



Greenmount Community Primary School **SEN Information Report 2025-2026**



Greenmount Primary School St Vincents Road Ryde Isle of Wight PO33 3PT (01983) 562165 www.greenmount.iow.sch.uk
Mainstream Community Primary School
Resourced Provision For Children with Autism

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

- Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
- Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following link: <https://www.iow.gov.uk/schools-and-education/school-admissions/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN GREENMOUNT:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1. Who are the best people to talk to in the Early Years setting about my child's development needs?</p>	<p>In the first instance the class teacher. Mrs Sophie Lawrence EYFS Lead Mrs Wanda Wall Assistant Head teacher Victoria Savage Pre-School Manager</p> <p>Mrs Sophie Lawrence EYFS Lead</p>	<p>They are responsible for</p> <ul style="list-style-type: none"> • Ensuring the safety and wellbeing of all pupils in the class. • Differentiating the curriculum to ensure access and progress for all pupils. • Managing resources and staff to ensure progress for all pupils. • Assessing and recording progress to feed into whole school data. • Recording and reporting to parents on children progress and development. • Ensuring any pupils with an Education, Health and Care Plan (EHCP) is planned for and delivered on a daily basis. • Writing and reviewing Pupil Passports on a termly basis. • Writing a report for Annual Reviews. <p>They are responsible for</p> <ul style="list-style-type: none"> • Early Years/Pre-school link

<p>Who are the best people to talk to at Greenmount about my child's development needs/ difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>In the first instance the class teacher.</p>	<p>They are responsible for</p> <ul style="list-style-type: none"> • Ensuring the safety and wellbeing of all pupils in the class. • Differentiating the curriculum to ensure access and progress for all pupils. • Managing resources and staff to ensure progress for all pupils. • Assessing and recording progress to feed into whole school data. • Recording and reporting to parents on children progress and development. • Ensuring any pupils with an EHCP is planned for and delivered on a daily basis. • Writing and reviewing Pupil Passports on a termly basis. • Writing a report for Annual reviews.
	<p>Mrs Laura Richards Special Educational Needs and Disabilities co-ordinator (SENDCo)</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day running of the SEND policy • Ensuring children identified as having Special Education Needs (SEN) receive the correct support. • Co-ordinate, oversee and evaluate the provision for children with SEND within the mainstream setting and the resourced provision. • Advising on the graduated approach to providing additional support if a child is not making expected progress. • Liaising with Parents of pupils with additional needs. • Liaising with other school, Educational Psychologists, health and social care professionals and independent and voluntary agencies to ensure the best outcomes for pupils with additional needs. • Monitor and evaluate the impact of interventions and support and resources provided for children with additional needs. • Contribute to the strategic leadership and direction of the school. • Reporting to governors termly regarding the position statement of SEND • Deputy DSL (Designated Safeguarding Lead)

	<p>Mrs Becci Pannell, Emotional Literacy Support Assistant</p> <p>Miss Chloe Greenhalgh Designated Mental Health Lead</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • The day to day running of the school ELSA groups. • Ensuring the safety and wellbeing of children who come under their care. • Providing a developmental social and emotional curriculum. • Teaching strategies to build resilience and understanding preparing children to learn in a classroom environment. • Delivering intervention to develop emotional well-being and awareness.
	<p>Miss Chloe Greenhalgh Family Liaison Officer</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Family liaison and support for inclusion of all children across the school • Either lead professional, or group member, for families being supported by an Early help Assessment (EHA), including Team Around the Family (TAF) meetings. • Deputy Designated Safeguarding Lead (DDSL).
	<p>Mrs Wanda Wall Mrs Laura Richards Assistant Head teachers</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Wellbeing and safety of all pupils • Ensuring best possible progress and accessibility for all pupils to a broad and balanced curriculum • Monitoring the quality of teaching and learning for all pupils in conjunction with other senior leaders. • Deputy DSL (Designated Safeguarding Lead)
	<p>Mrs Rebecca Day Executive Head teacher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Wellbeing and safety of all pupils • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils • Deputy DSL (Designated Safeguarding Lead)

	Ms Anna Morey Governor	Responsible for: <ul style="list-style-type: none"> • Reporting to parents on support for pupils with SEND • Ensuring the school provides the appropriate support for pupils with SEND
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HOW COULD MY CHILD GET HELP IN GREENMOUNT:

