

Special Educational Needs & Disability Policy



DOCUMENT PROVENANCE			
Status	Draft	Current version no.	1.0
Organisation	NCC/NST	Version date	September 2024
Author	Sarah Simpson/ NST	Approved by (If applicable)	Full Governing Body
Audience	Anyone	Approval date	1/10/24
Security classification	OFFICIAL	Next review date	Annually

DOCUMENT CHANGE HISTORY			
Revision date	Version no.	Author of changes	Summary of changes
December 2022	2	Terry Smith/Sarah Simpson	Update
September 2023	3	Terry Smith/Sarah Simpson	Update
September 2024	4	Sarah Simpson	Update

Greenfields Community School is committed fully to inclusion and seeks to provide each child with opportunities to achieve his/her full potential. The governors and staff share the determination to create an inclusive, caring and stimulating learning environment, where pupils can feel safe, develop self-confidence and thrive in an atmosphere of mutual respect.

As a 'Community' school, Greenfields has always believed that every child who lives within its catchment area has the right to attend Greenfields.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties and emotional or social development.

The policy also recognises the joy and learning that children with Special Educational Needs and Disability ('SEND') bring to the whole school community.

Special Needs practice at Greenfields follows the recommendations of the current legislative requirements of the Special Education Needs and Disability Code of Practice 2014-15 (0-25 years), the Equality Act 2010 and the Children and Families Act 2014.

Definition of Special Educational Needs and Disability (Section 20 of the Children and Families act 2014)

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) 'have a significantly greater difficulty in learning than the majority of pupils of the same age or;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post 16 institutions.'

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reformed SEND Code of Practice can be found on the Department for Education's Website:

www.education.gov.uk/schools/pupil/support/sen

Principles

At Greenfields Community School, we believe that:

1. Our school will have children who, at some time or another in their education, will have some form of Special Education Needs.
2. All pupils in our diverse and rich school community have the right to be valued and have the opportunity to develop their full potential, within a context of mutual respect, justice and fairness.

3. Children with SEND have the right to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion whilst ensuring individual needs are met.

4. Parents and carers play a vital role in their child's learning and development.

Equal Opportunities

The whole school policy on Equal Opportunities will be adhered to in the provision of Special Educational Needs and activities undertaken. The school always tries to ensure that each child is treated fairly without discrimination and is offered the same opportunities, regardless of ability, need, gender or cultural background.

Aims and objectives

- To ensure all statutory guidance is fully implemented across the school
- To ensure equality of opportunity to eliminate prejudice and discrimination against children with SEND.
- To create an environment where pupils feel safe and to voice an opinion concerning their needs.
- To identify children with SEND as early as possible by gathering information from parents, early years settings and health and care services prior to entry to school to support their learning.
- To work as a whole school team; supporting and sharing expertise with colleagues and outside agencies and to encourage the positive involvement of parents/carers in their child's education.
- To overcome barriers to learning and to ensure all pupils have full access to the curriculum, by the use of teaching methods and resources that are tailored to the needs of the individual child.
- To have clear expectations of all parties involved in support of child
- To regularly review and evaluate progress in partnership with parents and children.

Roles and Responsibilities for Special Educational Needs

The person responsible for the provision for children, and for the coordination of the day-to-day provision for SEND and HLN children in the school, is Sarah Simpson (Assistant Headteacher/SENCO).

The designated Governor is Mel Ibrahim.

Role of the Headteacher

The Headteacher, Lou Maltby, has responsibility for the day to day management of all aspects of the school including SEND provision, having due regard for implementing the SEND Code of Practice 2014.

Role of Governors

Governors have responsibility to :

- Appoint a 'responsible person' - SENCO
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that necessary provision is made for any pupil who has special needs and that pupils are fully included.
- Have regard for the current Code of Practice when carrying out its duties.
- Work with governing bodies of other schools in the area where necessary to co ordinate special educational provision.
- Report to parents on the implementation of the SEND policy.

