



Greenland Community Primary School

Greenland Community Primary School aim to provide a welcoming, secure and caring environment in which all pupils and staff have the opportunity to succeed and learn.

By recognising individual needs and qualities we aim to develop mutual respect, self-discipline and the highest possible standards of academic achievement.

When is it on?

Time of day Morning
Afternoon

Who to contact

Contact name Mr Mark Stewart
Contact position Head Teacher
Telephone 01207 232 147
E-mail greenland.primary@durhamlearning.net
Website www.greenlandprimary.durham.sch.uk

Where to go

Name Greenland Community Primary School
Address South Moor Road
South Moor
Stanley
County Durham
Postcode DH9 7EZ

Other details

Referral required? No
Related links [Ofsted reports](#)

Local Offer

Local Offer description At Greenland Community Primary School, we believe that every child, whatever his or her ability, should have the opportunity to access every area of the curriculum to enable him/her to achieve personal potential academically, socially and emotionally and fully participate in school life. We believe every teacher is a teacher of every child including those with SEND. Our school strives to have high aspirations and

expectations for all focusing on outcomes for children.

Greenland Community Primary School is a one storey building which has disabled access, facilities and toilets including a changing area and wet room. All areas within the school are accessible. Greenland Community Primary School is a mainstream school with a wide range of medical and special educational needs.

Contact name	Mrs Guy
Contact telephone	01207 232 147
Contact email	greenland.primary@durhamlearning.net
Links	SEND Information Report Greenland Community Primary School

How do you identify Special Educational Needs and Disabilities (SEND)?

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

To identify children with SEND, the children's performance data alongside teachers' evidenced concerns will prompt identification under the four broad categories identified in the Code of Practice 2014 and a Short Note will be completed by the teachers and parent/carer.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these early discussions are captured using a Short Note.

Through discussion, parents will then be involved in the decision to move a child onto a SEN Support Plan and placed on the SEN register. Parents will be notified when this happens and when/if they are removed from the register and support de-escalated, for example when outcomes are achieved, and all parties no longer have concerns or when they are escalated to an EHCP.

If you are concerned about your child's progress or development, please contact the class teacher in the first instance so that your concerns can be discussed and documented. If you think your child may have a special educational need you can also contact the SENCO, Mrs Guy.

How will you support my child with their special educational needs and disability?

How will early years setting/school/college staff support my child/young person?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The Teacher will:

- Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support) and let the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Write SEN Support Plans and targets and share and review these with parents at least once each term and plan for the next term.
- Ensure that any additional resources, support or adaptations to the curriculum enable all children to be included in the learning.
- Personalise teaching and learning for your child as identified on SEN Support plans.

We have a wide range of experienced teaching assistants and Higher Level Teaching Assistants who are trained to deliver targeted interventions.

Teaching Assistants will support pupils on a one-to-one basis or in small groups where that is deemed by the Teacher, SENCO and Head Teacher to be an appropriate use of resources and to help the child achieve their best outcome. The impact of additional small group or one-to-one support is tracked by the Teacher supported by the SENCO and reviewed termly.

How will you make sure my child's education meet their needs?

How will the curriculum be matched to my child's young person's needs?

Pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs.

We make the following adaptations to the curriculum to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, one-to-one work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times,

pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instruction.

How will we know my child is progressing?

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We will work closely with parents to continue to take a reflective approach to your child's development and progress and ensure that wherever possible, impact is measured in concrete terms.

We do this through:

- gathering views from pupils and parents regularly
- holding termly SEN review meetings with parents
- measuring progress (both academic and social) made at key points/intervals
- parents evenings and open school sessions
- teacher and SENCO meetings
- regular monitoring by the Senior Leadership Team
- identifying specific development needs, such as training and resourcing

Depending upon the child's needs and agreed targets, information may be relayed verbally, in person, by telephone, in SEN review meetings, parents meetings, parents evenings, in golden books, home school diaries or in behaviour plans. Additional information may be provided by school and other partner agencies to support parents at home with their child's learning or development.

How will you support my child's overall wellbeing?

