school will put in place to enable your child to achieve these targets. Teachers will use information from other professionals, such as Speech and Language and Occupational Therapy to create the targets and the support advised.



The SEND support plans will be officially reviewed termly. However, they are often annotated and adjusted by teachers during the term as the child makes progress and needs change.



**Assess**

**Areas of strength:** They have a lovely imagination and has their own ideas about play.  
 They loves to tell stories and has a great sense of humour.  
 They will sit at a table and complete work that is a short simple task with close support of an adult.  
 They respond well to routine and very small group work.  
 They understand different emotions, eg: happy and sad.

**Areas of concern:** They needs reminding to follow multi step instructions.  
 They have a very short attention span.  
 Speech and language still needs lots of support, they often gets words muddled up or misses words out.  
 They requires extensive support with reading writing and maths and is working 3 years below the expected.

**Long Term Outcomes**

**Current Long Term Targets**

to be able to maintain attention. To be able to speak clearly, with less grammatical errors. To be able to read and write cvc words. To gain fluency and understanding in arithmetic.

**Plan**

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Speech and Language	To talk using the correct syllables within 2 syllable words- 3/5s of the times eg toilet, picture, careful, rabbit by the end of Summer term	To talk using the correct syllables within 2 syllable words- 3/5s of the times eg toilet, picture, careful, rabbit by the end of Summer term	modelling from adults. over-emphasising correct sounds clapping/tapping to hear the syllables small group support with TA Speech therapy alongside class teacher In class speech therapy delivered throughout the day.	
Phonics	To read and write cvc words correctly on 3/5 occasions- writing 5 new CVC words per week.	will read and write 5 new cvc words each week, correct on 3/5 occasions.	Daily small group work specific small targets set each day manipulatives available for each task. Midhants sessions. Phonics sessions. Small group work with TA. Daily writing practice in small group. Praise and rewards	
Attention	To able to stay on task independently for 15 minutes on 3/5 occasions by the end of Summer term.	will stay on a simple task independently for 15 minutes without direct adult support on 3/5 occasions in a small group	Daily reminders Praise/ rewards Adapted work for needs access to resources. Small group work TA Support in small group Chunking	

Parent / Guardian contribution

We are happy with the targets and will work on these at home too.

Pupil contribution

I will try hard with my phonics

## What School may provide

Green Gates Primary School can provide additional support to children in a variety of ways. Below is a list of some services and strategies which school may utilise.

Time 4 U Counselling Service  
Mental Health Support Team  
Specialist Teaching Service  
Nurture Group  
Sunflower Sensory Service  
CAMHS Support  
School Nurse  
Health Visitor  
Dyslexia Screening  
Wellcomm intervention  
Attention Autism  
Lexia  
Read Write Inc  
Time 4 Talk  
Midhants  
Number Masters  
Top Down Reading  
Talk Boost  
Blast  
Teodorescu

Staff will use their expertise to identify the most suitable support for your child and will keep you informed every step of the way.

Staff may need to complete referral forms to utilise the expertise of external services. If this is the case, the SEND Co or class teacher will discuss this with you and complete the paperwork required.



# Nurture Provision

## What is Nurture?

Nurture is a school-based intervention run by two members of staff. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Effective nurture group practice follows the Six Principles of Nurture. Our assessment tool the Boxall Profile® determines which pupils would require to be in the nurture based on their social, emotional, and mental health needs.

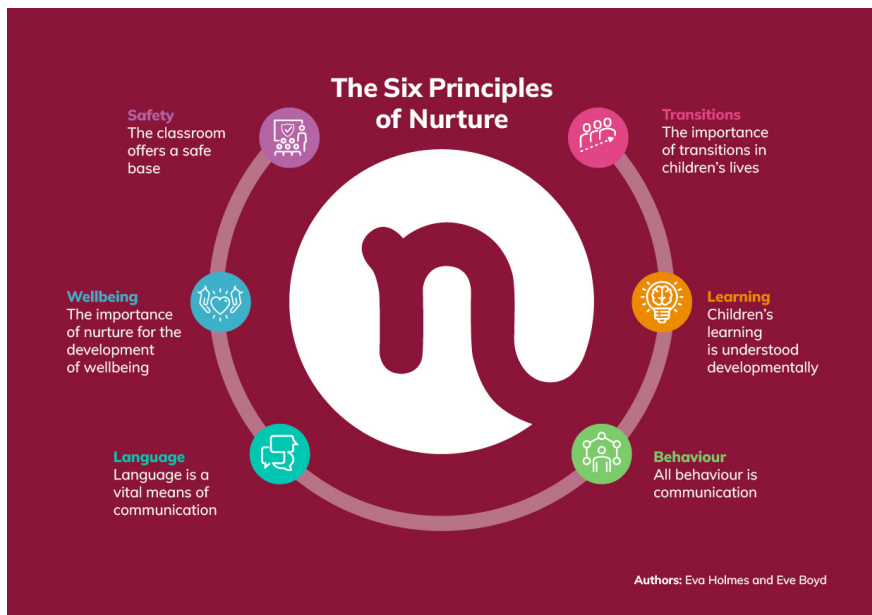
## How do Nurture Groups help?

Nurture groups are designed to address the social and emotional needs that can hamper pupils' learning. So as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving.

In nurture there's a special emphasis on language development and communication: nothing is taken for granted and everything is clearly explained by the staff, with the help of demonstrations and (where helpful) physical gestures. Pupils are given the time they need both to listen and be listened to.

Nurture is also designed to give pupils vital opportunities for social learning – for example by encouraging them to share food at snack time, and to help others. The friendly, supportive relationship between the two members of staff is also itself an important source of learning – a model for the pupils to observe and copy.

## Principles of Nurture



# Key Dates for Parents

## SEND Support plans

Plans are officially reviewed and written termly with parents. A copy of the new plan will be given to parents in week 3 of the new term - Autumn, Spring and Summer.

## Structured Conversations

In the Autumn term between weeks 3 and 6, parents will be invited to have a structured conversation about their child's SEND needs with the SEND Co. This will be to discuss the support school provides and to answer any questions parents or carers may have.

## Parents Evening

These will be held termly, towards the end of each term. You will discuss your child's progress with their teacher and review their SEND targets, setting new targets for the next academic term.

## SEND Drop Ins

These will happen termly. Parents are notified of the dates via Facebook and can book a slot to discuss any queries with the SEND Co.

## EHCP Reviews

If your child has an EHCP, an annual review will be held yearly. An interim review can be held at any time, if parents or teachers think a change in provision or support would be appropriate.

## Further Questions

If you have any queries about SEND support in school, an appointment to discuss this can be made with the SEND co or Class teacher. Please contact the office to organise this.