

# Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



## **Growing Together, Aiming High**

*Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will have high expectations for behaviour to create an inspiring and motivating learning environment where all children can deepen their knowledge and develop new skills.*

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## **Special Educational Needs (SEN) Policy**

Review date: September 2020  
Ratified by the Governing Body: 29.9.20  
Next review: July 2021 (or before if guidance changes)

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### **Introduction**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (updated June 2018)
- Children and Families Act 2014
- SEND Code of Practice 0-25 2015
- Schools SEND Information Report Regulations 2014
- Supporting pupils at school with medical conditions (Updated August 2017)
- Reasonable adjustments for disabled pupils (2015)
- Working together to safeguard children (updated February 2019)
- Accessible Schools Summary Guidance
- Keeping Children Safe in Education (June 2020)

### **Definitions**

The Code of Practice (2015) definition of special educational needs and disability states:

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning disability if he or she:*

- *Has a significantly greater difficulty in learning than the majority than 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.*

The four broad areas of need stated in the Code of Practice (2015) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Some children/young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.

Please note that this definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Our Aims**

At Greenfields Federation we support and value the abilities of all pupils in the school, including those with Special Educational Needs and Disabilities (SEND). It is our duty to provide equal opportunities for every child in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are fully committed to inclusion within the school and ensuring all pupils, including pupils with SEND, acquire the knowledge and cultural capital they need to succeed in life. We will continually ensure that our curriculum is suitable for the most vulnerable children and that they have the breadth of opportunities provided to support their all-round development. In doing so, we provide a creative, exciting and effective learning environment which recognises and responds to individual learning styles. We aim to ensure that each child reaches their full potential by providing the highest standard of “Quality First Teaching”.

We are also committed to supporting every child’s mental health and well-being as this can also have a significant impact on their learning. We promote a positive ethos in school, based on the understanding that all children need the foundations of positive mental health to fulfil their potential academically, personally and socially. This SEND Policy should be read in conjunction with our Positive Mental Health and Well-being for Children Policy and our Medical Conditions Policy.

### **Objectives**

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that children are given appropriate support and/or differentiated learning activities to allow them to access all parts of the curriculum in a positive and effective way.
- To ensure that our curriculum is suitable for children with SEND and that they have the breadth of opportunities provided to support their all-round development.
- To ensure that pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- To seek and take account of the views of the child and, where possible, to involve children with send in the planning of their education.
- To always work in partnership with parents by valuing their contributions and involving them fully in decisions made about their children's education.
- To provide parents/carers with user-friendly information about SEND provision and procedures and to be aware of the needs they might have in respect of a disability or communication and linguistic barriers.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To work in co-operation and productive partnership with the Local Authority and other outside agencies, to ensure a multi-professional approach to meeting the needs of all learners.

### **Admissions and Inclusion**

We are committed to offering an inclusive learning environment and equal access for all children who wish to attend the school. In accordance with the new SEND Code of Practice (2015) and the Equalities Act 2010 the school will also make all reasonable adjustments to provide facilities and

assist access for all disabled pupils and will promote equality of opportunity between disabled and non-disabled children.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on a placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that the needs of the child would be better met in specialist provision.

### **Children with Medical Needs**

The Children and Families Act 2014 places a duty on schools to support children with medical conditions. At Greenfields Federation we ensure that children with medical conditions are supported so that they have full access to education, including school trips and physical education. This support may include a Health Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the pupil themselves. Staff who administer and supervise medication will complete formal training and be verified by the school nurse as competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions (DfE) 2014' and identified in the school Medicine Administration Policy. Some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

### **Partnership with parents**

The SEND Code of Practice (2015) recognises the importance of communicating effectively and working in partnership with parents/carers. This is fundamental to our ethos at Greenfields Federation and the schools strive to achieve this by:

- having positive attitudes towards parents/carers and respecting the validity of different views and perspectives
- providing regular opportunities for parents/carers to discuss their child's needs with the class teacher and/or the Assistant Headteacher for Inclusion and encouraging information to be shared between home and school
- acknowledging the importance of parental expertise in relation to their knowledge and understanding of own child
- explaining information and procedures clearly and taking into account the needs of parents/carers with regards to any disability, communication or linguistic barriers they may have
- recognising the pressures a parent/carer may be under because of their child's needs
- seeking parental permission before referring a child to an outside agency, keeping them informed of proceedings and facilitating meetings between parents and the agencies involved with their child.
- listening to parental concerns and dealing with them professionally and sympathetically

- inviting parents/carers to termly Planning and Review Meetings (PARM) and providing the opportunity for them to contribute to setting new targets and discussing their child's progress.
- ensuring parents/carers of children with SEND are informed of the Parent Partnership Service, relevant support groups and documents.

Parents/carers are encouraged to work in partnership with the school by:

- informing the school of any concerns regarding their child
- informing the school of any previous involvement from external agencies and/or relevant assessments carried out privately
- meeting regularly with the class teacher and/or the Assistant Headteacher for Inclusion to discuss their child's progress
- signing relevant SEND documents and providing written contributions when invited to do so
- fulfilling any obligations under the home/school agreement
- avoiding unnecessary absence for their child

The school has published a SEND Information Report that provides further information for parents about the additional services and agencies that are available to support children with SEND. The report is available on the school website.

