



**Greenfields Primary School**

**Special Educational Needs Policy**

## Approval

<b>Signed by Head teacher / Chair</b>	Kate Day
<b>Date of approval</b>	September 2024
<b>Date of review</b>	September 2026

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

**This policy should be read alongside the School Information Report.**

### **Our Vision and Values**

Our school is a happy, safe place where creativity and individuality are prized and developed. We value and nurture excellent behaviour, a determination to succeed and set ourselves ambitious academic standards. We develop a lifelong love of learning and strive to fill our potential every day in all that we do.

These five core values guide our work and play: honesty, empathy, aspiration, respect and team spirit.

### **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 (SEND) 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 SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEND 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 SEND is implemented and maintained.

## **Legislation**

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 SEND and disabilities. <https://www.legislation.gov.uk/ukpga/2014/6/part/3>
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report. <https://www.legislation.gov.uk/uksi/2014/1530/contents>
- The SEND Green Paper 2022 [giving regard to] <https://www.gov.uk/government/consultations/SENDd-review-right-support-right-place-right-time>

## **Definition of Special Educational Needs and Provision**

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.

## **Roles and responsibilities**

### **The SENDCO**

The SENDCO is Mrs Joanne Evans.

The SENDCO is accountable to the Headteacher for the everyday management of SEND as detailed below, including: completing statutory paperwork in a prompt and timely manner; organising and attending SEND review meetings; meeting with and working alongside outside agencies and specialist provision; working with and advising parents regarding the provision of SEND; planning for the development of SEND throughout the school and

training support staff; ensuring good provision is in place and that the children's needs are being met.

She will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Deploy staff to specific roles within the school in order to meet the needs of pupils.
- Monitor the progress of children on the SEND register and action intervention/changes to timetable and provision accordingly.
- Provide the Headteacher and Governing Body with a report details of progress in core and other aspects of children's' development once a term.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of provision made to support individual pupils with SEND, including those who have EHC plans, as well as work in an advisory capacity for staff to ensure children's needs are being met.
- 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 effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Be a point of contact for parents.
- Liaise with feeder schools and our 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 SEND up to date.

### **The SEND Governor**

The SEND Governor is Val Griffin,

She will:

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school. 4.3

### **The Headteacher**

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- The Headteacher is responsible for deploying staff to specific roles across the school [this is part of our SEND provision strategic planning]
- Monitor the progress of pupils each term.

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class and will monitor outcomes every term and act upon findings accordingly.
- 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 each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Directing 1:1s and support staff to support their pupils
- Ensure targets set on IPPs are actioned and reviewed within set time scales

### **1:1s/Teaching Assistants**

- Ensure time is taken to get to know your pupil and build a positive relationship with them and their families where possible
- Work under the direction of the class teacher/SENDCo
- Implement advice as necessary from external professionals
- Being the point of contact for parental concerns and day to day information
- Recording evidence and assessment
- Informing the class teacher about progress through written or oral feedback
- Making and ensuring appropriate resources are available

## **Four Broad Areas of Need**

### **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).

## **Admissions**

As a County Mainstream Community School we follow the Hertfordshire Admissions Policy.

### **A Graduated Approach to SEND Support**

If a pupil is placed on the school's register as SEND Support, the support they receive will take the form of a cycle named 'The Graduated Approach'. 'The Graduated Approach' which is detailed in the SEND Code of Practice 2015, suggests a four-part cycle – Assess, Plan, Do and Review.

#### **Assess**

This involves clearly analysing the pupils' needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences from parents. A pupil will also create a 'One Page Profile' which gives us an overview of their likes/dislikes and views about themselves as a learner. The pupils' views and advice from any external support will be considered. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

The teacher will then create an IPP (Individual Pupil Plan) which will be shared with child and parent. Reasonable adjustments to be used, or those of success already will be detailed along with a maximum of 3 targets to be worked on. Each short-term outcome is planned to be specific, measureable, achievable, realistic and time-sensitive (SMART). All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. An IPP will also specify how school staff and parents will know if the pupil has met their outcomes set. This will be referred to in the next meeting where the cycle starts again. A date to review progress for the next term (or sooner) would be set during this meeting.

#### **Do**

Strategies will make full use of all available classroom and school resources. The pupil's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. It is the teacher's responsibility to ensure that the strategies on the pupil's IPP are used and that records of the pupil's progress against their short-term outcomes are kept throughout this process. Strategies within IPPs may be required to change during the 'Do' process due to varying circumstances; however parents are always informed of these changes.

#### **Review**

After a specified period of time (normally of following the strategies stated in the pupil's IPPs, a review is held. During this review the teacher (in collaboration with staff leading

intervention) will detail what has worked well with the strategies that have been put in place and if there were any challenges during this process. The cycle begins again and the pupil's teacher's ongoing formal and informal assessments will also be discussed during this meeting to gain a greater understanding around the child's progress along with any information from external agencies. Together, this information will form the basis for the next steps for the child. SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. For children on the school's register as having 'SEND support', this graduated approach cycle will repeat at least three times a year (once every term) and it is the SENDCOs responsibility to ensure this is enforced.

### **Referral for external agencies**

If the child needs support from only one agency then a 'Single Service Request' is completed. Parents are invited in to meet the profession when they come in to observe their child.

### **Educational Health Care Plan (EHCP)**

Where, despite taking relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, the pupil has not made expected progress; the school or parents / carers may consider requesting an Education, Health and Care Needs Assessment (see Chapter 9 of the Code of Practice June 2015 for further details).

Hertfordshire County Council will then decide whether to assess for an EHCP or not.

Following statutory assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school, child and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been agreed, it will be kept as part of the pupils formal record and reviewed annually by the SENDCO, pupil, support staff and parents.

### **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 Local High Needs Funding. This application is considered at a local panel meeting and if successful, funding may be awarded.

### **Supporting pupils with medical conditions**

Please see our Supporting Pupils with Medical Conditions Policy.

### **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 SENDCO are available for parents at any time.

### **Arrangements for monitoring and evaluation**

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

- monitoring of classroom practice by the SENDCo, SLT and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts at Pupil Progress Interviews;
- outcomes from interventions;
- termly monitoring of procedures and practice by the SEND governor;
- the school's annual SEND 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 SENDCo. 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 systems of appraisal and recruitment. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff 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 SENDCo 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 SENDCo regularly attend the LA's SENDCo 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 SEND.**

We work closely with a range of external agencies to help and support families and young children including Educational Psychologists, Chessbrook Outreach, Colnbrook Outreach Speech and Language, Acorn Behaviour Support and more.

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.

Here is a link to the Local Offer where families can find information about services who offer support for children with SEND:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

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

### **Working in partnership with parents/carers**

The SENDCo 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. We strongly encourage all parents/carers to attend termly parents evening to ensure strong communication between class teacher and home. Where appropriate, it is recommended your child attends this meeting.

### **Transition**

At the time of transition, all relevant records are passed onto the receiving school. Direct contact is made with the receiving school's SEND Coordinator and/or teacher who are responsible for pastoral care, the Headteacher or Deputy. When reviews of pupils in Year 6 take place, an appropriate member of staff from the receiving school is invited to attend. When a child transfers to a new primary, the receiving schools will receive all SEND information as soon as possible.