Role of the Class Teacher

- Identifying pupils with SEND following the agreed procedure. Liaising with all agencies and staff involved with pupil, both internal and external, to ensure that provision meets needs.
- Planning, implementing and reviewing an appropriately differentiated curriculum for all pupils with SEND

Role of the SENCO

- Ensuring a consistent whole school approach to special needs
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Monitor and evaluate progress of all children with SEND, targeting areas of underachievement and taking appropriate action
- Monitor the impact of specialist intervention strategies and act upon findings
- Monitor and evaluate termly class and individual provision maps
- Liaise with parents regularly and keep all information up to date, disseminating to relevant staff
- Maintain and regularly update the SEN list, individual files and case studies
- Liaise with outside agencies and implement recommendations of reports into child' support plan
- Ensure all staff fulfil their statutory responsibilities to pupils with SEN
- Monitor use of, maintain and develop SEN resources
- Provide opportunities for CPD, support and advice for staff

- Work with the headteacher to implement procedures, allocate available support and resources
- Monitor the effectiveness of teaching assistants and their support regularly.
- Liaise with other schools, including secondary, ensuring a continuity of support and provision when a child transfers.
- Liaise with the SEND governor, providing reports to the governing body when required
- Co-ordinate and attend annual reviews
- Chair multi-agency meetings
- Attend network training and liaise with local SENCOs to moderate provision
- Write HLN (High Level Need) funding requests

Identification and Assessment - A Graduated Approach

Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take significant steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through 2 and 4 it can be determined the level of provision the child will need going forward.
6. If a child has been removed from the SEN support list they may also fall into this category as continued monitoring may be necessary
7. Parents are informed of their child's development and the circumstances in which they are being monitored. They are encouraged to talk with the school, sharing relevant information

SEND support

A child will receive SEND provision if it is 'additional to' and 'different from' Quality First Teaching, available to all children.

Greenfields uses a graduated approach to special educational needs :

1. A concern form, related to barriers to learning, may be completed for a child if an adult raises a concern, which is then monitored by the SENCO
2. The class teacher informs the parent of concerns and the child is then placed on the SEND support list to ensure provision is matched to need.

3. SEND support children are tracked through 'targeting underachievement' grids. These show levels of attainment and progress and outline all support and interventions the child is receiving. Targeting underachievement grids are reviewed half termly to assess impact and changes are made as required.
4. High Level Need (HLN)- Element 3 funding: where the school requires additional funding from the LA to meet complex needs the SENCO bids for HLN funding, aided by information from specialist outside agencies.
5. The school, parent or other professional working with the family can request a statutory assessment for an Education and Healthcare plan (EHCP) if it becomes clear that a child's needs have not been fully identified, or that the child is not making good progress despite quality support over a period of time. The EHCP replaces the former Statement of Special Needs. Most children will have their needs met in mainstream and only a small number of children in the city authority attend a specialist setting due to complex needs.

Education and Health Care Plan

The process covers from 0-25 years and has an assessment period of 20 weeks. All information is shared so parents do not have to repeat the same information to different agencies. The child is at the centre of the process and encouraged to attend the PCR (Person Centred Review) if appropriate. Professionals involved with the child are invited to attend. The areas for discussion take into account the strengths and areas for development of the child: what is working well; what is challenging; and an action plan is drawn up. Parents receive an information booklet on how to prepare for it. An initial report is prepared from this meeting and a decision is made by a panel whether to go ahead with a full assessment. If the decision is not to issue an EHCP then parents have a right of appeal. For more information on Education and Health Care Plans visit:

www.nottinghamcity.gov.uk/article/27660

Specialist SEND Provision

Areas of need are classified as:

- Communication and Interaction
- Learning and Cognition
- Social, emotional and behavioural
- Sensory and/or physical

In addition to support offered by teachers and teaching assistants at school the school can access a wide range of agencies, as linked to the above areas of need, to provide strategies/advice in delivering interventions, where appropriate, to both home and school.

Monitoring effectiveness of provision

To ensure that effective provision is in place the school has a four part process of;

- Assess

- Plan
- Do
- Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Progress is evaluated through the use of targeting underachievement grids, provision maps and work sampling. Pupil progress meetings are also held with the senior leadership team and discussions are held with parents/ carers at SEN reviews. The SENCO monitors on a half termly basis or more frequently. Levels of attainment before and after interventions are clearly recorded and their impact analysed.

The school uses national and local data to analyse progress against national expectations. The school uses SIMS data and case studies to analyse effectiveness of provision.

All staff are proactive in their approach to offering children alternatives to help them to progress.

Outcomes are communicated to governors.

Teaching Assistant & Care Assistant Support

Teaching Assistants should "be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN." (Special Educational Needs Code of Practice 2001, DFES, p15)

The teaching assistants work with identified children, supporting 1:1 or in small groups, in the classroom or other work areas around school. Teaching assistants are also involved in leading groups.

