

SEN Policy



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Author	Helen Silverton and Rebecca Skinner
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This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

1. Aims and Objectives

Our SEND policy aims to:

- Outline how our school will implement national legislation and guidance regarding pupils with special educational needs and disabilities (SEND)
- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;

In our school, we aim to offer excellence and choice to all our children, whatever their ability or need. Our objectives are:

- to create a learning environment that meets the special educational needs of each child;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to ensure that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- to have the highest expectations of the progress which can be made by all pupils, regardless of their individual needs;
- to enable all children, including those with SEND, have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are partners in their child's education and feel able to contribute and play their part in supporting their child;
- to ensure, where appropriate, our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

2. Values and Vision

At Greenleas we have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curriculum provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates and in different ways;
- need a range of different teaching approaches and experiences.

Our vision at Greenleas School, is to instil in all our pupils a belief that by persevering and working hard they can achieve any goal and that they have the highest expectations of themselves in everything that they do.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their potential. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs in more than one area, and their needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

The **SENDCo's** are:

Mrs. Helen Silvertson, sendco@greenleas.net, 01525 371735. (Derwent Road)

Miss Rebecca Skinner sendco@greenleas.net 01525 385356 (Kestrel Way)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The **SEND governors** will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The SEN governors are, Lewis Wright and Amanda Wallace.

The **head teacher** will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Each **class teacher** is responsible for:

- Adapting planning to meet the needs of all learners
- Providing Ordinarily Available Provision for all learners.

- The progress and development of every pupil in their class
- Working 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
- Working with the SENDCo to review pupil progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child and set new outcomes
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and aspirations for the pupil
- Given two reports on the pupil's progress over the course of an academic year

The school will consider the views of the parent or carer in any decisions made about the pupil.

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings where appropriate. We will also consider any evidence that the pupil may have a SEND and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness by adapting the ordinarily available provision. If progress does not improve, the teacher will raise a concern with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as family separation or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will ensure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Our approach to SEND support is provided in the diagram below.

Monitoring

Children who have a diagnosis of a special educational need or disability but are making age related progress will be monitored. Their progress will be discussed at pupil progress meetings and with you at parent consultations. Ordinarily Available Provision (OAP) will be in place and if progress continues a SEND plan will not be needed. If their class teacher notices they are not continuing to make expected progress a concern will be raised to the SENDCo. This will be communicated with you.

Concerns

All children are assessed through our normal assessment arrangements. If a teacher feels a child is not making their expected level of progress they will complete a concerns form, speak to the SENDCo and you as the child's parents. At this stage the SENDCo will observe and consult the Graduated Approach to ensure all available OAP is in place. The child's progress will be tracked with strategies and interventions put in place to support them. This will be reviewed after half a term.

SEND

If the class teacher or parents are still concerned after strategies and OAP options have been provided, the Graduated Approach will be consulted again to help identify further support and strategies to be put in place. This will be considered above and beyond OAP and the child will be placed on a SEND support plan with clear objectives and how we will help meet them. We may seek support from external agencies at this stage for example from the Early Years SEND Teams, one of our Outreach Specialist teachers or a Speech and Language Therapists. SEND support plans are reviewed every term. You will be invited to attend and contribute to these termly review meetings.