What support will there be for my child's/young person's overall wellbeing?

We are an inclusive school. We welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children. All staff are trained in attachment awareness and receive regular ongoing training related to mental health awareness and wellbeing.

We promote emotional wellbeing through assemblies, PSHE lessons, and daily in class and specific Wellbeing sessions, encouraging children to be aware of their emotions and what to do if they are unhappy or anxious. Meditation and mindfulness are used in class and whole school assemblies to help teach children strategies to improve resilience and increase positivity and the Relax Kids Intervention is used as a targeted intervention for those who need further support. The school is working towards the Mental Health Award for schools and the Wellbeing Award for schools. We have a wellbeing team and they work closely with the school council to ensure children's needs and wishes are being heard and addressed.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

If further support is required, the class teacher or parents can liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health including Occupational Therapy, Speech and Language Therapy, CAMHS, Social Services and the Behaviour Support Team for example.

We consult with a wide range of agencies and partners to ensure the pastoral, medical and social needs of SEND children are met.

If you would like to discuss your SEND requirements in detail, please contact us arrange an appointment.

What specialist services and expertise is available at or accessed by the staff?

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We provide the following specialist interventions and support:

Social Emotional and Mental Health

- Relax Kids
- Listening Matters
- All together Now
- Play Matters
- Nurture Group
- Art Therapy
- Emotional Literacy
- Physical and Sensory
- Fine motor skills development
- Gross motor skills and dyspraxia support
- Sensory smart support
- Communication and Interaction
- LEGO therapy
- Getting Along
- Social Stories
- Talk Boost
- Speech and Language link
- Cognition and Learning
- Small group support
- One-to-one support
- Magic Spelling
- Better Reading Partnership
- Lexia
- Accelerated Reader
- Max's Marvellous Maths
- IDL
- Times Tables Rockstars
- Reading Plus
- Stareway to Spelling

We work with the following agencies to provide support for pupils with SEN:

- Child and Adult Mental Health Services (CAMHS)

- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Emotional Well Being Team (EWEL)
- Cognition and Learning Team
- Autism and Social Communication Team
- Educational Psychology Service
- Sensory and Physical Team

If you would like to discuss your SEND requirements in detail, please contact us to arrange an appointment.

How are staff trained regarding SEND?

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

Both the SENCO and the Head Teacher achieved the National Award for SENCO (NASENCO) in June 2015. Staff receive ongoing training to support them in their roles for example all staff have undertaken training on autism, attachment awareness and sensory smart classrooms recently.

The school carries out an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support is given to Newly Qualified Teachers and other new members of staff. Staff training on SEN is delivered either by the SENCO or via external agencies to all staff as required.

What activities outside the classroom will there be?

How will my child/young person be included in activities outside this classroom including school trips?

We believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. Our curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

How will you support my child's needs?

How accessible is the setting/school/college environment?

Greenland Community Primary School is a new, purpose built school which is fully accessible and meets all statutory requirements.

We opened the doors to our impressive new building in September 2013 and are proud of our state of the art building and facilities which further enhance learning for all our pupils.

Our school is equipped to provide the highest standard of teaching and learning while the location of the site gives the ideal opportunity to provide an enriching outdoor curriculum.

A design technology room with specifically designed cooking and art facilities and ICT equipment with surround-sound, flat screen technology facilitates the highest standard of education.

High quality outdoor facilities including a multiple-use-games-area provide football, rugby, hockey, cricket, short tennis, netball and basketball coaching opportunities.

My child is going to be starting or leaving soon, how will you help them?

How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?

We recognise how important successful transition is to our pupils with additional needs.

Transition from Nursery School

We work in partnership with our feeder nurseries and pre-schools, with parents and outside agencies to enable us to have knowledge of children's needs prior to them starting at Greenland, enabling us to support children with additional needs as soon as they enter the school.

New starters for Reception children are provided with the following opportunities:

- Parent Open Information Event
- Children's visits to Reception class in summer term
- Nursery visits during summer term to get to know new starters

Transition to different year groups

Transition for each year group takes place within the Summer term where children spend time with their new teacher in their new classroom environment. This allows both teacher and child to get to know each other and provides opportunities to identify individual strengths and development needs.