Children at Greenmount Primary School will get support that is specific to their individual needs. This may be provided by:

- **The class teacher**
- **Other staff in the school including teaching assistants and the SENDCo**
- **Professionals who will visit the school from, for example: the Local Authority Speech and Language Therapy Team, The Regulation and Engagement Support Team**
- **Professionals from health care for example: Speech and Language, School Nurse or Occupational Therapy.**

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in this School?	All children <ul style="list-style-type: none"> • High Quality Ordinarily Available Inclusive teaching 	<ul style="list-style-type: none"> • Your child will have their learning needs met through high quality inclusive teaching, using varied activities that are aimed at your child’s individual level. • A wide range of curriculum enrichment opportunities such as trips, visits, visitors and workshops. 	All children
	All children <ul style="list-style-type: none"> • Evidence based interventions 	<ul style="list-style-type: none"> • If a child has been assessed and highlighted as needing further support they will be put forward for one of the evidence based interventions that are run 	Any child who has been highlighted as not

		within school. This will be reviewed as part of the assess, plan, do, review cycle.	meeting their personal or age related target.
All children – Social and Emotional Well-being	<ul style="list-style-type: none"> • A barrier to a child’s learning may be due to the child’s social and emotional wellbeing. If this is highlighted then a programme of intervention will take place and will be customised to the child’s needs under the guidance of the ELSA. • Children who need this support will be discussed with the SENDCo, DSL, Family Liaison Officer, the ELSA and class teacher. 		All children who have been highlighted as having an emotional, social need or mental health need
Children with barriers to learning (K support) within Cognition and Learning, Sensory/Physical need, Communication and Interaction or Social, Emotional and Mental Health need.	<ul style="list-style-type: none"> • A barrier to a child’s learning will have been identified through moderation of work and assessments within school after two plan, do, review cycles has been implemented. They will be placed on the SEN register and be provided with a Pupil Passport with targets to work towards which will include in and out of class interventions to support their needs. • Greenmount Primary has a Resourced Provision on-site which supports pupils with autism and have identified needs that cannot be met in a mainstream school. Placements in the Resourced Provision are agreed by the Local Authority SEN Assessment and Review Team. Pupils accessing the Resourced Provision will access the mainstream classes as much as is possible depending on the level of need. Staff working within the Resourced Provision support pupils in the mainstream classes. 		Children who have been highlighted as having a barrier to learning
Children with an Education Health Care Plan under the categories outlined above	<ul style="list-style-type: none"> • Specific barriers to learning have been identified by a range of professionals and an allocation of resources is provided by the school and the Local Authority to 		Children who have been assessed by the

		support their needs in school. Annual reviews are held at least yearly to make sure the provision is effective for the child.	Local Authority and issued with an EHCP
What support is there for behaviour, avoiding exclusion and increasing attendance	<ul style="list-style-type: none"> • Greenmount Community Primary School will endeavour to support any child with a behavioural need. Focus will help determine the underlying cause of the behaviour and then work with other professionals and staff to provide a behaviour plan specifically for the child. However this will need to be practical in terms of the rest of the class and resources that are available to the school. • In more complex cases an Early Help Plan could be completed to include a wider variety of interventions and strategies from other professionals that are available in the community. • Support may be sought from external agencies such as the Regulation and Engagement Support Team (REST) and the Educational Welfare Service. 		
How can I let the School know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> • The first point of contact should always be your child's current class teacher or Pre-School Manager. All our teachers are happy to speak to parents at the end of the school day if they are available, either informally or by prior arrangement. If you still feel unhappy after having spoken to the class teacher or Pre-School Manager then you can contact the SENDCo Laura Richards. • At the beginning of each term the school offers a longer parents consultation period to discuss the progress of the children, where concerns could be addressed. • The Family Liaison Officer, Chloe Greenhalgh, is happy to listen and signpost you to who best to talk to regarding your concern. 		
How will the School let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> • Class teachers or the Pre-School Manager will keep parents informed if they have concerns about your child. As soon as they feel there are concerns about your child they will inform you. They will usually arrange to have a meeting with you or they will ask the SENDCo to arrange a meeting together. 		
How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> • Extra support is identified in half termly pupil progress meetings with the class teacher, SENDCo, Head teacher and Assistant Heads. They will identify which groups of pupils, or individuals, have a barrier to learning and allocate the appropriate support to them. Our aim is to make sure all children make better than expected progress. • Any child needing extra support through an intervention will be carefully monitored in terms of their levels of progress to ensure that they meet or exceed expected progress in order for them to move their learning forward. • Most interventions will last for at least 6 weeks when the progress made will be reviewed and amended if necessary. 		

