



SEND Policy

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1. Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (updated May 2015) says children 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 he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

For children aged two or more, 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 or maintained nursery schools.

2. Mission statement

Everyone at Greenways Primary Academy is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of academy life. This document supports the stated ethos of the academy:

"Our vision for Greenways Primary Academy is to challenge each child to reach their full potential in a safe, welcoming and happy learning environment. We encourage children to become independent life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. This will be achieved within an inclusive school that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEND."

3. SEND areas of need – provided by the DfES 2019

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific learning Difficulties (SpLD) – dyslexia, dyscalculia, dyspraxia

Social, Emotional and Mental Health

- Social Behaviour
- Relationships
- Emotional Behaviour

- Mental Health (anxiety, depression, self-harm, eating disorder etc)
- Physical Symptoms
- Attachment Disorder
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)

Sensory and or physical needs

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

4. Policy development

The policy was devised and developed by all members of staff with added information drawn from the New Department for Education (DfES) Code of Practice (2014) and knowledge gained from co-ordinators' special needs training.

5. Objectives of the SEN policy

The purpose of this policy document is to:-

- Clearly define the precise meaning of the term Special Needs with reference to the pupils of Greenways Primary Academy, the Cities guidelines and the DfES regulators.
- Confirm the procedures to be adopted in establishing the recognition of those needs.
- Confirm the provision available to staff and pupils to address these needs.

6. Principles

- A child with special education needs should have provision in place to have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

7. Aims

The aims of the special needs provision at Greenways Primary Academy are:-

- To enable pupils to reach an appropriate level of cross-curricular Reading and Spelling commensurate with their ability, but not necessarily their chronological age.
- To support pupils with greater difficulty in learning than the majority of children of that year group.
- To define the need as early as possible in the pupil's education and as soon as the need becomes evident.
- To address the individual needs of children with specific learning difficulties through a structured and well-defined system.

8. The role of the Special Educational Needs Coordinator (SENCo)

- Children may enter the academy with a SEN and the parents are invited to discuss their child's needs with the SENCo.
- Teaching staff identify children with SEN and discuss their concerns with the SENCo and parents.
- The SENCo is there to advise and support teaching staff and parents with the necessary support.
- The SENCo works and seeks advice from external support partners (see section 12) to support.
- The SENCo monitors, evaluates and reviews SEN practice in the academy.

9. Management

The academy proposes to demonstrate the effective implementation of the policy by ensuring that:

- The staff successfully operate a target and review system
- The children are more confidently making progress towards their potential
- There is good liaison between the Head of Academy, staff, parents and the SENCo
- Advice from outside agencies is being used with effect
- Classroom assistant support is working effectively
- SEN practice to be monitored by Head of Academy and SENCo

10. Admission

- Children will be admitted to the Nursery and the Academy without reference to ability or aptitude.
- Where applications for admission exceed the number of places available, the LEA Admissions criteria will be applied.

11. Specialisms

Greenways Primary Academy does have:

- Ramp access for wheelchair access to all areas.
- Two toilets that have been adapted for the less able.
- The trustees and staff welcome all children and parents into the academy and are prepared to work with all agencies to allow access to the National Curriculum.
- We foster very good links with the NHS hub/Stoke on Trent Social Services and local groups.
- Arrangements for policies to be printed in other languages/Braille can be offered by the LA.
- The trustees and staff will work as effectively as possible to assist all children educated at Greenways Primary Academy.

12. Allocation of resources to and among SEN pupils

- Specialist equipment assessments, books, schemes and programmes of study including ICT are held in the staff room. These are available to the whole staff. There is also a box of SEN resources in every classroom.
- A class provision map allocates time for children receiving additional 'school support' either individually or in reinforcement groups.
- Classroom assistant time is used to support children with special educational needs for structured interventions or classroom support.
- Head of Academy and Trustees ensure that funds available through the academy budget are used effectively providing staff support for SEN pupils and specialised equipment.

- Where Education, Health and Care (EHC) Plans are provided, the designated funds are allocated by the Head of Academy and trustees appropriately for the specified needs of the children.
- Every child on the SEN register will have their own Pupil Passport to advise all staff of their needs

13. Identification of those children with SEN

A child will be considered to have a special educational need which needs additional recognition and provision if she/he:

- Has a significantly greater difficulty in learning than the majority of children in that particular year.
- Has a disability, which either prevents or hinders the child from making use of the educational facilities of a kind provided for the children of the same age.
- Displays a mismatch between general intellectual skills and literacy and numeracy skills.
- Has a social, emotional or mental health difficulty which may or may not affect his/her academic progress.

Initial concerns recognised by the class teacher will be addressed in the first instance in class by the class teacher. He/she will liaise with the SENCo to discuss suitable targets and add the child's name to the class provision map. The class teacher will discuss the concern with parents or guardians. If concerns continue and outside agencies are involved, the child will be entered onto the Special Educational Needs Register under an SEN area of concern.

