

Special Educational Needs and Disability Policy

Reviewed 2017

This policy was created by the school's SENCO, in conjunction with the SEN Governor and the Senior Leadership team. It was shared and amended with members of staff and parents of pupils with SEND.

It complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and was written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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Special Educational Needs and Disability Policy

At Greenslade Primary School, we are committed to ensuring that every child can access the curriculum, participate in all aspects of school life and achieve their full potential, whatever their needs and abilities.

We aim to do this by

- Having structures and policies in place which promote inclusion
- Providing a welcoming and supportive environment where all children are valued and respected
- Promoting high levels of achievement for all pupils and in particular raising the expectations for pupils with SEN, with a focus on outcomes
- Developing close working relations with parents
- Monitoring the progress of SEN pupils effectively
- Offering continuous professional development in SEN policy and practice

We strongly believe that provision for pupils with SEN is a matter for the school as a whole.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'

Code of Practice 2014

Definitions

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a difficulty which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Special educational provision means:

Educational provision which is **additional to** or **different from** that provided as part of the school's usual differentiated curriculum.

Objectives

- All children have access to educational experiences that are broad, balanced, differentiated and appropriate to their individual needs

- Children with Special Educational Needs or Disabilities are identified and assessed as early in their school career as possible
- Staff are aware of their roles and responsibilities in providing for children's special educational needs and make appropriate provision to overcome barriers to learning and increase curricular access for all
- To provide support and advice for all staff working with children with special educational needs
- Effective planning, provision, and monitoring procedures takes place to ensure children make progress
- Positive working partnerships between school and parents are established and parents make an active contribution to the education of their child
- The views and wishes of children are taken into account
- Support staff are deployed judiciously to assist pupils to achieve their potential, develop their self-esteem and become increasingly independent in their learning.
- All members of staff work within the guidance provided in the SEND Code of Practice 2014
- Staff are committed to delivering the SEN Policy, ensuring that we operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs

[Access to the Curriculum](#)

At Greenslade, we believe that all children should have access to meaningful learning opportunities, which are differentiated according to their individual needs.

We are firmly committed to the principles of the National Curriculum Inclusion statement which states that in order to become fully inclusive, schools should :-

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Assist pupils in overcoming barriers to learning

In this way, the majority of children will have their needs met in the classroom through high quality differentiated teaching, clear learning intentions and assessment for learning strategies. Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils who access support from teaching assistants or specialist staff.

All children at our school have individual or group learning targets and, for many children these targets are sufficient as their needs will be met through careful planning and provision in line with the entitlement of all children.

We regularly review issues related to pupils with SEN such as classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

We also provide modified or specialised equipment when necessary in addition to generally available classroom resources to support independent learning.

Identification and Assessment

At Greenslade, we follow the SEND Code of Practice (2014) on the Identification and Assessment of Special Needs and make provision for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

In accordance with the new SEND Code of Practice pupils are only identified as SEN if they do not make adequate progress once they have benefitted from intervention or adjustments, and good quality personalised teaching.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any concerns. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the SENCo and class teachers. The child's attainment is compared with national data and expectations of progress. If the child is not making adequate progress despite high quality classroom teaching then an initial concerns meeting will be held with the class teacher, the parent, the child and the SENCo.

Stages of SEN

The school operates a graduated response to meeting the needs of pupils, in line with the new SEND Code of Practice. Any adult involved with a child, including the parent, may raise a concern. Parents concerns are always treated seriously.

Initial Concern

Although this is not a formal stage under the SEND Code of Practice, teachers may choose to note any concerns and begin the consultation process with parents and the SENCo. This does not always lead to a child being formally placed at a higher stage of the SEND Code of Practice.

Parents are invited to attend initial concerns meetings to discuss their child's progress and how they could help at home. The child is also invited to the meeting, as appropriate, to gather their views on any additional support or strategies that might be beneficial. As a result of this meeting, the parents may agree for the child to be assessed by the SENCo, using early assessment materials, or may agree for arrangements to draw on more specialised assessments from external agencies and professionals, for pupils with a higher level of need.

Following the Assess – Plan – Do – Review model, a plan of support will be put in place for the child, including actions to be taken by the school, and the child and the parent's involvement, to achieve the outcomes that have been agreed.

SEN Support

SEN Support will be initiated if the SENCo in consultation with the class teacher and the parents agree that the child needs an adapted or differentiated curriculum and different strategies need to be employed from those normally used in class. At this stage, support is provided by the class teacher, Learning Support Assistants or Learning Mentors, and may involve the SENCo. Individual outcomes are agreed with the child and the parent, and are reviewed termly with the class teacher and the SENCo.