### **Roles and Responsibilities**

Meeting the needs of children with SEND is the responsibility of the LEA, school, parents, children, health and social services and other agencies. Successful provision therefore requires partnership between all parties involved.

### **LEA**

The School Relations Code of Practice provides broad guidance on the relationship between LEAs, governing bodies and head teachers in their respective roles in achieving excellence for all children. It expects LEAs, in partnership with schools, to prioritise their statutory duty to promote high standards of education for all children, including those with SEND.

### **Governing Body**

Greenfields Federation Governing Body appoints a member with a specific brief for SEND. The Governing Body ensures that necessary provision is made for any children with SEND. School Governors have a responsibility to ensure that all teachers are made aware of the importance of identifying children with special educational needs and of making suitable provision for such children and to support the school's endeavours in this respect.

### **Headteacher**

The Headteacher has responsibility for the day-to-day management of provision for children with SEND. She will keep the Governing Body fully informed and work closely with the Assistant Headteacher for Inclusion and SEND Governor.

### **Assistant Headteacher for Inclusion**

The key responsibilities of the Assistant Headteacher for Inclusion are:

- overseeing the day-to-day operation of the school's SEND policy and co-ordinating provision for children with SEN
- maintaining the school's SEND Register, Provision Maps and children's individual learning profiles, keeping them regularly updated
- monitoring and updating the SEND policy and SEN Information report

- supporting staff with the identification of children with SEND and ensuring a graduated response of support in the form of a cycle of **'Assess, Plan, Do, Review'**
- overseeing the records of all children with SEND - including monitoring Child Friendly Targets and reviews and ensuring that achievable targets are set
- completing paperwork for referrals, Education, Health and Care Plans (EHCP) requests etc
- advising staff of appropriate strategies to ensure quality first teaching
- providing resources to support children with SEND and ensuring class teachers are provided with copies of external advice reports
- monitoring progress of children with SEND
- liaising with parents of children with SEND as required
- liaising with external agencies and ensuring that their advice is being implemented
- contributing to the in-service training of staff

### **Class Teacher**

The class teacher is primarily responsible for teaching SEND children in his/her class. All teachers make provision for children with educational special needs through Quality First Teaching and differentiated planning. It is essential that planning ensures all pupils with SEND acquire the knowledge and cultural capital they need to succeed in life and that the curriculum taught is suitable for all children with SEND to ensure they have breadth of opportunities provided to support their all-round development. Where a parent/carer raises a concern about their child, the class teacher will collect and assess any evidence, the Assistant Headteacher for Inclusion will be informed, and a decision will be made jointly by parents and staff whether to enter the child's name on the SEND register (The SEND register is a confidential document). In conjunction with the Assistant Headteacher for Inclusion, the class teacher ensures that any necessary interventions are put in place, referrals to external agencies made, if required, and progress is monitored carefully.

### **Teaching Assistant (TA)**

Teaching Assistants liaise closely with the class teacher and Assistant Headteacher for Inclusion to support Quality First Teaching and to implement interventions or work towards individual targets.

### **Parents/Carers**

The school encourages parents/carers to play a positive and active role in the education of their child by developing strong home/school links. Parents have a responsibility to communicate regularly with their child's teacher, alerting them to any concerns. Parents/carers of children at all stages on the SEND register are consulted and informed regularly of their child's progress through discussion with the class teacher and/or Assistant Headteacher for Inclusion. Their views, knowledge and experience are sought, welcomed and valued when assessing, making decisions, implementing targets and reviewing their child's progress. Parents/carers are responsible for working with the school to fulfil their obligations under any home/school agreements.

Parental permission must be gained before referring a child to external agencies for support. Parents have access to information, advice and support during any formal assessment of, or decision-making process relating to their child and his or her special educational needs provision. The Assistant Headteacher for Inclusion will provide information of such services including Parent Partnership Services.

### **Pupils**

Where appropriate, children are involved in setting their own targets, agreeing and implementing strategies and reviewing their progress. Their views and feelings will be sought and recorded to contribute to Child Friendly Target Sheets and Reviews.

### **Roles within the School**

- Mrs Sharon Anderson is the Headteacher and Designated Safeguarding Lead
- Miss Lyndsay Woodland is the Assistant Headteacher for Inclusion and Deputy Designated Safeguarding Lead (maternity leave to be covered by Mrs Kathryn Saunderson from December 2020)
- Mrs Kathryn Saunderson is the Assistant Headteacher and Deputy Designated Safeguarding Lead
- Kate Leyshon is the Governor with responsibility for SEND

### **Identification and Assessment**

At Greenfields Federation we understand that it is crucial that pupils' needs should be identified and met as early as possible. As already stated there are four main categories of need in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Whilst these four areas broadly identify the primary needs of a pupil, we also feel that it is important to consider the needs of the whole child, which may also impact on a child's learning. These include:

- health and welfare
- mental health and well being
- English as an additional language (EAL)
- being eligible for free school meals (FSM)
- being a child looked after (CLA)
- being a child of service personnel
- being part of a gypsy, Roma or traveller family (GRT)

Pupil Premium is funding allocated to the school to support children who have been registered as being eligible for free school meals in the last six years, a child looked after for over six months and children of service personnel. Details of how that funding is used are available on the school website.

The class teacher and the Assistant Headteacher for Inclusion work together closely using whole school tracking data to ensure early identification of special educational needs.

We use a number of additional indicators that alert us to possible special educational needs:

- entry profiles at Reception
- end of Key Stage data
- the following up of teacher concerns
- the following up of parental concerns
- tracking individual progress over time
- information from external services

### **Curriculum Access and Provision**

In order to meet the needs of all children, teachers differentiate work according to ability. If a child continues not to make adequate progress when he/she has accessed a range of interventions over a period of time they may be identified as having SEND and the school will put in place support in the form of 'Assess, Plan, Do, Review' through which decisions and actions are revisited and revised. This is called a graduated response. When a child has been identified as having special educational needs, the school provides for these additional needs in a variety of ways including:

- in-class support for small groups with the class TA
- small group withdrawal with a TA
- individual class support/withdrawal
- access to Specialist Teachers and other external support services such as Educational Psychologists and Speech and Language Therapists
- staff development/training to promote more effective strategies
- provision of alternative learning material or special equipment
- additional adult support or specific resources

All children with SEND will have a Pupil Profile, which is developed through discussion with the child and parents, and includes things they enjoy, barriers to their learning and what school can do to help them. These Pupil Profiles also include specific targets, developed with the class teacher, child and parents' and the support the child will receive to enable them to meet these targets. These targets are reviewed regularly and when necessary, further targets will be set. Wherever possible, targets will also incorporate advice provided by external professionals involved with the child.

The child and their family are at the centre of all decisions made and are actively encouraged to participate fully in this progress. Termly target review meetings will be held to support this.

The Assistant Headteacher for Inclusion oversees every stage of the graduated response through regular assessment and monitoring and will intervene and review the provision if a child is not making adequate progress.

#### **Collaboration with External Agencies**

If progress rates are judged to be inadequate despite the delivery of Quality First teaching and interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
- Learning Inclusion Advice Team (Learning and Cognition/ Social Communication)
- Early Help Team
- Family Link Worker
- Educational Psychology Service
- Speech and Language Services
- School Nurse
- Child and Adolescent Mental Health Service
- Child and Young Persons Planning Forum
- Paediatrician
- Behaviour Support Team

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

#### **Education, Health and Care Plans**

In some cases, despite having taken the relevant action, a child may not make adequate progress and the school will, in consultation with the parents apply to the local authority for an Education, Health and Care Plan (EHCP). These plans put children and their families at the very centre of the process to make sure their views are heard and understood. They are outcome focused and determine how education, health and social services must work together to meet the needs of the child.

#### **Monitoring and Evaluation of SEND**

The school carefully monitors and evaluates the quality of provision offered to all children, including those with SEND. This is through a variety of methods that include scrutiny of children's work, teacher's planning and regular lesson observations. There are regular monitoring meetings where tracking data is used to evaluate progress. Parent and carer views are also regularly sought. The school's SEN Governor also takes an active role in supporting the Assistant Headteacher for Inclusion by keeping abreast of new developments and helping implement them.

### **Training and Resources**

An allocated SEND budget funds resources that can include additional staff, programmes of interventions, equipment, material and training. The school is committed to continuing professional development for all staff. This training may take place within the school or is accessed through the local authority or other professional training bodies. The Assistant Headteacher for Inclusion regularly attends 'SEND Briefings' and local cluster meetings which provide updates for practice and knowledge within the school.

### **Starting School and Transition**

Prior to a child starting at Greenfields Federation, all relevant SEND information is sought from his/her previous school or educational setting. When a child leaves Greenfields Federation, all of his/her SEND records are transferred to the receiving school. Where possible the Assistant Headteacher for Inclusion will contact the SENCo of the previous or receiving school to discuss these records in detail and ensure a smooth transition between schools.

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- An introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. This includes for example visits to the school and the new class in addition to class teachers visiting children in their pre-school setting.
  - Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
  - The Assistant Headteacher for Inclusion will meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be put into place before entry to school.
  - If pupils are transferring from another setting, the previous school records will be requested, and a meeting set up with parents to identify and reduce any concerns.

### **Complaints Regarding SEND Provision**

Parents/carers are encouraged to come into the school to talk about any aspect of their child's education. Should it become necessary to make a complaint regarding SEND provision, initial contact should be with the child's class teacher or the Assistant Headteacher for Inclusion and then the Headteacher. If the problem is not resolved at this stage, the Governors will become involved. The LEA has published detailed guidelines for parents/carers who feel it necessary to make a formal complaint if contact with the school has been unsuccessful.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions concerning their child's special educational needs. You can also appeal to the

tribunal if parents/carers feel that the school or council has discriminated against their disabled child.

**Reviewing the SEN Policy**

This policy will be reviewed annually and contributed to by all stakeholder.