



SEN Information Report

What types of SEN do we provide for?

Greenhall caters for children aged 2-5 years who have identified special needs in the prime areas of the EYFS – Physical, Communication and Language and / or Personal, Social and Emotional Development (PSED). Our children have a wide range of needs, including, but not limited to, Cerebral Palsy, Global Developmental Delay, Sensory processing needs and Autistic Spectrum Condition.

How do we identify and assess pupils with SEN?

All children entering Greenhall either have an Educational, Health & Care plan or have been allocated an Early Intervention Placement, pending the possible completion of an EHC plan. Therefore, it has already been identified that the children have additional needs but the extent and details of these need further assessment.

What is our approach to teaching children at Greenhall?

At Greenhall, we operate a child-needs-led approach. We offer a multi-sensory curriculum that is highly differentiated to meet the needs of children. We offer an enhanced staff ratio and activities are modelled to children. We also seek to create an inclusive environment by delivering a total communication approach.

We are trained in Sensory Integration and are an Attachment Aware and Trauma Informed Setting. All children follow a structured daily routine.

With our children with physical needs, we utilise the principles of Conductive Education, a holistic teaching approach encouraging active learning. Children are encouraged to be as active and independent as possible and children are taught how to solve problems.

With our children with needs in the area of Communication and PSED, we follow a structured approach, including use of visual timetables, and now and next boards.

As all of the children have very individual needs every child follows a series of individual programmes in all areas of the curriculum. Their needs are met in a variety of ways, in individual, in small group and in whole group teaching sessions. Other professionals work alongside teachers and school staff. Their recommendations are built into individual programmes and are acted on by all staff throughout the day.

We have key principles of teaching & learning that all staff follow across the school.

How do we adapt the curriculum & learning environment?

All of the children follow the EYFS. Activities are differentiated in order to meet the needs of the children. As all of the children have very individual needs every child follows a series of individual programmes in all areas of the curriculum. Their needs are met in a variety of ways, in individual, in small group and in whole group teaching sessions. Other professionals work alongside teachers and school staff,



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Differentiated learning resources are provided as necessary. Classrooms are organised to ensure access to resources is appropriate to all the children's needs. Enhanced staff:pupil ratios are provided to support children, and individual teachers undertake to deploy any such assistance in the most beneficial way.

Greenhall is purpose-built with accessible outdoor facilities and equipment appropriate to the needs of the children.

How do we provide opportunities for inclusion?

Within the setting, we provide opportunities for children to play with other children, not in their class groups. This happens during phonics, outdoor play and themed days.

The children also have opportunities to play alongside the children in 'Little Learners', our governor run provision. We have links with local mainstream schools so the children have further opportunities to meet other children and develop their social skills.

Where appropriate, we support transitions to mainstream settings, working closely with the parents, other schools and pupils to create an inclusive environment.

How do we consult with parents and involve them in their child's education?

We believe parents are partners and we recognise the importance of effective dialogue between teachers and parents/carers. We actively seek to work with parents/carers, valuing the contribution that they make.

We recognise that parents/carers have an insight into their child and vital knowledge which contributes to the collective view of the child's needs and the best way of supporting them.

We use the Family app to communicate with parents. Interesting items can be included such as brief descriptions of family outings in order that staff can discuss this with a child. Information that parents think staff should know about can also be included. In the same way staff can use the app to pass on information and items of interest, including about school events. We also use Family to share photos and observations of the children during their school day and parents can use this to share examples of home-learning.

Parents are welcome to call in at the school informally at any time and open days for each group are held at regular intervals throughout the term when parents can work alongside their children.

The views of parents/carers are sought at target setting and review meetings. Parents are also invited to complete a report for their child's annual review. Any issues or concerns that a parent/carer may have about their child can be discussed with their teacher at Parent's evenings or by contacting the school.



Parents and grandparents are invited to special lunches and services and also to enjoy a Christmas production.

The LA provides a Family Partnership Service (SEND IASS Staffordshire Family Partnership) in order that parents who have a child with SEN may be provided with advice, information and guidance so that they may be able to make appropriate, informed decisions.

