Green Shoots Partnership

Respect Reflection Responsibility Resilience

Special Educational Needs Information Report

September 2025

Our Vision

Green Shoots Partnership is a nurturing federation with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our Partnership Values, we grow confident individuals who aspire to shape the future.

EQUALITY DUTY

At Green Shoots Partnership we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

What is the SEND Information Report?

The Special Educational Needs (SEN) Information Report is a duty on schools to report information to parents under schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014, paragraphs 6.79-6.81 of the SEND Code of Practice and section 69 of the Children and Families Act 2014. This act changed the way children with SEN are supported in schools, by placing the child at the centre of any decision making that takes place around them. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

Curriculum Intent

We aim for a Green Shoots pupil to:

- Have a love of learning
- Embrace challenge and be resilient
- Have a mastery of key skills

Curriculum Implementation

Green Shoots Partnership we aim to deliver a nurturing and inclusive learning environment which encourages **GROWTH** of every individual.

Global- a fully inclusive environment where children feel part of the federation and the wider community

Resilience- taking risks, embracing challenges with perseverance and confidence

Outstanding- seeking excellence, igniting curiosity while promoting individuality

Well-being- a safe environment where all of us thrive

Together- communicating openly, where contributions are valued and voices are heard

Happy- we all enjoy learning.

Our commitment to pupils with SEND

Green Shoots Partnership we are committed to providing an appropriate and high-quality education for all pupils. We want all pupils to be fully involved in every aspect of school life, including lessons, activities, trips, experiences and school clubs. We always strive to remove potential barriers to success.

We have high aspirations for SEND pupils and want them to become independent, engaged learners who have high self-esteem. Staff consistently work to ensure pupil's needs are catered for in all aspects of school life. We work with parents and other settings before pupils join us and as they transition to their next school.

What are special educational needs (SEN) or a disability?

At Green Shoots Partnership we use the definition for SEN and for disability from the SEND Code of Practice (2014) which states:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age.*

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning then the majority of others of the same age, or*

- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

What kind of SEN provision is at Green Shoots Partnership?

Green Shoots Partnership are mainstream settings. As a federation we will ensure that all pupils are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. The federation recognises that all pupils are entitled to have access to a broad and balanced curriculum which is adapted to meet their individual needs.

The SEN Code of Practice places responsibility on **Class Teachers** and support staff to identify and provide help for intervention (SEN) children within their classrooms. Planning for different types of needs is the responsibility of Class Teachers. All Teachers are teachers of children with SEN.

The SEND Code of Practice outlines four Broad Areas of Need. At Green Shoots Partnership **we provide for them all.**

Area of Need	**Condition**
Communication and Interaction	Autism Spectrum Disorder
	Speech and Language Difficulties
Cognition and Learning	Specific Learning Difficulties, including Dyslexia, Dyspraxia, Dyscalculia
	Moderate Learning Difficulties
	Severe Learning Difficulties
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/ or Physical	Hearing Impairments
	Visual Impairments
	Multi-sensory Impairment
	Physical Impairment

Who are the staff that might support my child ?

Firstly, your child's class teacher is your first point of contact. We have a team of Teaching Assistants who provide support in class, intervention groups and on a one-to-one basis. The SENDCos (Special Educational Needs and Disability Co-ordinator) are responsible for the overall monitoring of education for pupil's with special needs and ensure that the SEND Policy is implemented. As a federation, we also work closely with specialist support staff who are from outside agencies.

Our Green Shoots Team:

SENDCO – Mrs Clare Mills 01536 723985 millsc@meadowsideprimary.org

SENDCo- Mrs Vicky McGregor 01933 225814 senco@gt-doddington.northants_ecl.gov.uk

Deputy SENDCo- Mrs Zoe Line

Family Support Manager- Mrs Lucy Winrow

Inclusion and Behaviour Assistant – Miss Lisa Glide and Mrs Jannette Wood

Designated Safeguarding Lead – Miss Mia Lewis and Mrs Rachael Shelton

Deputy Designated Safeguarding Leads – Mrs Josie Garnham, Mrs Clare Mills, Mrs Donna Jawo, Mrs Ellie Kilsby, Mrs Vicky McGregor, Miss Lisa Glide, Mrs Jannette Wood, Miss Kynoch Owen

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

- The SENDCos have completed the National Award for SEN Coordinators. They are responsible for attending regular update meetings and briefings, and shares these with all members of staff in the federation. The federation has an Inclusion Team that meets weekly where key messages and essential information is shared. This is in the form of key children, intervention strategies and relevant research to support the children in school.
- At Green Shoots Partnership we are committed to ensuring that staff are trained to meet the needs of the children with additional needs and their knowledge is updated when necessary.
- As a federation we work closely with a range of external specialist services which are relevant to our children's needs. These may include Speech and Language Therapists, Behaviour Support Workers, Social Workers, Paediatricians and Educational Psychologists.
- All staff are subject to an annual review (Performance Management) which identifies training needs which will be addressed either internally or externally.

What specialist services and expertise are available at or accessed by the school?

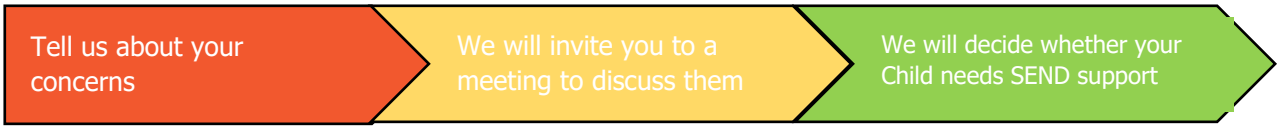
In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. The agencies currently used by the school and our families include:

- SALT (Speech and language therapy support)
- Behaviour Support
- EHA – Early help Assessment Helpline
- CAMHS (Child and Adolescent Mental Health Service)
- RMC – Referral Management Centre
- Child in Need (CIN) practitioners
- EIS – Educational Inclusion Service
- Educational Psychologist
- SENDIASS – SEND Information, Advice, Support Service for parents
- NPPS – Northamptonshire Parent Partnership Service
- Health Visitors for our Early Years Team
- Sensory Impairment service
- Links with the NSPCC
- MASH (Multi Agency Safeguarding Hub)
- Northampton/ Kettering General Hospital (Paediatricians)
- Occupational Therapy
- Physiotherapy
- Specialist Support Service (SSS)
- School Nurse, Specialist Epilepsy, Diabetes and Enuresis nurses as appropriate
- Social Care
- Sunflower Centre
- Women's Aid

I think my child might have special educational needs what should I do?

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as a parent of how your child is outside of school. Any initial concerns, please email your class teacher using the year group email address.
- If you have any further concerns, or would like to know more about a specific provision, then contact Mrs Clare Mills/ Mrs Vicky McGregor who are our federation SENDCo's.

- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment. Some assessments may be completed virtually.
- If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.
- We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for all our children.



How does Green Shoots Partnership know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies who may already be working with the child before they join us.
- Screening, as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the child indicates that they have additional needs.

How does Green Shoots Partnership know if my child needs SEN Support?

We may already know that your child needs extra support, or has a SEND for example:

- If your child has come from another school or a preschool which has passed on information to us
- If your child has been supported by outside agencies

All our teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include not understanding the activity set, not keeping to the pace their peers are when recording work, not joining in with others.

If the teacher notices that a pupil is falling behind, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try and fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make expected progress, the teacher will talk to the SENDCos and will contact you to discuss the possibility that your child has SEND.

The SENDCos will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers.

The SENDCos and teacher will decide on the targeted support that is needed to support the pupil e.g. small group intervention, different strategies, adapted work and/ or additional resources. Parents/ Carers will be involved and informed. This progress will be reviewed after twelve weeks. If after the twelve weeks, there is either no progress or a small amount of progress, then we might ask for the opinions of outside professionals such as speech therapists, educational psychologists, or a paediatrician.

Based on all the information, the SENDCos will decide whether your child needs SEND support. You will be told the outcome in writing and their name will be added to the school's SEND register. The SENDCos and class teacher will work with you to create an individual inclusion plan.

How will the federation measure my child's progress?

All pupils are included in our assessment and tracking throughout the year. They are tracked against their baseline. Teachers keep track of pupil's progress and present this as part of pupil progress meetings each term. Pupils with a SEND need have a pupil profile. These contain important information about them and their targets. These are updated every twelve weeks and shared with parents/ carers. Parental voice is an important aspect of this process. The plans follow the graduated approach. This is a 4-part cycle of assess, plan, do, review.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

If discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process is continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through the SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Pupils with an EHCP (Education, Health and Care Plan) will have all the above as well as an annual review, where all professionals supporting the pupil are invited to discuss and review their progress.

How will my child be involved in decisions regarding provision that can better meet their needs?

At Green Shoots our pupils have a number of ways in which they are involved in their education. Children are encouraged to have an input into their review meetings through identifying their strengths and areas for development, by suggesting how improvements can be implemented. We also have a Junior Leadership Team (school council) which contributes ideas and suggestions for school improvement.

How will Green Shoots evaluate the effectiveness of the SEN provision made for our children?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of the parents/ carers and children on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for children with the same level. This data will be shared with governors and be judged by external moderators such as Ofsted.

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

All of our children participate in our broad and balanced curriculum. All staff at Green Shoots Partnership understand that all children must achieve the highest possible standards across the curriculum. Some children will require aspects of the curriculum to be adapted (work is personalised to their needs) in order to achieve their targets. Class Teachers will plan for this as part of their weekly planning.

How will you help me support my child's learning?

All parents are encouraged to contribute to their child's education. On a day to day level we give the children detailed feedback in their books which we encourage our children to respond to. Children in Key Stage 2 and some children in Key Stage 1 are aware of their next steps targets to improve their learning development.

You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. We encourage all pupils to attend parents meetings so that they are able to contribute meaningfully to this process. For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you how they are doing in school. We hope that this will ensure that we are working together to support your child both at home and at school. We can suggest activities and games that you can do with your child to support their learning.

On a more formal review level, parents will be invited to discussions and review meetings with a member of the Inclusion Team and other professionals. At reviews children are supported and encouraged to join in with the discussion to make their feelings known.

How will I know how my child is doing?

Your child's progress is continually monitored by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress which is discussed with senior staff at regular meetings. This is to ensure that all of our children are making good progress and we can review the provision to reflect if it needs to be adjusted. We share their attainment and progress with parents at termly parents meetings and specific SEND provision is monitored by the Inclusion Team. Children will be given specific targets to support their learning and to help them to understand their next steps. At the end of each Key stage all children are formally assessed using National Phonic Screening and Standard Assessment Tests (SATS). This is something that the government requires all schools to do and the results are published nationally.

At the beginning of July each year your child will be provided with a written report which details their attainment in line with these levels.

What support will there be for my child's overall well-being?

The federation offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns.

- Mrs Winrow (Pastoral Support Manager) and the Inclusion Team work closely with children and families to provide pastoral support. We also work closely with families who have an EHA or are receiving Social Care support.
- Some interventions are available for children who need help to develop their social skills, self-esteem, anxiety or anger management techniques.
- Worry boxes are located around the school and monitored by the Inclusion Assistants.
- A meet and greet is available for pupils who find leaving parents difficult in the morning.

How will my child be included in activities outside the classroom including school trips?

- Activities and trips are made as inclusive as possible and available to all children.
- Where necessary, individual risk assessments are carried out and procedures put into place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.
- Green Shoots Partnership has a variety of extra-curricular clubs. Details of participating pupils are cross referenced with those with SEND to ensure all pupils have access to the clubs.
- The school has an Accessibility Plan.

How does Green Shoots Partnership support children with medical needs?

- If a child has a medical need, then a care plan is compiled with support from and in consultation with parents. Outside agencies are consulted as necessary. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from the school nurse or health care professional, for example Epipen training, diabetes and epilepsy medication training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- A dedicated medical treatment area is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.
- The federation has a comprehensive Medicines in School policy.

How accessible is the federation environment?

As a federation we are happy to discuss individual access requirements and adapt our Accessibility Plan as required so that it meets the needs of all of our pupils.

At present as a federation we have:

- All classes are at ground level
- One accessibility toilet
- Sinks with adapted taps
- Specially designed chairs for specific children
- Single level outdoor area to EYFS, KS1 and lower KS2 outdoor areas.
- We can provide a translation service for those parents whose first language is not English.
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs.
- A disabled parking bay is provided/ will be made available to facilitate entry to the school.
- We can access specialist equipment if required.
- Our car park has a designated car parking space.

How will the federation prepare and support my child when joining one of the Green Shoots Partnership Schools or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children may need more transition visits than others.
- The SENDCos or a member of the Inclusion Team will be more than happy to meet parents before a child starts at a Green Shoots Partnership school. This may be held face to face or as a virtual meeting.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the SENDCos, the secondary school SENDCo, parents and where appropriate the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of the individual.

How are any resources allocated and matched to children's special educational needs?

Resources are allocated to need. Trained Teaching Assistants support learning in class as well as delivering specific interventions with supervisions from qualified professionals when needed. These interventions are part of our contribution to North Northants local offer.

Northamptonshire Local Offer http://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer

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

All children at a Green Shoots Partnership School are entitled to inclusive high-quality teaching. Should your child require additional support the Class Teacher will discuss the child's needs with the SENDCos. Different children require different levels of support in order to narrow the gap between your child and their peers. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

How are parents involved? How can I be involved?

At Green Shoots Partnership we strive to create a sense of community and the parents/carers of our children are a key part in this. Parents/ carers can get involved in the federation in a number of ways including getting involved with our Parent' Association, helping with school trips and visits or offering a special skill or interest. If you want to help with the children's learning, you can always volunteer to help in a classroom.

Prior to joining our school parents/carers are invited to visit, and for those with children starting in Year R a New Parent's Evening is held annually. There are two formal parents' evenings where you and your child have a chance to meet with the class teacher.

What support is in place for looked-after and previously looked-after pupils with SEND?

Mrs Mills/ Mrs McGregor our SENDCos, will work with our teachers to provide an understanding of how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other pupil who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What do I do if I have a complaint about my child's education at Green Shoots Partnership?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, an appointment will be made with the SENDCos first followed up by a meeting with the Head of School should the issue not be resolved.

If you have any concerns relating to SEND matters do not hesitate to contact us.

Glossary of Terms and Abbreviations Used in relation to Inclusion and SEND

Acronym	Definition
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Difficulty
EHA	Early Help Assessment
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
HI	Hearing Impaired
HV	Health Visitor
KS	Key Stage
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PD	Physical Disability/Difficulty
Physio	Physiotherapist
SALT	Speech and Language Therapist
SLD	Severe Learning Difficulty
PRU	Pupil Referral Unit
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SLA	Service level Agreement
SLCN	Speech, Language and Communication Need
SpLD	Specific learning Difficulty
SW	Social Worker
SA	Support Assistant
VI	Visual Impairment