



Greenfields Primary School

Special Educational Needs Policy

Approval

Signed by Head teacher / Chair	<i>Kate Day</i>
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This Policy has been reviewed in the light of the "Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities" January 2015

Greenfields Values

- *To create a caring community that values learning and recognises the rights of everyone whatever their background or beliefs to be able to access a rich and stimulating curriculum.*
- *To offer everyone the opportunity to develop the confidence and skills needed to become an active and successful learner.*
- *To value all aspects of a child's development equipping them with the life skills to continue learning, achieving, succeeding.*

Aims and Objectives of this Policy

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Identify pupils with special educational needs (SEN) as early as possible and to enable them to achieve their potential.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- Use a graduated response to identify, assess, monitor provision and regularly review pupils' progress and needs (assess, plan, do, review)
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Definition of Special Educational Needs and Provision

Special educational Needs (SEN)

'Children have special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

'Children have a learning difficulty or disability if they:

a) have a significantly greater difficulty learning than the majority of children 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 children of the same age in schools within the area of the local education authority.'

Special Education Provision (SEP)

'Special Educational Provision is education or training provision that is additional to, or different from that made generally for others of the same age.'

Four Categories of SEN

- **Communication and interaction**
 - Speech, language and communication needs (SCLN)
- **Cognition and Learning**
 - Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Difficulties (PMLD) and Specific Learning Difficulties (SpLD)
- **Social, Mental and Emotional Health**
 - These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical**
 - Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) or Physical Disability (PD)

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. We believe that every teacher is a teacher of every pupil and therefore has responsibility for identifying and supporting pupils with SEN.

Therefore the class teacher should:

- **Focus on outcomes for children:** Be clear about the outcomes wanted from any SEN support

- **Be responsible for meeting special educational needs:** Use the Inclusion Manager strategically to support the quality of teaching and evaluate the quality of support.
- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them
- **Involve parents in planning and reviewing progress:** Seek their views and provide regular updates on progress

Pupils' differentiated learning with appropriate resources will take place in their class (Wave 1 provision). Where necessary additional support within a small group will be provided (Wave 2 provision). In certain cases it may be necessary to plan 1:1 interventions outside of the class (Wave 3 provision).

The Inclusion Manager seeks to overcome barriers to learning and maximise effective use of resources by:

- The development and day to day operation of the SEN policy.
- Determining and co-ordinating provision.
- Monitoring pupil achievements.
- Conducting assessments to help identify special educational need
- Providing professional guidance to colleagues.
- Maintaining records.
- Liaising with parents.
- Liaising with external agencies including NHS services
- Liaising with the governor with responsibility for SEN.
- Managing and deploying Teaching Assistants.
- Reporting to the head teacher on the operation of the SEN policy.

Admissions

As a County Community School we follow the Hertfordshire admissions policy.

Greenfields School operates a Graduated Approach to SEN Provision (Assess, Plan, Do, Review cycle).

The school's 'core offer' details the range of provision offered by the school.

Wave 1

- Teachers regularly observe and **assess** the progress of all children and ensure that differentiated planning offers a range of tasks that meet the needs of all the children. Where expected progress is not made or specific barriers to learning are identified the class teacher will discuss additional strategies with

the Inclusion Manager. This may be at the termly Pupil Progress Meetings (PPI) where the Provision Map is monitored and reviewed.

- Once identified, children's needs will be addressed through **planned** strategies put in place by the class teacher. These may be supported and **delivered** by the Teaching Assistants allocated to each class.
- These strategies will be recorded on the Provision Map and **reviewed** regularly to determine if they have been successful in meeting the desired improvement target or if they may need to be adapted or developed further.
- During parents evening, parents/carers will be asked to discuss their child's learning both at school and at home. Any additional support will be outlined and targets agreed so that parents can fully support their child's education at home.

Wave 2

- If Wave 1 strategies either identify additional barriers to learning or if after the **assessment** and review phase progress has not been rapid enough to meet the identified targets children may be offered interventions that are additional to the school's usual differentiated curriculum.
- This will be discussed at PPI with the Inclusion Manager who will support the class teacher to **plan** appropriate interventions.
- These may include small group support which can be **delivered** as part of the extended provision for the class, or they may be **delivered** by specialist TAs outside the classroom
- These interventions are regularly **reviewed** against the agreed targets for progress by the class teacher, TAs and the Inclusion Manager as well as at PPIs.
- Parents will be asked to contribute at Learning Conversations where progress, targets and support will be planned

Wave 3

- If the needs of the child are too significant or are not addressed by interventions at Wave 1 or Wave 2 there may be a need to make further **assessments** and **plan** for 1:1 interventions that can more specifically address the learning needs of the child.
- At this point the child would be named on the school's SEN register
- A SEN Provision Plan will be written in conjunction with parents, outlining long term objectives, short term objectives and provision to meet those targets
- 1:1 interventions are carefully **planned** by the class teacher
- These interventions are **reviewed** by the class teacher and the Inclusion Manager with input from the TAs. Additional focus is given to children applying skills taught in 1:1 sessions in their learning in class.

