



Special Educational Needs & Disabilities Policy

Autumn 2018

‘Green Lane – a Big School with a Big Heart’

Compliance

This policy complies with the statutory requirements of the 2014 SEND Code of Practice (0-25yrs). It has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice (2014);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- The National Curriculum in England Key Stage 1 and 2, 2014;
- Academy Safeguarding Policies;
- Accessibility Plan;
- Teachers Standards 2012

Contacts

Special Educational Needs Coordinator (SENCO): Mrs Jen Brownsell. Mrs Brownsell is a member of the Teaching and Learning Team (TLR) and attends Leadership Team meetings relating to SEND.

- SENCO Qualifications: National Award for Special Educational Needs (NASENCO) qualification

The Shadow SENDCo, Mrs McLean, is a member of the Senior Leadership Team (SLT) and also attends meetings relating to SEND.

Beliefs and Values

We are very proud of our school and we value the strong partnership we develop with our families. We believe Green Lane is a very special place to learn and thrive – ‘*A big school with a big heart*’.

As outlined in the Special Educational Needs & Disability (SEND) Code of Practice, 2014:

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best;*
- *become confident individuals living fulfilling lives.*

At Green Lane, we aim to ensure that all children's individual needs are identified and met enabling them to achieve their very best. We are committed to offering a provision that provides the best possible learning environment for our children and as a team of professionals are dedicated to their succession.

This policy was created by the school's Head Teachers, SENDCO and Shadow SENDCO in liaison with the Senior Leadership Team (SLT).

At Green Lane Primary Academy, our objectives are:

1. To identify and provide support for pupils who have SEND and additional needs at the earliest opportunity.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To ensure that each child with Special Educational Needs and/or Disability can access and gain a positive experience from all aspects of Academy life, and where necessary, reasonable adjustments will be made to allow them do to so.
4. To ensure the school's philosophy, policies and procedures are underpinned in all of our actions and are actively promoted by all members of our community so that:
 - there are high expectations and aspirations for all children;
 - those children who are identified as SEND follow a regular cycle of assessment: Assess, Plan, Do, Review (Graduated Response);
 - accessible systems are in place to record, monitor and track progress;
 - we produce a consistent, high level of education for all our children through quality first teaching.
5. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school.
6. To ensure all children, regardless of ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum.
7. To ensure all learning support and interventions are tailored to an individual's specific needs with a clear focus on pupil outcomes. Targets and outcomes will be routinely shared with the child and parents.
8. To work in partnership with everyone who cares for the individual child to ensure the very best outcomes.
9. That we make appropriate use of SEND resources (at both SEN Support and EHCP stages) to procure the expertise of external agencies through a consistent and cyclical review of outcomes.
10. To provide ongoing, relevant staff CPD and training.

What is a Special Educational Need?

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years:

A child or young person has SEN 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 difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- *Child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special educational provision was not made for them.*

The four broad areas of Special Educational Need are:

Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, hearing impairment, and those who demonstrate features within the autistic spectrum

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties

Social, Mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration

Sensory and/or Physical - this includes children with sensory, multi-sensory and physical difficulties

What is a Disability?

A child has a disability if they 'have a physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes or epilepsy' (Equality Act 2010).

The Role of the SEND Co-ordinator

The SENDCO will:

- Work in conjunction with staff to identify and monitor children who have SEND;
- Arrange for assessment, where appropriate, and ensure parents are informed;
- Attend regular meetings with the Head Teacher, the Inclusion team and appropriate year group teams;
- Evaluate the school's SEND provision as part of the Academy Improvement Plan;
- Oversee the SEND records of all children on the SEND register;
- Arrange and attend Annual Reviews for all children in receipt of an EHCP;
- Liaise with external agencies, e.g. Educational Psychologist, Health and Social Services and the parents / carers with SEND;
- Assist with transitional arrangements to secondary school liaising with secondary school SENDCOs;
- Keep Governors informed about SEND developments at governors meetings and liaise with SEND Governor.

The Role of the Teacher

All teaching and non-teaching staff should be fully aware of school procedures in relation to children with SEND.

The class teacher is ultimately responsible for the progress of all children in their care, including those with SEND. They should:

- Identify any child who requires additional support or who has a SEND (applying the graduated response in relation to all children with additional needs);
- Work closely with the SENDCO to ensure the appropriate provision is being made to promote the emotional, physical and educational well-being of the children in their care;
- Liaise with appropriate outside agencies;
- Contribute to, and/or attend annual reviews for all children in their care with an EHCPs;
- Work collaboratively using target setting and assessments within the school to ensure children receive appropriately differentiated and personalised provision;
- Be actively involved in the day-to-day planning for children with SEND for which they are responsible;
- Liaise with teaching assistants regarding the needs and progress of children with SEND and oversee the work of the teaching assistant with those children;
- Make parents aware when their child is placed on the SEND register.