List of Support Groups available in school

- Social interaction
- Anger management
- Speaking and listening
- DCD programme (developing coordination)
- Music interaction
- Theraplay
- Lego Therapy
- Nurture Groups

Care Assistants

Across the school, eight Care Assistants are currently employed to support children who attract HLN funding. They are involved in the care of high-level SEN children that have been identified in the list.

Learning Mentor

Greenfields Learning Mentor is Jane Glover. Her role is to work with children to help them achieve their full potential in school. She works with the pupil, their parents/carers, teachers and others helping them along the path of learning and overcoming barriers that may be in the way. The Learning Mentor may also work on a one to one basis or with small groups to address some of the above barriers to learning. The types of activities Learning Mentors are involved in running may include:

- Observations of pupils in class and on the playground
- Supporting pupils with preparation for progress tests and exams
- Supporting pupils with homework and helping to develop organisational skills
- Mediation work between peers, between pupils and staff, and parents/carers

Social and Emotional Wellbeing

Greenfields has a counsellor (Jay Laister) working in school for three days per week and a part-time Learning Mentor. They work in partnership with the SENCO as the 'Greenfields Learning Support Team' to address the pastoral and social needs of children and can signpost parents to outside agencies for support. Staff can refer a child for a block of 1:1 sessions with a counsellor, with the permission of a parent/carer, and children can also self-refer to weekly drop-in sessions. At unstructured times, TAs support break times and lunch and run an 'lunch club.' The Headteacher, together with the SENCO and support staff, maintains and updates a pastoral care list. These may be children who find co-operating and communicating with others difficult; are facing a difficult period in their life; become frustrated with others or find talking/sharing difficult or children who may be underachieving for any of these stated reasons.

Social, emotional and behavioural support is provided through the single point of access pathway and referral to the school nurse.

The school has a policy for the administering of medicines.

There are attendance and behaviour policies which outline how to avoid exclusion and increase pupils' attendance.

Safety of pupils is a high priority. See safeguarding policy. Identified staff are trained in positive handling.

Local Authority Support Services

These following services are available from the LEA to provide advice, support and information to the school.

- Inclusive Education Service :
 - i) Communication and Interaction Team
 - ii) Learning and Cognition Team
 - iii) Sensory Team
- Community Educational Psychology Services
- Nottingham Behaviour Support Service
- Surestart Children's Centre

Medical Support Services

School can ask for help and advice from:

- Speech and Language Therapists
- School nurse
- Community Paediatrician
- Occupational therapists
- Clinical psychologists

Partnership with Parents/ Carers

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. Greenfields recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Greenfields works closely with parents of SEN children through daily informal catch ups, regular termly meetings and multi-agency meetings, and ensure that any outside intervention is clearly communicated. Parents/ Carers' consultations are offered three times a year, in addition to reviews.

Partnership with Pupils

All children have time, each day, to evaluate their progress and look at ways of moving forward. They are involved in target setting with support. Pupil voice is important at Greenfields. Where appropriate children will be included in review meetings where they can articulate their views.

Transition

In addition to the normal transition procedure, school will share information with the receiving school and arrange transition visits where feasible. In addition to all relevant paperwork, the class teacher and SENCO will liaise with the child's next class teacher in school to provide any extra information so that the child makes a smooth transition without anxiety.

Greenfields has strong links with local secondary schools and children with Special Educational Needs receive additional transition, prior to leaving at the end of KS2.

Training

Continued staff training is vital. Greenfields is committed to opportunities offered by outside agencies to keep staff informed of initiatives and to access training for all staff, both teachers and TAs, to enhance their skills.

The SENCO will be expected to attend all HLN training, SENCO networks and local conferences and be responsible for her own CPD (Continuing Professional Development.) Parents are also signposted to other organisations for support.

Accessibility

The whole school building is fully accessible and complies with current regulations. The main school has an accessible toilet and there are wide doors in most classrooms to exit. The school may request additional equipment required to enable the pupils to access the school/curriculum through specialist funding, with the support of outside agencies. Further information can be found in the School's Access Plan.

Local Offer

This describes the services available for children and young people with SEND in Nottingham which is updated regularly. It provides information on :

- Health; such as doctors, nurses and therapists
- Education such as schools, colleges, playgroups and childminders
- Support groups
- Leisure activities

More details about the local offer can be found on the Nottingham City Council's website:

www.nottinghamcity.gov.uk/localoffer

Complaints

Any complaints about SEND provision should normally be made initially to the class teacher, then to the SENCO and, if necessary, to the Headteacher. In the event that the issue continues, it should be referred to the governing body.

This policy will be reviewed annually.