How do we consult children and involve them in their education?

Although the children at Greenhall are very young, we are actively seeking to develop 'pupil voice' within our setting in order to more effectively consider the views of the children.

Children are encouraged to make choices as to what they would like to do and the development of children's communication skills is a key part of our work in order to equip them to express their thoughts / opinions.

How do we assess & review children's progress?

We set achievable targets for the child, in order that they are able to make small steps of progress. The targets are recorded in a Personalised Learning Plan (PLP) which is shared with the child, parents and all relevant staff. Progress will be monitored and recorded. The targets will be reviewed termly.

Children with EHC plans are reviewed annually when they are 5 years of age or every 6 months when they are under 5. The review process ensures that the stated objectives and provision are effective and relevant to the child.

How do we support children moving between different phases of education? (Transition arrangements)

We work closely with parents and other professionals in order to effectively manage and support transitions. These are individually tailored to the needs of the children and settings.

Children transitioning into Greenhall come with parents initially and then an individual plan is developed in consultation with parents.

How do we support children's social & emotional development?

The importance of developing children's personal, social and emotional skills is highlighted by this being a prime area of learning in the EYFS.

Developing the self-esteem and self-identity is a very important aspect of our work. For some children, this incorporates learning to wait or accept other people, for others this may include accepting their disability and being proud.

Greenhall has a very positive ethos – individual differences are valued and everyone is equal.

What expertise and training do our staff have and how is specialist support secured?



One of the staff is a Conductor-Teacher, trained in the specialised teaching approach of Conductive Education.

We are committed to the continuing professional development of all staff at Greenhall. Staff training is focused to ensure that staff feel confident and competent regarding their knowledge and skills in all aspects of SEN and how to best support the children they are working with. Needs are identified during lesson observations, focused learning walks and through discussions with staff. Whole-school staff training is aimed at developing staff knowledge and skills in line with the school development plan. Staff training opportunities have included PODD, Makaton, Attention Autism, Sensory Integration, behaviour management and Person-Centred Planning. One staff member has also completed SENSE intervenor training, to meet the needs of learners with multi-sensory impairments. We have also taken part in the Virtual Schools Relational & Restorative Pathway.

All teachers and support staff undertake induction on taking up a post and this includes an explanation of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Headteacher regularly attends meetings in order to keep up to date with local and national updates in SEND.

Provision that children have access to...

- Total Communication Environment, including ATAAC
- Hydro pool
- Sensory room, accessible IT (switches, touch-screen, eye-gaze)
- Sensory garden & accessible outdoor areas & accessible playground
- Sensory corridor
- Forest Schools / Woodland Nursery
- Occupational Therapy through Children's Choice Therapy
- Riding for the Disabled (RDA) (once they turn 4 years of age)
- Physiotherapy
- School nurse
- Conductive Education (learners with physical needs)

How do we work with other organisations and professionals in meeting the needs of pupils and support their families?

We work closely with a range of different professionals including School Nursing, Physiotherapy, Occupational Therapy, Speech and Language, Educational Psychology and Visual / Hearing Impairment Support Teams to identify and support the needs of our pupils.

We also work closely with Social Care and frequently attend multi-agency meetings in connection with the needs of our children.

How do we evaluate the effectiveness of our provision?

Provision is rigorously monitored by the school leadership team (including Governors) through lesson observations, focussed learning walks, work scrutiny,



data analysis and discussions with staff, parents, other professionals and pupils (where appropriate).

Who can I contact if I have any further concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact

Your child's class teacher or the Headteacher on 01785 246159.

For complaints please contact the Headteacher or Chair of Local Governing Board on 01785 246159. (see Complaints Procedure).

What support services are available to parents?

Staffordshire SEND IASS Family Partnership

01785 356921

<https://www.staffs-iass.org/home.aspx>

Where can the LA's local offer be found?

For more information regarding the LA's local offer, please visit

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Reviewed and approved by governors: 2/12/25

Signed:(Headteacher) Date:

Signed: (Chair of LGB) Date: