



SEND Inclusion Award (SENDIA)

Verification Report

School name:	Greengate Junior School
School address and postcode:	Greengate Street, Barrow-in-Furness, Cumbria, LA14 1BG
School telephone:	01229812592
School website:	Greengatejuniorschool.co.uk
Head teacher:	Susan Jackson
SENDIA coordinator:	Angela Phillips
Award verifier:	Maureen Nash
Date of verification:	27 th April 2022

Commentary on the evidence provided:

The SENDIA coordinator facilitated a thoughtfully presented comprehensive range of evidence and her careful preparation ensured that the verifier was provided with a full picture of SEND provision in the school. On the day, evidence was presented through a well prepared PowerPoint and discussion with the coordinator and headteacher, which clearly showed a strategic approach. Stakeholder groups shared their perceptions through group meetings and the school tour demonstrated the use of strategies and resources to meet individual needs, such as visual timetables, interventions, small group teaching and specialist provision. This wide range of evidence clearly showed how the school is meeting the Objectives and Key Performance Indicators of the SENDIA.

In particular there is strong evidence to show that:

The SENCo is effective.

There are procedures in place to ensure there is early identification of need. As a result, effective support is quickly put into place.

The school is both reflective and forward thinking.



There is an inclusive ethos within school, recognised by a range of stakeholders.

Whilst teachers have responsibility for the learning and well-being of their pupils, there is very much a team approach to pupil support.

The policies and procedures support the SEND provision within the school.

Specialist provision supports children in successful access to mainstream education.

Ofsted (November 2021) reported positive comments about SEND provision at Greengate including, 'Leaders strive to fully include all pupils, including those with complex special educational needs and/or disabilities (SEND), in all aspects of school life'.

Strengths identified during verification:

Greengate Junior School has a highly strategic approach to SEND provision. The headteacher and SENCo (coordinator) express a strong vision that inclusion is at the centre of the school's ethos and practice and this facilitates a strategic commitment to excellent provision for SEND pupils. The experienced and well qualified coordinator has been well supported by the staff team.

The drive from leaders to ensure inclusion is a core value and they are determined to address potential barriers for any pupil and this strategic approach is very much reflected in the staffing structure and organisation. The SENCo and SEND governor bring a wealth of experience to the school and there is a strong staff team including support staff with skills including specialism in autism, counsellor (with her therapy dog), behaviour support, speech and language and medical support. Greengate works closely with a range of professionals in order to provide advice and guidance to support provision for pupils and their families.

The school has used a reflective approach in analysing and auditing their provision, using the SENDIA framework as a benchmark to celebrate the current good practice already in place and to identify areas to develop even further. The school is clear on their existing good practice in place and on their next steps, demonstrating a forward thinking approach.

Greengate sits in the centre of the local community and staff know pupils and their families well, so the school is well placed to support their individual needs.

Greengate offers specialist nurture provision (Greenfinches) and alternative provision (The Hive) that support children who need additional support and help to access mainstream education successfully. These are very much part of the school, whilst offering specialist support.

There is a range of interventions used for pupils with SEND for example, Colourful Semantics, Numicon, phonics and reading. The headteacher, SENCo and class teachers hold pupil progress meetings for each class, where progress is examined child by child ensuring that relevant support is in place.

There is an emphasis on Quality First teaching and teachers know their responsibility and accountability for the progress and development of pupils in their class. Children work in small classes for English and Maths enabling underpinning barriers to learning and well-being to be

addressed through access to high quality teaching. Teachers have responsibility for writing and reviewing Personal Support Plans which are linked to EHCPs targets where appropriate and review the provision in place. Teachers share these plans with parents and ensure that pupils can focus on their targets through, for example, Maths and Literacy targets being written in their relevant books.

Staff have access to information to help them with SEND provision. For example, through training, access to information on types of need and strategies to use through the online folder, 'SEND at Greengate' and through staff having a range of expertise that they share as a team, 'There is a positive culture of sharing information and expectations with all staff' (staff).

Greengate has been a listening school at many levels. For example, stakeholder evaluations contributed to the SENDIA process and pupil voice is recorded in target setting and review.

Parents very much appreciated the individual support provided for their child, 'The support he is getting from school is amazing' and 'He loves coming to school. Staff also commented, 'The level of understanding from everybody and the way children are approached show staff know our children well and meet their individual needs'. Parents value that children understand individuality and difference and staff agreed with this, 'We do this automatically as a staff and the children mirror this'.

Impact:

The school considers that the impact of SENDIA is:

SENDIA has helped us audit our extensive provision, including the identification of children's needs which are discussed and identified in class review meetings. There has also been an expansion in the quality of support offered to pupils who have additional and complex needs which has resulted in many positive outcomes including fewer exclusions, excellent progress data and a very positive Ofsted report.

Areas for development:

The following areas were agreed between the school and Verifier:

To ensure staff are kept up to date with any new national developments in SEND

To develop SEND provision through the new Federation to further facilitate early identification of need and support

To continue to create an effective sensory room

Verifier recommendation:

That Greengate Junior School is awarded the SENDIA: the Special Educational Needs/ Disabilities Inclusion Award for a period of three years



Head teacher comments:

I am so very pleased the assessor was able to recognise the work that we do to ensure inclusivity is at the heart of our school. The staff and our Inclusion Manager/ SENDCo have worked hard to ensure that all children, regardless of their ability and needs feel a part of the Greengate Community. This award celebrates all we do and as a school we are very proud to have earned the recognition.