



Special Educational Needs & Disabilities Policy

Spring 2026

'Green Lane – a Big School with a Big Heart'

Aims:

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;*
- *fulfil their aspirations;*
- *become confident individuals living fulfilling lives;*
- *access all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.*

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 Teacher and SENDCO.

The Head Teacher has overall responsibility for the provision and progress of learners with SEND and/or a disability.

Objectives:

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, emotionally 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 parent / carers.

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.

Visions and Values:

At Green Lane Primary Academy, we believe that all children should have access to a broad and balanced curriculum. All children are unique and every teacher is a teacher of every child – irrespective of individual need. We are committed to making sure all our pupils have the chance to thrive and will support them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We believe that wherever possible, children have an equal right to an inclusive education, which enables them to fully develop their personal, social and intellectual potential and to experience success every single day. We understand the importance of targeted, appropriate intervention to promote achievement beyond expectation.

Legislation and Guidance:

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 2021

Inclusion and Equal Opportunities:

At Green Lane Primary Academy, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions:

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.*

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 Four Areas of Need:

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 - Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia;
- Moderate learning difficulties;
- Severe learning difficulties;
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Mental and Emotional Health – These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder;
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder;
- Suffered adverse childhood experiences.

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or Physical - Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment;
- A physical impairment;

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities:

Special Educational Needs Coordinator (SENCO): Mr Graeme Clark. Mr Clark (Associate Assistant HT) is part of the Senior Leadership Team.

The SENDCO will:

- Work in conjunction with staff to identify and monitor children who have SEND;
- Work with the Head Teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided;
- Arrange for assessment, where appropriate, and ensure parent / carers are informed;

- Attend regular meetings with the Head Teacher and appropriate year group teams;
- Evaluate the school's SEND provision as part of the Academy Improvement Plan;
- To keep staff up-to-date with school process and changes;
- 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, Language and Learning, Health and the parent / carers of children with SEND;
- Assist with transitional arrangements to secondary school liaising with secondary school SENDCOs;
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- Work with the Head Teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- With the Head Teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy;
- With the Head Teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching;
- Keep Governors informed about SEND developments at meetings and liaise with SEND Governor.

The Teacher will:

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 are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach;
- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy and the SEN information report;
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them;
 - Discuss the activities and support that will help achieve the set outcomes;
 - Identify the responsibilities of the parent, the pupil and the school;
 - Listen to the parents' concerns and agree their aspirations for the pupil.
- Identify any child who requires additional support or who has a SEND (applying the graduated response in relation to all children with additional needs);
- Liaise with appropriate outside agencies;
- Contribute to, and/or attend annual reviews for all children in their care with EHCPs;
- Work collaboratively using target setting and assessments within the school to ensure children receive appropriately differentiated and personalised provision;
- Make parent / carers aware when their child is placed on the SEND register.

The Local Governing Body:

The Local Governing Body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer;
- Do all it can to make sure that every pupil with SEND gets the support they need;
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND;
- Make sure that the school has arrangements in place to support any pupils with medical conditions;
- Provide access to a broad and balanced curriculum;
- Have a clear approach to identifying and responding to SEND;
- Provide an annual report for parents on their child's progress;
- Record accurately and keep up to date the provision made for pupils with SEND;
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report;
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans;
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out;
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND Link 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 will:

- Help to raise awareness of SEND issues at governing body meetings;

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this;
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Head Teacher:

The Head Teacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school;
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress;
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils;
- Make sure that the SENCO has enough time to carry out their duties;
- Have an overview of the needs of the current cohort of pupils on the SEND register;
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Parents or Carers:

Parents or carers should inform the school if they have any concerns about their child's progress or development.

- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child;
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs;
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil;
- Given an annual report on the pupil's progress;
- The school will consider the views of the parent or carer in any decisions made about the pupil.

The Pupil:

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are;
- Contributing to setting targets or outcomes;
- Attending review meetings;
- Giving feedback on the effectiveness of interventions;
- The pupil's views will be considered in making decisions that affect them, whenever possible.

SEND Information Report:

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our Approach to SEND Support:

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 parent / carers 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 parent / carers at three key points during the year and update the SEN Support Plan with new outcomes as appropriate.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN;
- They are known to external agencies;
- They have an Education, Health and Care plan (EHC) Plan

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account any concerns the parents have;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

The Graduated Approach to SEND Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class and set teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils;
- The level of progress the pupil has made towards their outcomes;
- The views of teaching staff who work with the pupil.

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support - School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Using quality first teaching to address misconceptions and narrow the gaps;
- Using pupil voice questionnaires;
- Monitoring by the SENCO;
- Discussing SEND children at pupil progress meetings;
- Holding annual reviews for pupils with EHC plans;
- Carrying out the review stage of the graduated approach in every cycle of SEN support.

Expertise and Training of Staff:

The SENDCO will keep staff updated on any changes concerning SEND and plan appropriate CPD. The SENDCO will budget appropriately for SEND priorities outlined in the Academy Improvement Plan. Green Lane continues to be part of the Trust SEND Network having access to training and support from schools in the local area.

Training will regularly be provided to teaching and support staff. The Head Teacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with External Professional Agencies:

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

- Educational Psychologist
- Language and Learning
- The Cleveland Unit
- Speech & Language Team
- Neurodevelopment Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/ Visually Impaired Services
- Physiotherapy/OT
- The Bungalow Project
- 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 / carers are kept informed of the support that is provided.

Admission and Accessibility Arrangements:

Please see Admissions and Accessibility Policies located on the school website.

Complaints about SEND Provision:

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SEND in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, <https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/advice.page?id=hZXWTsTk-OE>

Monitoring and Evaluation Arrangements:

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in Section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term;
- How early pupils are identified as having SEND;
- Pupils' progress and attainment once they have been identified as having SEND;
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents.

Monitoring the policy

This policy will be reviewed by the SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Local Governing Body.

The Local Authority Local Offer:

Our local authority's local offer is published here:

Middlesbrough Local Offer:

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Redcar and Cleveland Local Offer: <http://search3.openobjects.com/kb5/redcar/directory/localoffer.page>

Darlington Local Offer: <https://livingwell.darlington.gov.uk/Categories/528>

Stockton Local Offer: <https://www.stockton.gov.uk/article/10259/Welcome-to-Stockton-on-Tees-Borough-Council-s-Local-Offer>

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

Mr G. Clark – Special Educational Needs & Disabilities Coordinator (SENDSCO)

Mrs J. Walsh – Head Teacher & Child Protection Lead

Miss A. Baker – Pastoral and Safeguarding Lead