14. Assessment

All children are assessed to reveal their reading age and spelling age within English and mathematics. Assessment may be requested from other professional bodies e.g. Educational Psychologist, School NHS hub, Specialist Advisory Service and SEND services.

Children found to be below the level expected are set SMART (Small Measurable Achievable Relevant Timed) targets.

Diagnostic assessments may be carried out on the child to highlight areas where additional support is needed. All assessments are age appropriate.

15. Monitoring and Review

- All children with SEND needs have a profile on Edukey, an online toolkit, where assessment data, targets and provision is collated for teacher and SENCo use.
- Children are set programmes of work towards set targets. They are monitored by class teachers and in reinforcement groups on a day-to-day basis.
- The review of targets for children on the SEN register usually takes place termly. New targets are set by the class teacher with the child, where appropriate, in conjunction with the SENCo.
- Targets on the Pupil Passports of children identified as having an SEN area of need or an EHC plan will usually be reviewed termly. They will also be reviewed on the advice of outside agencies and following an annual review of an EHC plan.
- Parents can contribute to their child's SEN passport either face to face with the class teacher and SENCO or electronically via Edukey.
- The class provision map is drawn up by the class teacher after liaison with the SENCo.
- The pupil passport is drawn up by the class teacher in liaison with SENCo, outside agencies, parents/guardians and, where appropriate, the child.

16. Academy based support

A class provision map with appropriate SMART targets will be drawn up by the class teacher in discussion with the SENCo. The parents and, where appropriate, the child will be invited to be involved in the development of the targets. The targets will be reviewed half termly.

17. Education, Health and Care plans

- Meetings will be arranged at the academy to review annually the EHC plan.
- Academy staff involved with the child, parent/guardians and all outside agencies involved, will be invited.
- The SENCo will liaise with the class teacher to timetable additional individual and group sessions to fit suitable with National Curriculum subject times.
- The SENCo will liaise with classroom assistants to support and monitor delegated activities.
- The SENCo will keep the Head of Academy informed of the progress and relevant information regarding children on the Special Needs Register.

18. Curriculum

- Pupils who demonstrate a need for special needs support will have access to a balanced and broad curriculum. All children are encouraged to take a positive, active part in the academic, social and spiritual aspects of their education working towards their potential, activities suitable differentiated where necessary.
- They are included and encouraged to demonstrate their skills in class and in academy assemblies and in many sport and music opportunities.
- Pupils SEN needs would be met through a variety of contexts; Quality first teaching, in-class support and withdrawal groups.

19. Integration

As an inclusive academy we follow the following principles:

- Setting suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- By applying these principles we cater for the whole child at all times of the day, ensuring curriculum integration and a full range of social activities at the academy.
- Where possible support is given in the classroom, where children are withdrawn, the staff room or library is used.

20. Complaints Procedure

The SEN complaints procedure follows a staged approach:

- The parent/guardian takes the matter up with the member of staff involved. The SENCo may or may not be directly involved at this point but should always be kept fully informed.

If this does not fully resolve the complaint:

- The parent/guardian takes the matter up with the Head of Academy or senior member of staff. Again, the SENCo should be kept fully informed.

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If this does not resolve the complaint:

- The parent/guardian puts the complaint in writing to the Chair of Trustees. The Chair of Trustees should inform the LA that the academy is considering a complaint regarding SEN provision.

In the very rare case that this does not resolve the complaint:

- Parents have the right of appeal to the LA and, ultimately, to the Secretary of State of Education.
- Parents should know the time-frames within which decisions should be reached and should be kept informed how things are progressing.
- Parent Partnership is a support service for parents who have children with Special Educational Needs.

21. Staff training

- Information on courses offered by City of Stoke on Trent – LA and private bodies are circulated to the staff.
- Courses are attended by both the SENCo and the classroom assistants.
- Information is disseminated to other staff members at staff meetings and INSET sessions.
- We have a close link with the LA SEND services (Special Educational Needs Disability Service).
- The SENCo attends termly 'SENCo and information meetings'.
- We make use of the Speech and Language Therapy Department, Occupational Health Department and Physiotherapy Department.

22. External Support

Sources of additional support:

- Inclusion Services
- Educational Psychologist
- School Health Service
- Educational Welfare
- I CAN

23. External Relations

When children on the Special Needs Register at Greenways Primary Academy move to another school, every effort is made to ensure the receiving school is aware of difficulties the child may be having in order that support may continue.

Advice and information is gathered from Health and Social Services, Educational Welfare and other agencies as the need arises.

24. Partnership with Parents

At Greenways, pupils are assessed routinely and regularly as part of the ongoing curriculum. These assessments form part of our ongoing tracking in which the progress of each child is monitored. This tracking of pupils enables the early identification of any pupil who is not making expected progress. Any concerns regarding progress or attainment will be raised with parents at the earliest convenience either in informal discussions or at formal parents' evenings which occur twice per year. If concerns continue despite class teacher intervention, the academy will speak to parents and discuss the next steps which may involve entering your child onto the Special Educational Needs register.