Transition between Key Stage 1 and 2

The prospect of moving from Key Stage 1 to Key Stage 2 can be an anxious time for both children and parents.

We are committed to ensuring that this is as smooth and as free from difficulty as possible. To allow this to happen a great deal of thought, preparation and planning takes place to ensure that your child's entry into Key Stage 2 is both successful and enjoyable. A clearly defined transition period takes place in the second half of summer term.

Transition to secondary school

We also work in partnership with whichever schools our children move on to. We have close working relationships with all our local secondary schools. This takes the form of group visits for pupils or individual visits depending upon the child's needs.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate new school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to a new school. School staff will take opportunities to work alongside parents/carers to visit their new school in advance of placement applications being submitted to the council.

This ensures parents/carers can make the most informed placement decision for their child. When a school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

At Greenland we have a flexible approach and additional visit opportunities, or multi-agency meetings can be organised if required.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

What is available to help my child with their education?

How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

Each school has a notional SEN budget which should be used to meet children's special education needs.

In our school this is used to support children and young people with SEND by:

- Offering small group or one-to-one support with a Teaching Assistant/Teacher
- Providing enrichment opportunities to develop understanding and improve learning opportunities
- Differentiating resources and lessons to meet children's differing needs
- purchasing special equipment to support SEND
- purchasing specialist interventions and in house support services

Funding is used to:

- Employ additional support staff to promote inclusion through specific group/paired/individual provisions.
- Employ and pay for continuous professional development opportunities and training for staff.
- Paying release time and cover to allow staff to attend professional training and meetings to ensure that they have the appropriate skills, knowledge and understanding to meet the needs of pupils with specific needs. Supply cover may be required to pay for additional staff.
- Ensure opportunities for staff, parents, pupils and other agencies to liaise regularly are facilitated.

- Buy into specialist services to work with children/and or staff to identify/meet needs or support school in meeting needs, for example Staff training, Speech and Language Department, Educational Psychology Service.
- Provide specific learning and teaching resources required by individual programmes, or those resources which have the potential to facilitate access for all ensuring equality of opportunity by removing barriers or compensating for any disabling factor which might prevent a child from having the same access to provision as his/her peers.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to school on how to best support the child
- Suggest resources to support the child

Our teachers/teaching assistants work in partnership with parents and the SENCO to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

Our school staff will set outcomes and targets for SEND children which will be shared with parents at regular review meetings.

If a child has complex special educational needs, school can apply for additional Top up funding from the council to provide one-to-one support for a child or if the value of support exceeds £6,000 in an academic year.

A Costed Provision Map would be developed to evidence this support and submitted as part of the request to the Local Authority.

What support can I expect for my child?

How is the decision made about what type and how much support my child/young person will receive?

It is through consultation and collaboration between parents and school that decisions are made about how much additional support a child requires in school. If school and parents feel that a child requires additional input and support in school that is additional to or different from that which can be provided through Quality First Teaching, a child may be placed on a short SEN Support Plan. The plan will work towards agreed outcomes for the child and be reviewed with parents at termly intervals. We pride ourselves on our close relationships and open communication with parents and strive for continuous improvements in this area.

How will I be involved in my child's education?

How are parents involved in the setting/school/college? How can I be involved?

We are committed to working with parents and carers to identify their child's needs and support.

Consultation with families is key to securing success in terms of consulting with pupils with SEND. We focus upon taking a joint, collaborative approach and endeavour to ensure that this is what you will experience, through regular contact, sufficient notice to attend review meetings, protected and sufficient time set aside for review meetings, sharing of pertinent information and a familiar named contact for any concerns or worries.

Parents and carers will be involved throughout the process. There is a range of ways this can be done, for example:

- Termly parents/carers evenings/SEN reviews.
- Coffee mornings with SENCO and other parents for peer support.
- Ongoing discussions with a class teacher and/or SENCO.
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns, they may have.
- Through a review of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.

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