

SEND information PowerPoint for parents and carers



Useful contact information

Head teachers: Mrs Scott and Mrs Woodcock

Deputy Head: Mr Hornsey

SENCOs: Mrs Sullivan (EYFS and KS1) Miss Murphy (KS2)

Inclusion teachers: Mr Jones and Mrs Powell

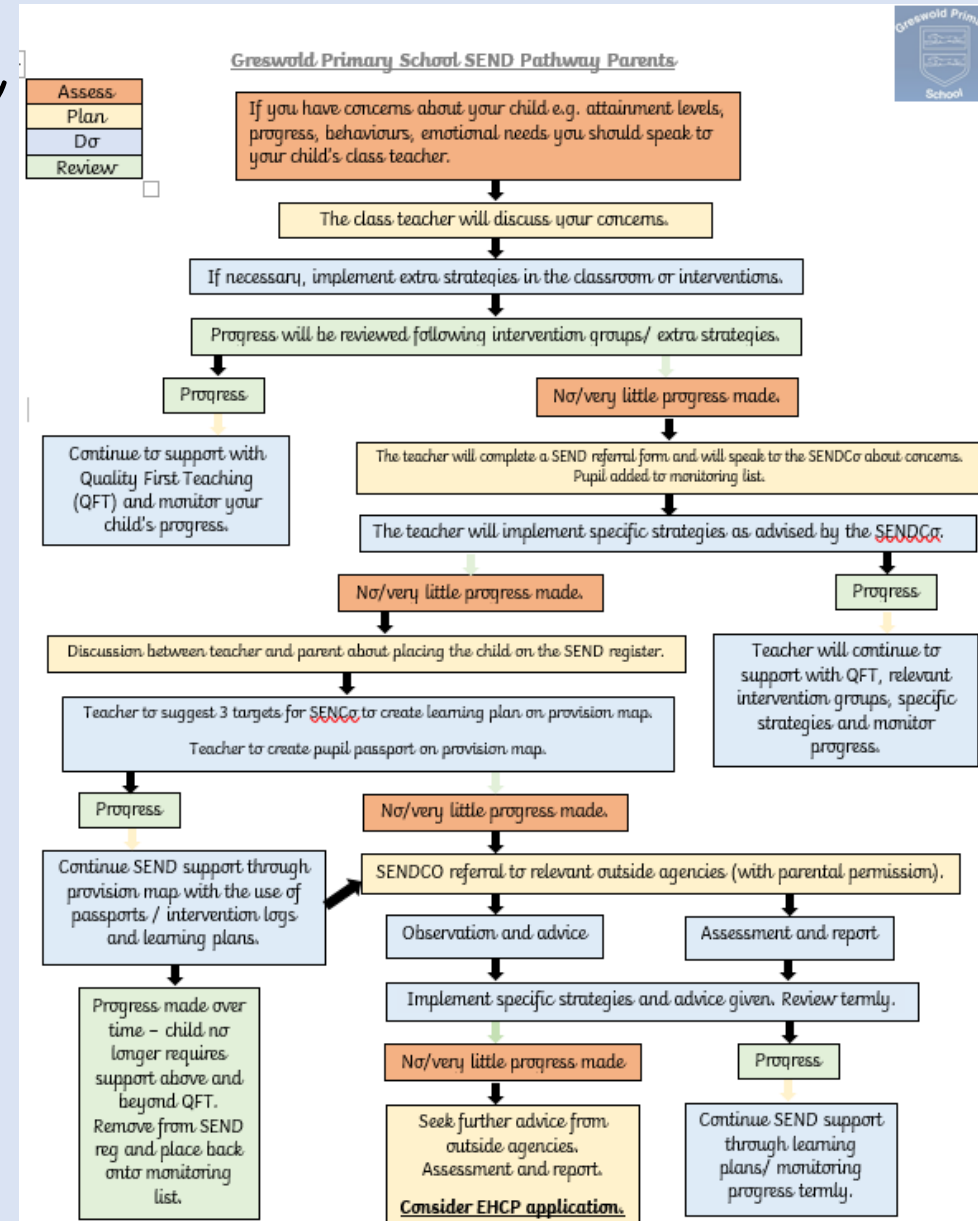
SEND Governor: Kamilla Woodburn

Office email: office@greswold.Solihull.sch.uk

Contact number: 0121 705 4738

What to do if you are concerned about your child

- Contact your child's class teacher
- Contact the SENCO
- Arrange for a meeting to discuss your concerns



Our approach to SEND and inclusion

- We include all children in all aspects of school life
- Class teachers have high expectations
- A variety of teaching strategies, specific strategies and interventions are used to address barriers to learning
- We do not need a diagnosis in order to provide the support children need
- Specialist advice and support is sought when needed
- Adjustments are made to ensure all children can access a broad and balanced curriculum
- We follow the graduated approach – Assess, Plan, Do, Review

The four areas of need and how we support pupils in these areas

Communication and Interaction

Includes Autism and Speech and Language Difficulties

- Visual aids and visual communication systems
- Makaton signing
- Social group interventions
- Language Link assessment and interventions
- Social stories and comic strip conversations
- ASD Superskills

Cognition and Learning

Includes Dyslexia, Dyspraxia and Dyscalculia, Global Delay and Moderate Learning Difficulties, Down Syndrome

- Differentiation
- Modelling, scaffolding, breaking tasks down
- Visual support and task boards
- Memory aids
- Intervention programmes
- Precision teaching
- Reading overlays and coloured paper