- Parents will be updated regularly by the class teacher and at Learning Conversations where the Inclusion Manager will also attend to support the **review** process.
- If this graduated support and planned interventions do not allow the child to make sufficient progress to be included in the differentiation and planning made for the remainder of their class the school may ask parents if they can seek support and advice from external specialists. These specialists would inform another cycle of **assess, plan, do and review**.

Education, Health and Care Plan (EHCP)

- Where the special educational provision required cannot reasonably be provided from within the resources normally available to mainstream providers, the school working in partnership with parents will apply for an Education, Health and Care Plan (replacing Statements).

Funding

- The school is expected to meet the needs of the majority of children with special educational needs from its delegated budget. In particularly exceptional circumstances the school will apply for Exceptional Needs Funding. This application is considered at a local panel meeting and if successful taken forward to a further district panel meeting, where funding may be awarded.

Supporting pupils with medical conditions (See appendix 1)

- The school recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Some children with medical conditions may also have SEN and an Education, Health and Care plan. Any special educational provision will be delivered under the SEN Code of Practice (2015)
- Any staff who work with children with medical conditions will have relevant training to be able to effectively support them in having full access to education.

Accessibility

- The school has an Accessibility Plan which looks to plan developments within the limitations of our Listed Building status.
- We work closely with parents of children with disabilities or medical conditions to ensure that we have put into place any strategies that will make access easier to both the building and the learning environment.

- We consult with medical and educational specialists in ensuring that the provision we offer is as inclusive as possible.
- The class teacher, teaching assistants and Inclusion Manager are available for parents at any time.

Governor with responsibility for SEN

There is a named Governor responsible for SEN in the school who meets each term with the Inclusion Manager to review our SEN provision.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Inclusion Manager, SLT and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts at Pupil Progress Interviews (PPI)
- value-added data for pupils receiving Wave 2 or 3 interventions or on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the School Development Plan, which is used for planning and monitoring provision in the school
- visits from Local Authority personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Provision Plans and targets, revise provision and celebrate success.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Manager. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.

Staff training and professional development for SEND

The training needs of staff are identified and planned as part of our ongoing system of appraisal. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The impact of this training is evaluated and good practice is shared amongst all members of staff. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCo regularly attend the LA's SENCo network meetings in order to keep up to date with local and national updates in SEND.

Links to support services and school to school support for SEN.

We work closely with a range of external agencies to help and support families and young children including, educational psychologists, outreach support, speech and language therapists, specialist advisory service, education support centre (ESC), DSPL 9 behavioural support, Acorn alternative provision, etc

Within our SEN information report on our website we have a link to the Local offer where families can find information about services who offer support for children with SEN.

Local links are well developed and SENCos share expertise and good practice.

Working in partnership with parents/carers

The inclusion manager organises 1:1 inclusion drop in sessions for families to discuss their child's provision and share their targets. Families are also encouraged to support the intervention work in school by working with similar resources with children at home.

Transition

We attend local transition workshops run by the Education Support Centre. We complete a transition record for each child with SEN who moves into secondary school, outlining the tailored support they have received during their time at Greenfields and their areas of strength and need. It offers their new setting an overview of areas where they feel confident as well as those where they feel they need more support. It details what support they feel works best and all interventions that have been used previously.

Links with other agencies, schools and voluntary organisations

We work closely with agencies who are able to offer a variety of support to families. We work with a South West Herts Partnership family worker, Homestart, Intensive Family Support Team (IFST), Families First, among others. We work closely with local schools and meet for training as a group or to network and share ideas.

Appendix 1

Greenfields Primary School

Supporting Pupils at School with Medical Conditions

This policy refers to the Children and Families Act 2014 and the Equality Act 2010.