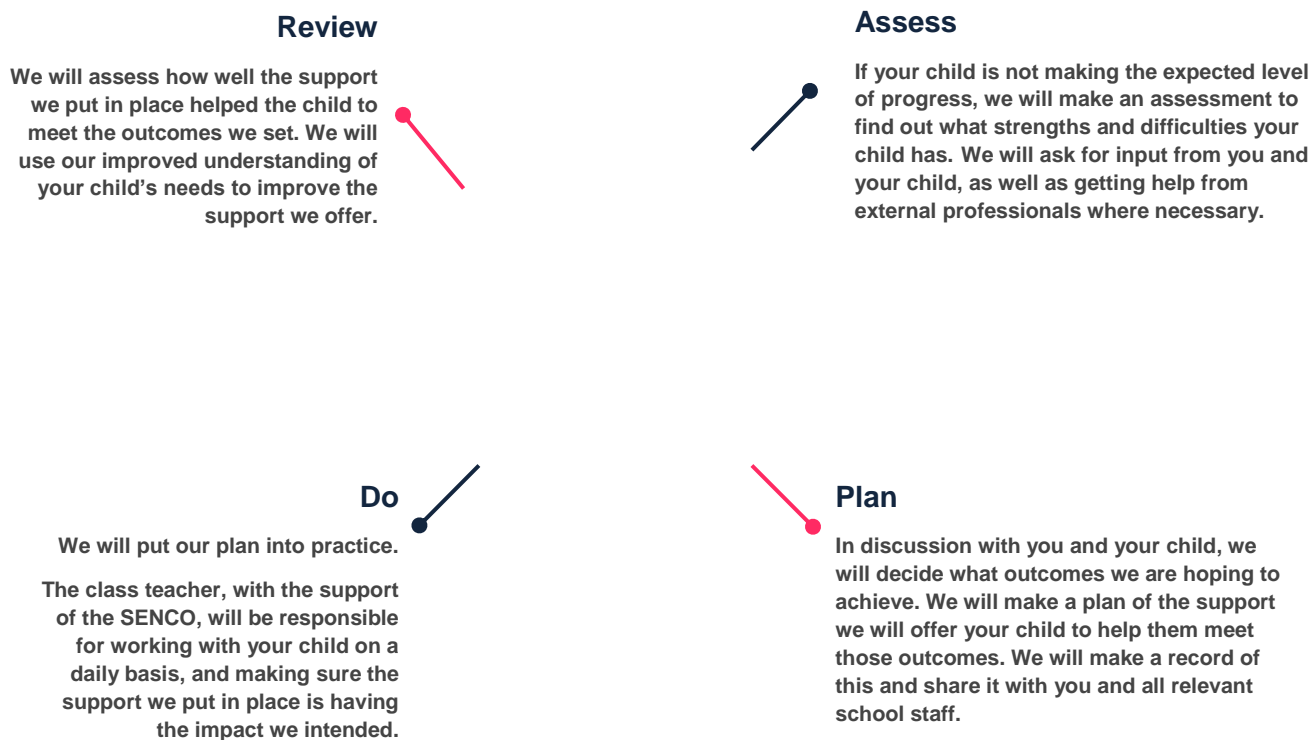
EHCP

Where a child needs continued support and significant adjustments to the OAP, to enable them to access the curriculum, a referral for an Education Health Care Needs Assessment (EHCNA) will be considered. The process of gathering evidence will begin by drawing on the knowledge and experience we have of your child. We will ask for your input and for you to share your insight and experience from home. We will also seek support from external agencies for example the Early Years SEND Teams, Outreach Services, Speech and Language Therapists, Occupational Therapists and/or Educational Psychologists.

A more personal detailed approach will be provided by the class teacher and learning support assistant. The SENDCo will advise and support with this.

Applying for an EHCP can take at least 20 weeks. In the meantime, your child will continue to have an adapted curriculum with support and strategies in place. The objectives on their SEND support plan will draw on specialist advice, where available, and will be reviewed each term.

We will follow the Graduated Approach to meeting pupils SEND needs. This is a four-part cycle of **assess, plan, do, review**.



9. Expertise and training of staff

The SENDCOs have both achieved the National Award in Special Educational Needs Coordination. Both are also experienced teachers and are classroom based for two and a half days per week. They are each allocated two and a half days a week to manage SEND provision. The SENDCOs work together to fulfil their role and to ensure consistency in SEND support and provision across both sites. They provide regular whole school training to all of our teachers and learning support assistants (LSAs). The headteacher and the SENDCO will continuously monitor to identify any specific training needs the team may require and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

At Greenleas we recognise that we won't be able to meet all the needs of every pupil without support from other professionals and outside agencies. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers and outreach services
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admissions and accessibility arrangements

At Greenleas our admissions policy clearly sets out how we work to make our settings accessible to all children and families including those with a special educational need or disability.

To ensure our admissions process is fair places will be offered to children according to the criteria for admissions, in the following order of priority:

- All looked after children and all previously looked after children, including those children who appear to the Council to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- Children of staff
- Children with siblings at the school
- Children for whom the school is their nearest lower school
- Any other children

If we are named on a pupil's EHCP we will advise the local authority as to whether we can meet the need or not as part of the consultation process.

12. Complaints about SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo in the first instance. Any complaint will be handled in line with the school's complaints policy.

13. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and the Head Teacher and the SEND governor every year. It will also be updated if any changes to the information are made during the year. It will be shared with the governing board.

14. Links with other policies and documents

This policy links to our policies on:

- Equality and Accessibility
- Behaviour
- Supporting Children with medical conditions
- Complaints