‘Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school’s core offer or whether something different or additional is required.’ (SEND Code of Practice 2014)

A copy of the SEN Support Plan which identifies the child’s strengths, the exact needs that have been identified, the additional support or strategies agreed, and clear outcomes to be achieved within a given time frame, is signed by the parents and reviewed every term. Any additional provision or programmes from external agencies are also recorded and shared with the parents and the child at this meeting, as well as details of the local authority’s Information, Advice and Support Service.

Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil’s parents/carers must be formally informed that special educational provision is being made.

The purpose of identification is not to fit a pupil into a category but consider the needs of the ‘whole child’.

Education, Health and Care Plans

If a child’s needs cannot be met sufficiently by provision offered at SEN Support, a request for an Education, Health and Care Plan can be considered. The school, in consultation with an Educational Psychologist may make a request for a statutory assessment of a child’s needs when those needs are deemed to be severe, lifelong or complex. If successful, the Local Authority will approve an EHC Plan and the school will receive funding for any support needed for the child, over 21 hours. The support is provided by the class teacher and specified Learning Support Assistants, with advice from outside agencies. Planning for the EHC plan is child centred and involves gathering the wishes and aspirations of the family and the child, who are fully involved in the process from the outset. The child’s interests and what is important to them is recorded in the Pupil Profile, as well as their life story and any additional provision that has been put in place. The child’s views on the support that has already been put in place and the aspirations held by the parents for their child are also discussed and outcomes are agreed. There is a greater focus on helping prepare the child for the transition to adult life. The success of meeting the outcomes outlined in the EHC Plan is reviewed annually with the child, parents and staff. Regular review meetings to address steps on the way to meeting the outcomes are also held termly.

Provision

In order to support pupils with SEND the school adopts a graduated response that recognises there is a continuum of special educational needs.

Once a child has been identified and assessed as having Special Educational Needs, provision will be made by the class teacher to ensure that the child is able to access the curriculum to an appropriate level. This will be reflected in the teacher's planning and may include differentiated tasks, additional support from an adult or the provision of adapted resources.

In cases where the child has needs which cannot be met through the teacher's usual planning format, the child will follow a carefully planned programme of intervention for a specified period. This programme outlines the actions needed to help the child to progress and gain independent access to the curriculum. It also specifies the support that is *additional to or different from* that provided to the majority of children and has clear targets and timescales for achievement. In some cases, this may be a programme devised by an outside agency, such as Occupational Therapy or a Speech and Language Therapist. Or it may be a programme of individual counselling sessions or small group support to enable children to develop their attention and listening or social skills. In other cases, where the needs are more complex, a separate plan (an IEP) will be necessary, detailing strategies to support the individual child.

'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should 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 should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.' (SEND Code of Practice 1-25 years, p.102 para 6.52)

Review

Regular review meetings are held with the class teacher, the child and the parent to monitor the progress of children on the SEN register and to ensure that they are making adequate progress. The SENCo attends termly Pupil Progress Meetings and provision maps are prepared as a result of these discussions.

The SENCo also meets regularly with Learning Support Assistants and Learning Mentors to evaluate and update the support offered.

All intervention programmes are continually under review, with formal reviews taking place at least once per term, or at the end of a specified period. All interested parties are invited to a review meeting. This may take place during the twice a year formal parents' evenings to which all parents are invited, or at an alternative time, if preferred.

Success of a programme should be measured against the targets, using recorded evidence, which may include:

- Annotated samples of the child's work
- Assessment information
- Observations
- Written or verbal feedback from adults and the child

We aim to support children in the classroom, as much as possible. However, in order to maximise learning we also withdraw children for one-to-one or small group support outside of the classroom.

Withdrawal sessions are used to support pupils with specific academic, social or emotional needs. The sessions are time-bound, targeted interventions that are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum.

Criteria for exiting the SEND register:

If a child is deemed to have made accelerated progress and has closed the gap with their peers, a meeting will be held with the parents and the child, to discuss removing them from the SEND register of need. Similarly if a child has been receiving social or emotional support and it is felt that they are now ready to come off the SEND register, the parents and the child will be fully involved in making this decision.

Roles and Responsibilities

Every member of the school community is responsible for every child in the school.

Pupil

Pupils with SEND often possess a unique knowledge of their own needs and abilities. We work hard to give children 'a voice' and to involve them in discussions about their learning. As far as possible, and dependent on the nature of the child's needs and/or the child's maturity, pupils will be encouraged to contribute to IEPs and SEN Support Plans and to be involved in writing, implementing and reviewing their targets.

Parents and carers

We recognise and value the contribution of parents and ensure that we take the time to listen to their views on their child's needs and also their hopes and aspirations for their child's future. We are committed to working in partnership with parents and at all stages of the special needs process the school keeps parents fully informed and involved.