What specialist services are available or accessed by the setting?	A. Directly funded by the school	<ul style="list-style-type: none"> • Family Support through the Family Liaison Officer • In certain circumstances where it is deemed appropriate for the child's educational development we would use the services of an Educational Psychologist. • SENDCo • Learning Support Assistants
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Educational psychology service (Statutory referrals) • Hearing Impaired Service – Teacher of the Deaf • Visual Impaired Service – Teacher of the Visually Impaired • Early Help Team • Regulation, Engagement and Support Team • School Nurse • Speech and Language Therapist (NHS for children in EYFS and those with more complex Speech and Language Needs) • Occupational Therapy when a referral is accepted • CAMHS (Child, Adolescent Mental Health Service) • Isle of Wight Neurodiversity team • School's Mental Health Support Team
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Speech and Language Therapist (NHS for children in EYFS and those with more complex Speech and Language Needs) • Occupational Therapy • CAMHS (Child, Adolescent Mental Health Service)
Personal budgets	A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an Education, health and care plan (EHCP). This will be discussed with parents and the child and would be personalised to the individual's needs.	

<p>How are staff in the School supported to work with children & young people with SEND?</p> <p>What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> • We provide all our staff with an on-going rolling programme of training opportunities and these will be extended if we feel a specific area either needs further intervention or we are needed to deal with a new situation. • We employ a SENDCo, Mrs Laura Richards. All staff are supported by Mrs Richards and she meets regularly with the Pre-School Manager, class teachers and support staff to discuss children’s changing needs. Should issues arise Mrs Richards will seek advice from outside agencies or from the Senior Leadership Team to ensure that children’s needs within the school are effectively met. • SEND has a regular place on staff meeting agendas enabling constant sharing of good practice and ideas to be shared and used within school. • Through the Head Teacher, Senior Leaders and SENDCo monitoring the quality of teaching and learning training needs can be identified and courses/training/support can be sought from either within school or from outside agencies if necessary.
<p>How are staff in the school supported to work with children an SEND?</p>	<ul style="list-style-type: none"> • All our staff have been trained in the specialist interventions they deliver to children with SEND (e.g. ELKLAN, ELSA). • All staff have access to the Local Authority’s training and development programme which runs a number of courses linked to SEND. This is supported from the school budget. Significant numbers of staff have received training on ASD, Dyslexia and Speech & Language.
<p>How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>How will the curriculum be matched to my child’s/young person’s needs?</p> <p>How will both you and I know how my child/young person is doing and how will you help me to support my child/young person’s learning?</p>	<ul style="list-style-type: none"> • Teachers will provide all children with high quality inclusive teaching through a planned differentiated curriculum to ensure all children make good progress. • The curriculum will be matched to suit the needs of your child and make sure that it is fully inclusive for all children to enjoy and achieve. • Should any specialised equipment or arrangements be required, this will be provided by the school to the best of its ability in order to support your child. • The Pre-School Manager or class teacher and SENDCo will keep detailed records and continue monitoring your child’s progress frequently. • We will work with parents to ensure that we identify your child’s strengths and use these to aid in engaging and motivating the child to learn new skills. We will also ensure we identify all their barriers to learning and find ways to overcome them. • Where possible we will carry out additional assessments or refer to an outside agency to gather as much information as we can about your child to ensure we are teaching to their preferred learning style and identify any areas of additional need, matching the curriculum and activities to where they are developmentally. • We aim to look holistically at the whole child and family ensuring we are meeting all needs; emotional and social as well as academic.

