

# GREENFIELDS COMMUNITY PRIMARY SCHOOL



## Special Educational Needs & Disabilities (SEND) policy

October 2024

**Policy Review Date:** 13<sup>th</sup> September 2024  
**Next Review Date:** 1<sup>st</sup> October 2025  
**SEND Coordinator (SENCO):** Amy Banks  
**Designated SEND Governor:** Patricia Cooke

## 1. Policy Statement

At Greenfields Community Primary School, we are committed to providing an inclusive education where every pupil, regardless of their individual needs, can thrive and achieve their full potential. We recognise that all children are unique, and we value the contribution that every child brings to our school community. We aim to provide a nurturing environment where the needs of pupils with Special Educational Needs and Disabilities (SEND) are identified early and met through a graduated approach.

This policy outlines our commitment to meeting the legal obligations set out in the following statutory frameworks:

- The Children and Families Act 2014
- The Special Educational Needs and Disabilities (SEND) Code of Practice 2015
- The Equality Act 2010 (including the Equality Act 2010: Advice for Schools, June 2018)
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- Working Together to Safeguard Children (Statutory Guidance 2018)
- The National Curriculum in England: Key Stages 1 and 2 Framework (2014)

## 2. Aims and Objectives

Our SEND policy aims to:

- Ensure all pupils, including those with SEND, have access to a broad, balanced, and relevant curriculum in line with the National Curriculum for Key Stages 1 and 2.
- Ensure early identification, assessment, and provision for pupils with SEND, using the Graduated Approach (Assess, Plan, Do, Review).
- Involve parents, carers, and pupils in the decision-making process regarding their education.
- Promote a culture of high expectations for all, where pupils with SEND are provided with the support and opportunities to achieve their best.
- Ensure compliance with all statutory obligations outlined in the SEND Code of Practice (2015), Equality Act 2010, and other relevant regulations.

## 3. Definition of SEND

In line with the SEND Code of Practice (2015), a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. This includes children who:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- 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 mainstream schools.

## 4. Roles and Responsibilities

**SENDCO:** The SENDCo is responsible for coordinating the SEND provision at the school. This includes ensuring that statutory requirements are met, leading the Graduated Approach, liaising with external agencies, and supporting staff in meeting the needs of pupils with SEND.

**Headteacher:** The Headteacher has overall responsibility for the management of SEND provision and ensuring compliance with the SEND Code of Practice, Equality Act 2010, and other relevant legislation.

**SEND Governor:** The designated governor for SEND ensures that the school meets its legal responsibilities regarding pupils with SEND and holds the school accountable for the implementation of the SEND policy.

**Class Teachers:** All class teachers are responsible for planning and delivering high-quality lessons that meet the needs of all pupils, including those with SEND. Teachers are also responsible for the progress of all pupils in their class, including those with SEND, and for implementing the advice and support provided by the SENCO and external agencies.

## 5. Identification and Assessment of SEND

We follow the Graduated Approach as outlined in the SEND Code of Practice (2015), which consists of four stages: **Assess, Plan, Do, Review.**

**Early Identification:** We recognise the importance of early identification in ensuring that pupils receive the support they need. Teachers, in collaboration with the SENCO, use assessment data, classroom observations, and discussions with parents to identify any emerging concerns about a child's learning or development.

**Assessment:** When a pupil is identified as potentially having SEND, the school works closely with parents and external professionals to assess the child's needs. This may involve gathering information from medical professionals, educational psychologists, and other specialists.

**SEND Categories:** We provide support for pupils with needs in the following areas:

- **Cognition and Learning:** e.g., dyslexia, dyspraxia, moderate learning difficulties.
- **Communication and Interaction:** e.g., speech, language, and communication needs (SLCN), autism spectrum conditions (ASC).
- **Social, Emotional, and Mental Health:** e.g., ADHD, anxiety, attachment disorders.
- **Sensory and/or Physical Needs:** e.g., visual or hearing impairments, physical disabilities.