- Parents are kept informed of concerns staff may have and are made aware of their children's targets, which are usually reviewed termly and their comments invited.
- Parents are encouraged to become involved with any additional support through home-academy liaison.
- On Learning Log reviews, views of the child are obtained, valued and listened to.

25. Implementation of the policy

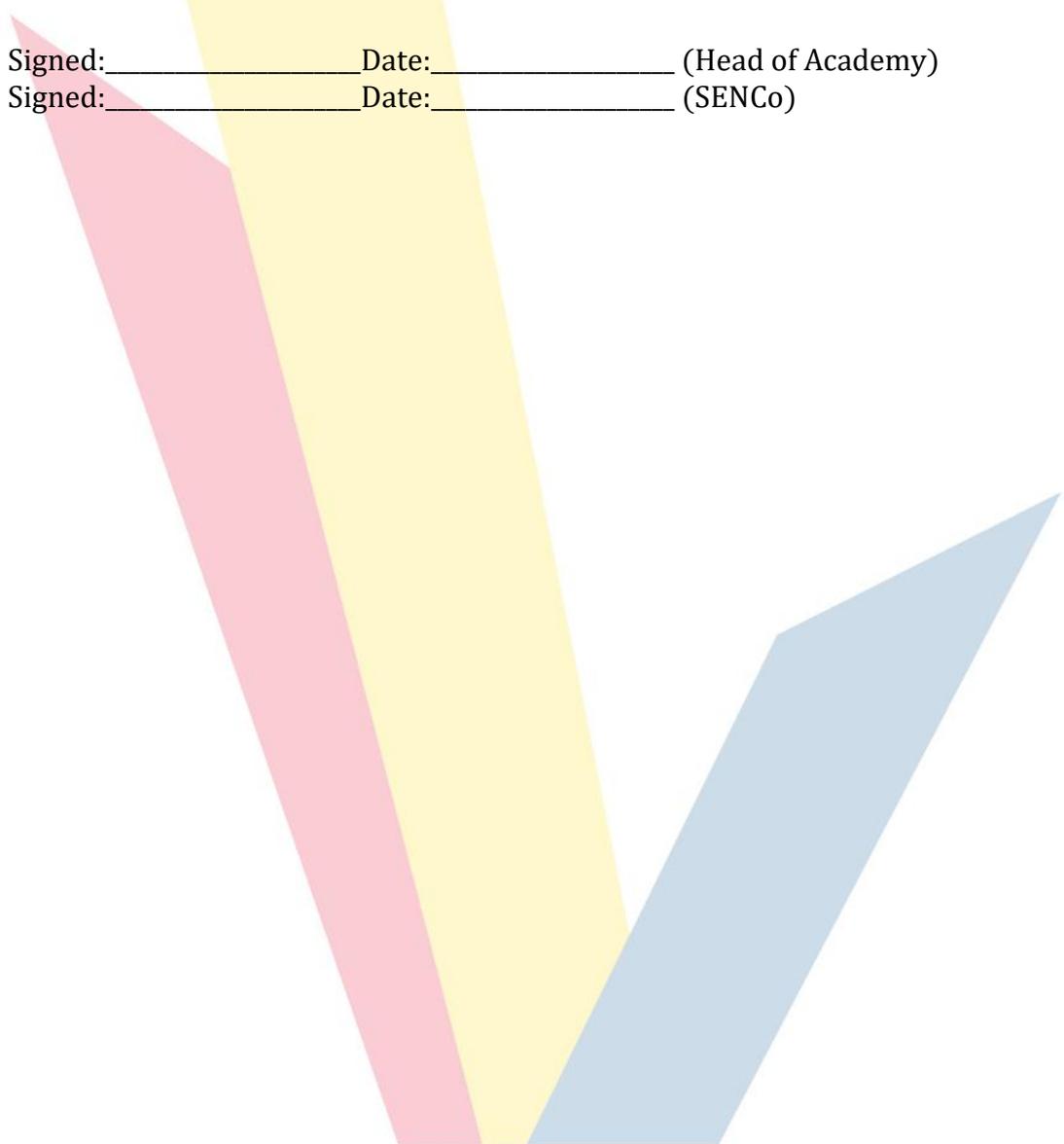
Our academy will manage implementation of this policy with the support and guidance of the Local Authority.

26. Policy Success Criteria

- Pupils with SEN are thriving in the academy
- Increased differentiation of the curriculum is provided to meet diverse individual needs.
- Staff understand the objectives of their curriculum planning for pupils with SEN.
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.
- Good home/academy communication is established and maintained.
- SEN policy is regularly reviewed, updated and monitored.

Signed: _____ Date: _____ (Head of Academy)

Signed: _____ Date: _____ (SENCo)



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