	<ul style="list-style-type: none"> • As well as the termly parent consultations with teachers we may meet with you at any time to inform you of your child's progress and development. As well as the formal parent teacher consultations additional meetings can be arranged by parents or outside agencies should you have any concerns which you feel are not being addressed or require advice on how to support your child further at home. • We will apply for access arrangements if necessary and appropriate, allowing children to have additional time, readers and/or scribes and quiet rooms for testing situations. • We can arrange for you to talk to specialist services who work with your child. • We can signpost you to services, websites and voluntary organisations that can provide you with additional information, support and advice. • We will provide you with the details of SENDIASS, an external independent service, who can support you at meetings, with paperwork and provide advice regarding processes and decisions with things such as school placement or support with EHCP's. Phone: 0808 164 5492 Email: info@iowsendiass.org.uk
<p>How will the School measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • Teachers informally assess the children all the time and are quick to identify when a child is not making progress through high quality inclusive teaching. • At Greenmount we formally assess the children every term through either teacher assessment or tests, recording this assessment on the school data system. • The Head teacher, Senior Leaders and SENDco closely monitor the progress of all pupils so should a teacher be missing progress being made it will be picked up by the Senior Leadership Team
<p>What is the pastoral, medical and social support available at Greenmount? a) What support will there be for my child's overall wellbeing? b) What support is there for behaviour, avoiding exclusion and increasing attendance? c) What approaches are used in early years' settings to manage behaviour?</p>	<ul style="list-style-type: none"> • At Greenmount we spend time ensuring children are happy and ready to learn. Teachers get to know the children well. Should a teacher or another member of staff be concerned about a child's medical or social well-being they can refer to either the designated first aider or raise a concern with the Pastoral Team, led by Deb Jones (DSL). • We can offer a safe, quiet place to talk if children feel they need to talk to an adult about any concerns or worries about home, school or their work. • We use a whole school system for rewards and sanctions. • We have an ELSA in school (Emotional Literacy Support Assistant) who can offer a safe calming environment. • If a child is at risk of exclusion a behaviour plan is drawn up with classroom staff, the SENDCo and the Head teacher if necessary. We will put in pro-active strategies and try to understand what the behaviour is communicating. We may refer to the Regulation and Engagement Support Team for support. • We can refer to local counselling services, MHST, CAMHS, Young Carers and can sign post to other services such as the Youth Trust and bereavement services. • We closely monitor all children's attendance and if your child's attendance falls below 95%, Miss Greenhalgh and a representative of the Education Welfare Service will meet with you to see if there is a particular reason and

	<p>explore how we can work together to improve attendance. If for any reason your child is finding it difficult to come into school, we will work with you to try and find alternative ways to support you with this.</p> <ul style="list-style-type: none"> • Medical needs are recorded - children with significant needs such as allergies requiring Epi-Pens are known to all staff and may have a health care plan drawn up by school staff and parents, alongside health professionals indicating how to support the medical needs within school. • Support staff are trained in first aid at work or emergency paediatric first aid training and some staff have 2-day training in paediatric first aid. • For families requiring additional support we offer an Early Help support package and are experienced in working with other agencies to support better outcomes for all. • In the EYFS setting, consistent boundaries are established from the start, using the same behaviour strategy as used within the rest of the school, but with reasonable adjustments made for some children.
<p>What support does the School have for me as a parent of a child/young person with a SEND?</p> <p>How are children with SEND currently involved in their education?</p>	<ul style="list-style-type: none"> • We run an open school policy where parents are free to come in and chat to class teachers and the Pre-School Manager and the SENDCo or FLO whenever they feel they need someone to talk to and if they are unavailable an appointment can be made. • We work closely with SENDIASS and will always refer you to them for independent support. • We can signpost to other agencies and websites if necessary. • If necessary we can offer regular meetings or telephone calls to help you monitor your child's progress. • Pupil conferencing, where children are asked how they feel about their learning, happens daily and all children are involved in this regularly throughout the course of a week. • Children with SEND are included within the school council and as young leaders/sports leaders in Key Stage 2.
<p>How does Greenmount manage the administration of medicines?</p>	<ul style="list-style-type: none"> • We are able to administer medication to your child in accordance with the school's policy. • Some staff have had Epi-Pen training.
<p>How accessible is the School environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • We are a fully inclusive and fully accessible school. • There is always somebody in the school office from 8:20am until 4:00pm. However, the school has an answerphone on which you can leave a message anytime. • Each teacher is available to contact through Class Dojo where messages can be sent at any time and will be answered within a reasonable time frame within working hours.