## 6. The Graduated Approach

In line with the SEND Code of Practice (2015), we follow the Graduated Approach (Assess, Plan, Do, Review) to ensure that pupils receive the appropriate level of support:

- **Assess:** The class teacher and SENDCO assess the pupil's needs through classroom observations, assessment data, and input from external professionals.
- **Plan:** In consultation with parents, a support plan is created. This plan outlines the provision that will be put in place, the targeted outcomes, and how progress will be measured.
- **Do:** The class teacher, supported by the SENDCO, implements the planned interventions and support strategies.
- **Review:** The effectiveness of the support is reviewed with the involvement of parents, the pupil (where appropriate), and other professionals. Adjustments are made as necessary.

Some children may require a statutory assessment to support their needs; this is usually requested by the school, but can be requested by a parent/carer. This may result in an Education, Health and Care Plan (EHCP). Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by the Local Authority about whether or not the child is eligible for an EHCP. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once an EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil at an Annual Review. This enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

When a child is identified as having special educational needs and they have been placed on the school's register, their needs are regularly reviewed and the impact of any intervention work is monitored. The class teacher and/or the SENDCo will meet with parents/carers to discuss progress and make decisions about next steps.

If it is identified, through the review process, that a pupil has made accelerated progress and they are now considered 'on track' against end of year expectations or are working broadly in line with their peers, they may be removed from the SEN register. Parents/carers will be informed of this decision and these pupils will be closely monitored to ensure that progress remains in line with age related expectations.

## **7. Supporting Pupils with Medical Conditions**

We recognise that pupils with medical conditions should be properly supported to have full access to education, including school trips and physical education, as outlined in the statutory guidance **Supporting Pupils at School with Medical Conditions** (2014). Where necessary, individual healthcare plans are created in consultation with parents, healthcare professionals, and the SENDCO.

## **8. Inclusion and Access to the Curriculum**

In line with the **Equality Act 2010**, we are committed to ensuring that pupils with SEND are not discriminated against and have access to the same high-quality education as their peers. All teachers differentiate their teaching to meet the needs of all learners, ensuring that pupils with SEND are fully included in all aspects of school life.

We use a range of teaching strategies, interventions, and specialist resources to ensure that all pupils can engage with the curriculum. Pupils with SEND may also receive additional in-class support, small group interventions, or one-to-one support depending on their individual needs.

## **9. Working with External Agencies**

We work closely with a range of external agencies and professionals to ensure that our pupils with SEND receive the appropriate support. This includes:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Sensory Support Teams (for hearing and visual impairments)
- Social Services

The SENCO is responsible for liaising with these agencies and ensuring that their recommendations are implemented effectively in school.

## 10. Involving Parents and Pupils

We value the knowledge and input of parents and recognise their role as key partners in supporting their child's education. We aim to maintain regular communication with parents regarding their child's progress and involve them in all decisions regarding their child's SEND provision.

We also encourage the active participation of pupils with SEND in setting their own learning goals, where appropriate. We believe that involving pupils in decisions about their own learning helps to promote self-confidence and ownership of their education.

## 11. Transition Arrangements

We recognise that transitions can be challenging for pupils with SEND, whether they are moving between year groups, starting school, or transitioning to secondary school. Our SENCO works closely with parents, external agencies, and the receiving school to ensure that effective transition plans are in place.

For pupils transitioning to secondary school, we ensure that all relevant information is shared with the receiving school in a timely manner and that additional visits are arranged if necessary.

## 12. Safeguarding

At Greenfields Primary School, we are committed to safeguarding and promoting the welfare of all pupils. We recognise that pupils with SEND may be particularly vulnerable, and we work closely with parents, external professionals, and our safeguarding team to ensure their safety, in line with **Working Together to Safeguard Children** (2018).

## 13. Monitoring and Review

This SEND Policy will be reviewed annually by the SENDCO and governing body to ensure it remains compliant with statutory requirements and continues to meet the needs of our pupils with SEND.

**Last Reviewed:** 13<sup>th</sup> September 2024

**Next Review Due:** 1<sup>st</sup> October 2025

For further information, please contact our SENDCo:

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