The SEND Governor

The SEND governor has due regard to the SEND Code of Practice (0 -25). The governing body endeavours to secure the necessary provision for any pupil identified as having SEND. The SEND governor's name is Jill Berry.

Identification, Assessment and Provision for Pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at termly Pupil Progress Reviews.

We also identify SEND needs through:

- Information directly given by parents;
- Data gathered from in-school assessments;
- Recommendations from other professionals, Health and Social care;
- Data gathered by other schools and shared with us on transfer.

There should not be an assumption that all children progress at the same rate. A judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

SEN Support Plan

Any child who is on our SEN Register must have a SEN Support Plan.

'SEN support should take the form of a four-part cycle through which earlier discussions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.' (SEND CODE OF PRACTICE)

SEN Support Plans

- **Assess:** the child's attainment is assessed;
- **Plan:** the class teacher will work with parents and children to create a written plan with expected outcomes, actions, responsibilities and timescales (the SEN Support Plan);
- **Do:** the class teacher will put the plan into action within the classroom. Additional resources or adaptations may be put in place and interventions may also take place;
- **Review:** the class teacher will review the SEN Support Plan with parents and children at three key points during the year and update the SEN Support Plan with new outcomes as appropriate.

Education Health Care Plan (EHCP) – formally known as 'Statements'

If a child is not making progress despite following the graduated response of Assess, Plan, Do, Review (including targeted support and the advice of outside professionals) it may be necessary to move onto the next stage and to make an application for statutory assessment for an Education Health Care Plan (EHCP). Parents will be consulted throughout the process, and the child's views will be sought if appropriate. The EHC assessment takes up to 20 weeks and could result in the child being issued with an Education Health Care Plan (EHCP). This is a legal document and it usually means that a child requires a higher level of support which would not ordinarily be provided from the basic funding made available to the school.

Criteria for Exiting the SEND Register/Record

If a child has:

- Demonstrated and maintained expected progress;
- Achieved the outcomes set;
- Been discharged from additional, external support following multi-agency reviews;
- Demonstrated that there is no longer a need for intervention.

All children who have exited the SEND register will continue to be monitored for an appropriate period of time. Records will be kept securely and parents will be informed throughout the process.

Training

The SENDCO will keep staff updated on any changes concerning SEND and encourage personal development in this field. The SENDCO will budget appropriately for SEND priorities outlined in the Academy Improvement Plan. As part of the Middlesbrough Schools Teaching Alliance, Green Lane continues to be part of the SEND Network having access to training and support from schools in the Alliance.

External Support Agencies

When children require additional support the SENDCO may also seek advice from other professionals. These include:

- Educational Psychologist
- Speech & Language Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/ Visually Impaired Services
- Physiotherapy/OT
- The Bungalow Project
- Reach
- CAMHS

These external services advise teachers about targets, provide specialist assessments and advise on the use of new or specialist strategies or materials. They may also work with individuals or groups to support their learning and development. Parents are kept informed of the support that is provided.

Partnership with Parents

The school will endeavour to:

- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets and intervention;
- Ensure that parents have the opportunity to talk with the teachers, SENDCO, Learning Mentor and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets;
- Provide opportunities for Joint Home School meetings;
- Outline provision in the SEND Information Report [Appendix 3];
- Inform parents before involving outside agencies for additional advice or assessments;
- Support parents and children during transitions to secondary school.

STORING AND MANAGING PERSONAL INFORMATION

Each child has a SEND file which is stored securely and complies with our Data Protection Policy. Any relevant information will be shared with the class teacher. The class teacher may access the file at any time. Child Protection information is held separately in a locked cabinet. Please refer to the Child Protection Policy for more information.

All electronically held information is password protected and only accessible by the Inclusion Team.

Inclusion Support Team

Mrs J. Brownsell– Special Educational Needs & Disabilities Coordinator (SENDCO)

Mrs E. McLean – Shadow SENDCO, Deputy Head Teacher

Mrs J. Walsh – Head Teacher & Child Protection Lead

Mrs L. Tate – Child Protection Lead & Learning Mentor

Mrs V. Cole – Higher Level Teaching Assistant for SEND

Mrs K. Majeed & Mrs S. Khan – Teaching Assistants specifically for Speech & Language, including EAL

Mrs J. Berry – SEND Governor

Policy Review

This policy will be reviewed bi-annually and discussed with SLT and Governors.