Aims

- To ensure that pupils at Greenfields who have medical conditions are properly supported so that they have full access to education, including trips and physical education.
- To ensure that arrangements are in place to support pupils with medical conditions.
- To ensure that consultations with health and social care professionals are conducted so that the needs of the child with medical conditions are effectively supported.
- To ensure that parents feel confident that the school will provide effective support for their child's medical condition and that pupils feel safe.

It is acknowledged that medical conditions can be life threatening and that medical needs can change over time. This policy takes into account how medical conditions can impact on a child's ability to learn and their confidence and self-esteem. Wherever practical and with the relevant advice and support from health and social care professionals children with medical conditions will be supported to be independent in their personal self-care.

Staff who support with a child's medical needs will be given specific training to meet the needs of the child, to enable them to effectively maintain the child's access to education, help them to fully engage in school life and to ensure that they feel safe at all times.

Medications in school

- Medicines should only be administered at school when it would be detrimental to the child's health or school attendance not to do so.
- Where clinically possible medication should be prescribed in dose frequencies that enable them to be taken outside school hours.
- Parents are asked to give written consent for any medications to be administered or for staff to enable the child to self administer medication. (Forms are available at the school office.)
- Prescribed medications must be provided in a labelled, original container as prescribed by a pharmacist and include instructions for dosage and storage. The exception to this is insulin, which must be in date but will be provided in a pen or pump rather than an original container.

- Non-prescription medications will be administered, or a child supported to self-administer medication, only if the parents has signed a written consent form which indicates the dosage and frequency of dose to be taken by the child.
- Children under 16 will not be given any medication containing aspirin unless prescribed by a doctor. Medication for pain relief will always be checked for maximum dose and time elapsed between doses. Parents will be informed if pain relief medication has been administered at school.
- Medicines are stored safely and children know how to access them immediately.
- All medications are taken in labelled containers when children go on a school trip or visit.
- The school keep a log of all medication administered to individual children which records when, what dosage and by whom the medicine was administered.
- The school requests new, in date medication for ongoing medical needs such as asthma and all old or out of date medication is returned to parents.

Individual Health Care Plans

If a child is diagnosed with a medical condition the school will seek advice and support from health or social care professionals. A Individual Health Care Plan (IHCP) will be initiated with input from professionals, parents and, if appropriate, the child to ensure that the medical needs of the child are addressed.

This IHCP will be reviewed regularly within the first eight weeks to ensure that it meets the medical needs of the child. After that it will be reviewed annually or after changes to the child's diagnosis or medical needs as identified by the health or social care professional

The IHCP will identify the adults who will support the child in school and what specific training they will receive to ensure that they can support effectively.

Children with IHCP will have a risk assessment undertaken for school trips and visits as well as for physical education.

Staff will make any reasonable adjustments to allow children, according to their own abilities, to participate in and access the curriculum unless advised by a medical or social professional that this is not possible.

If a child with medical conditions also has SEN they will have a statement or, from September 2014, an Educational, Health Care Plan (EHCP) which brings together their health and social care needs as well as their special educational provision.

Emergency Procedures

In an emergency the school will follow procedures laid down in the child's IHCP. If this is not appropriate or relevant the emergency services will be called and parents informed immediately of the school's actions. The child's IHCP will define what

constitutes an emergency and identify the appropriate actions to be taken. All relevant staff will be aware of the emergency symptoms and procedures.

Complaints

If parents have any complaints about the management of their child's medical or health care needs they should follow the school complaints procedures which are available from the school office.

Roles and Responsibilities

It is the **Governing Body's** responsibility to ensure that the policy for supporting pupils with medical needs is implemented and reviewed annually, including the suitable training of sufficient staff to support a child with medical conditions.

The implementation of the policy is the overall responsibility of the **Headteacher** who will monitor the effectiveness of the individual arrangements for pupils with medical condition and with the Governing Body will review the policy annually. The **SENCo** will be responsible for developing Individual Healthcare Plans (IHCP) ensuring that all health and social care professionals have been consulted and that parents are in agreement with the arrangements that have been detailed in the plan. They will have responsibility of ensuring that all staff supporting children with medical needs are appropriately trained and that this is updated as necessary.

Any member of the **school's staff** may be asked to provide support to a child with a medical condition or administer medication but they cannot be required to do so. They should have sufficient and suitable training to support a child with a medical condition.

All members of staff should know what to do and be able to respond accordingly when they become aware that a child with a medical condition requires help.

Supporting documentation and linked policies,

- SEN Policy
- Core Offer
- DfE – 00393-2014 Supporting Pupils at School with Medical conditions.