Social, Emotional and Mental Health

Includes ADD/ ADHD, Attachment Difficulties, OCD, ODD, Anxiety

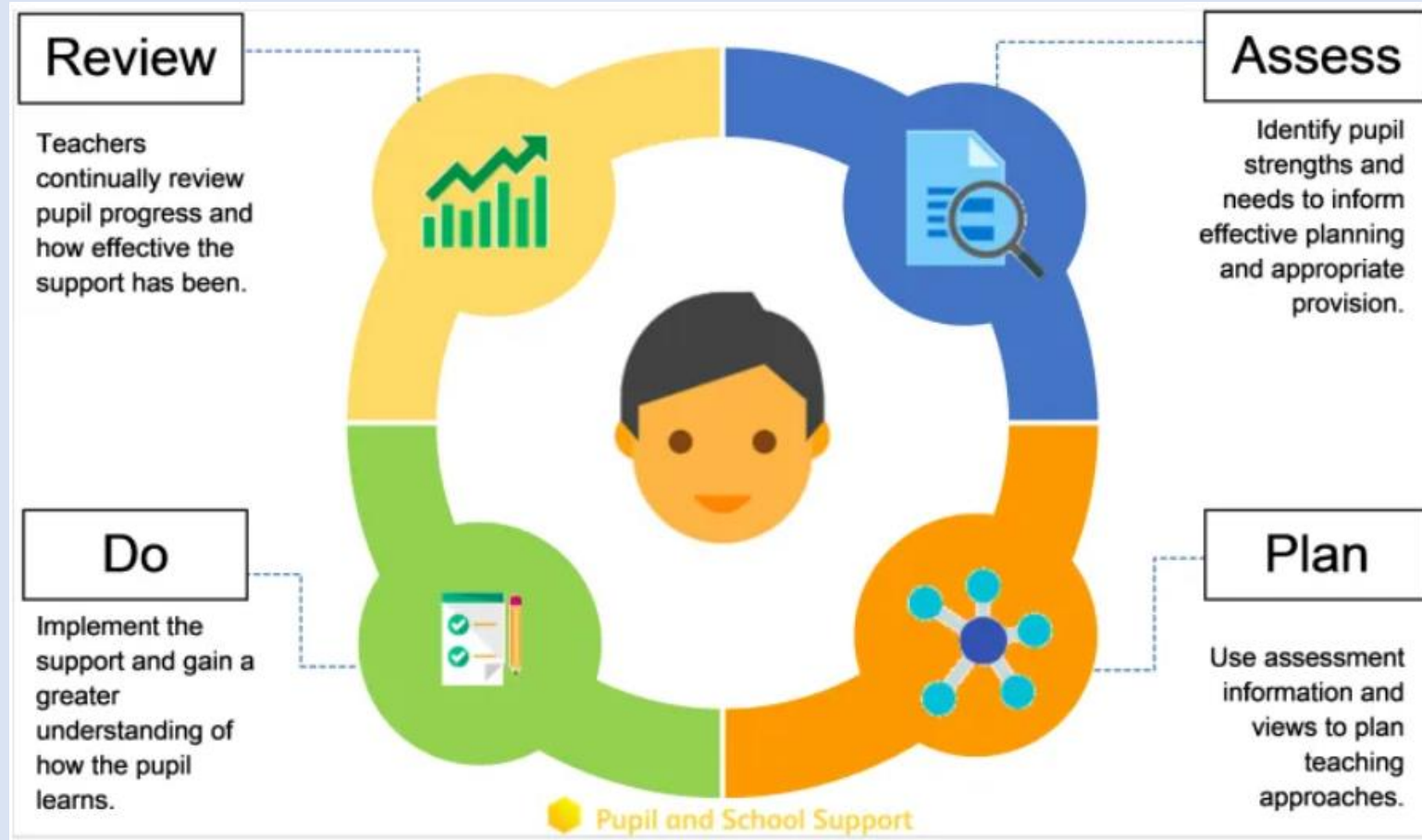
- BRICKS values, Jigsaw activities
- Emotion coaching approach
- Circle time
- Emotional Literacy groups
- Learning Mentor support
- Support in the Nest
- Nurture practices

Sensory and/or Physical Needs

Includes Hearing Impairment, Visual Impairment, Cerebral Palsy, Sensory Processing Difficulties

- Sound systems and radio aids
- Enlarged text and worksheets
- BEAM gross motor programme
- Write from the Start handwriting programme
- Easy ergonomic pens and pencils
- Writing slopes
- Sensory and movement breaks
- Weighted cushions and other sensory resources

Graduated approach



Graduated approach

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



Pupil voice

- Children's views are sought and valued
- Children with SEND are consulted about their support and given an opportunity to express their views
- Children have their own 'What I would like you to know' section on their SEND Support Passport
- They are included in school council and activities to gain pupil views in all aspects of school life

Parental involvement

- Parents are involved at all stages of the graduated approach
- Parents are invited to termly review meetings with the Class teacher and SENCO
- Parents views are included in the review process and planning of support for the child
- Parents of children with an EHCP also contribute to the Annual Review Process

Transition support

- Class teachers meet to hand over information about all the children
- Children may have extra opportunities to visit their new classrooms and teachers if needed
- A photo transition book is often given to children with SEND to support their understanding and lower anxiety. A copy is also uploaded online.
- The SENCO will ensure the new class teacher or new school is aware of children's SEND needs and how to support them, and all reports are passed on

Policies and parental support

Please ask our SENCOs for any further information on the following if required.

Policies	Support groups and websites
• Accessibility plan • Anti-bullying policy • Attendance policy • Behaviour policy • Complaints policy • Medicines in school • Pupil Premium Statement and plan • SEMH policy • SEND and inclusion policy • Supporting pupils with medical conditions	• SENDIAS • Solihull Local Offer • Solihull family information service • Ordinary Magic • Solihull Parent Carer Voice • Family Action • Provision map (if your child has an identified SEND you will receive a log in for this)