	<ul style="list-style-type: none"> • We offer after school clubs which change each half term which are fully accessible to all children. Those with complex needs are considered on an individual basis to ensure the safety of all participants but are included wherever possible. • The school offers a variety of trips throughout the year as we want the children to have as many different opportunities and experiences as possible. The trips we offer can be local, mainland and residential. • Payment plans to enable families to spread the cost of trips over a period of time. • The Head teacher is always happy to meet with parents to discuss individual cases. • We have two disabled toilets. • The main entrance and a side entrance are accessible with ramps. • Children with SEND are included within the school council.
<p>How will the School support my child/young person when they are either moving to another year group or leaving?</p>	<p>For all children, transitions are key points. For SEND pupils, it is even more important that these are carefully managed.</p> <ul style="list-style-type: none"> • EYFS lead makes direct links with parents, nursery and preschool providers prior to induction for Reception children. All children allocated a place at Greenmount Community Primary School are encouraged to attend 'Stay & Play' days in the Summer Term before entry the following Autumn Term. • EYFS lead visits all children in their settings and meets with key workers to discuss each child's individual needs. • Children that attend our on-site preschool will regularly drop in to the school with the amount of time spent in EYFS increasing throughout the year. • Any identified SEND issues are discussed with EYFS lead, parents and SENDCo. • Transition of SEND children, between classes, once they have started at the school, is managed by teachers and the SENDCo. • Meetings are held between teachers to ensure new receiving teachers are fully aware of the needs and progress of SEND children in their classes. At these meetings pupil information and plans are shared. • We will share resources and successful strategies with new teachers and an end of year discussion takes place with the current class teacher and SENDCo to pass on valuable strategies to the next teacher. • If your child is moving to another setting, we will ensure that we discuss your child's needs with the setting. • If your child is moving into our setting from another setting, depending on the need, we may go and visit the child in the old setting or phone the previous school if necessary. • We always talk to staff at previous settings about resources, strategies and approaches used with the child. Where appropriate, children are given a booklet to support transition to their next class. • We have close links with the secondary schools and meet to discuss pupils. • Where appropriate, children with SEND in Y6 will undertake a range of pre-transition activities prior to any formalised transition days to allocated secondary providers. These will involve visits to their new school and visits

	<p>by their new teachers to primary school. All relevant information for Y6 children with SEND will be passed to and from SENDCo to SENDCo.</p>
<p>What additional support is available to my Looked After Child who has SEN as well?</p>	<ul style="list-style-type: none"> • Laura Richards is the Designated Teacher and Deb Jones (DSL) is the LAC Coordinator. As a school we meet with Social Workers and any other professionals as necessary and prepare together a Personalised Education Plan to provide additional support for the child to help them succeed. This is monitored termly and adjusted according to the impact of the provision and what needs to happen next. • Deb Jones (DSL) will attend LAC reviews for any child who is looked after and host the meetings, if they are available. • The child will have priority to meet with the ELSA in school, if necessary, to discuss any social, emotional and mental health needs they may have and work on a programme of support. • If deemed necessary by professionals we will source a programme of support from a play therapist and provide a space for the child to meet with them. • The designated teacher will attend meetings and training regularly to ensure the correct procedures are taking place in school.
<p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at school?</p>	<p>It is in everyone's interests for complaints to be resolved as quickly and effectively as possible. Our SEND complaint procedure is as follows:</p> <ul style="list-style-type: none"> • Initially the complaint is dealt with by the class teacher. Class teachers will listen to all the points raised and seek ways to address the issues. • If the matter remains unresolved, the complaint will be dealt with by the SENCO in consultation with the Head teacher. • If there is still no resolution the Head teacher will become actively involved. • If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors and the Governing body will deal with the matter through their agreed complaint resolution procedures.

<p>Where can I get further information about services for my child?</p>	<ul style="list-style-type: none">• The Isle of Wight Local Offer website has been designed to help parents and carers find the right support for children with special educational needs and disabilities https://www.iwight.com/localoffer• Family information hub https://familyinfohub.iow.gov.uk/kb5/iow/directory/home.page
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