Parents have a key role in supporting their children by:

- informing class teacher of any concerns;
- sharing relevant information with staff;
- being involved in the planning, implementation and review of appropriate intervention to support their child. Parents will be invited to attend planning and review meetings and will be aware of targets and/or IEPs;
- having access to all documents concerning their own child's SEN provision, which will be available by prior arrangement.

The school must make every effort to inform parents about:

- the identified needs of their child
- the programmes of work being delivered to their child in school
- how parents can support their child at home
- the agencies that are involved and their advice

Parents are informed of the School's Provision / Local Offer provided through the school's website. There is also a link to the school's policy on managing the medical conditions of pupils.

A link to the LA local offer is also included in newsletters to parents and on the school website. Parents will also be formally involved of both links during review meetings.

http://www.royalgreenwich.gov.uk/info/8/special_educational_needs-co-ordinated_support_plan/1427/local_offer_for_children_with_special_educational_needs_and_disabilities

At Greenslade, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan.
- For full details of how we support pupils with medical conditions, please see our school policy.

Class teacher

The class teacher has main responsibility for managing the day to day special needs of the children in his/her class by;

- receiving information from parents, carers, children, staff
- responding to initial concerns
- informing the SENCo, and other involved adults of any continuing concern, and updating this information regularly
- planning and reviewing learning experiences and provision to ensure access for all
- holding planning and review meetings with the parents, the child and any support staff involved, on a regular basis, where progress against clearly defined learning outcomes can be monitored and assessed
- implementing and reviewing methods of intervention for children at all stages - having main responsibility for managing outcomes at SEND Support

Special Educational Needs Coordinator (SENCo)

The SENCO, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

The SENCo has main responsibility for coordinating the appropriate provision for all children with Special Educational Needs throughout the school, by:

- keeping a current register of all children with SEND
- making decisions, with all involved parties, about the stage at which a child should be supported
- having main responsibility for overseeing and coordinating the support offered to all children with special educational needs
- ensuring that monitoring and review procedures are carried out regularly, including a termly audit of children's needs (provision mapping)
- supporting and advising colleagues
- liaising with relevant outside agencies,
- monitoring and evaluating the special educational needs provision, and reporting to the Headteacher and the governing body
- keeping up to date with new initiatives and strategies,
- managing a range of resources and teaching materials to enable appropriate provision to be made
- extending staff skills and knowledge, through organising on-going professional development
- writing requests for EHC Plans and other reports about children
- holding Annual Review meetings for children with EHC Plans
- working with other agencies to implement TAC meetings and provision as part of a coordinated and staged approach to early identification and intervention
- facilitating smooth transition by supporting continuity and progression within and between the different phases of education and between early year settings, mainstream schools, secondary schools and specialist provision
- ensuring that consideration is given to children with special educational needs in the development of Information Communication Technology (ICT) to support their learning
- coordinating and managing the support for children with medical needs

Learning Mentors

Learning Mentors have responsibility for:

- supporting children who, for any reason, are experiencing difficulties with accessing the curriculum. These are not necessarily children who have SEN
- liaising with the SENCo, class teacher, the child, their parents and, when appropriate, outside agencies
- planning alongside the class teacher, to support children, usually within the classroom, but sometimes in 1:1 or small group withdrawal sessions, and providing feedback.

Learning Support Assistants

All support staff contribute to supporting a child with SEND by:

- liaising with the class teacher in planning and carrying out activities to support a child's access to the curriculum
- reporting any concerns to the class teacher
- attending planning and review meetings when appropriate and sharing their knowledge of the child and how they learn best

The Headteacher

The Head teacher has overall responsibility for the care of children and staff in the school by:

- ensuring that planning, resourcing and classroom organisation cater for the needs of all children
- liaising with the SENCo and interested parties
- having responsibility for the allocation and distribution of funding of SEN within the school's budget
- ensuring the school's SEND policy is in place and is effective
- keeping the governing body informed of all developments with regard to SEND

The headteacher is also the Designated Teacher with specific Safeguarding responsibility and is responsible for managing PPG/LAC funding

Governors

We have one named governor who assumes responsibility for SEN by

- liaising with the Head teacher and SENCo and reporting back to the full governing body
- taking an overview of the SEND register, general policy and approach to provision for children with SEND

The Governing Body will have regard to the new Code of Practice and to the school's SEND policy, its implementation and review.

Allocation of Resources

The school receives an allocation of funding within our delegated budget towards meeting the needs of pupils with SEND at School SEND Support. Currently, the school also receives funding through our extended school cluster which is spent on resources, training or the commissioning of outside agencies following consultation with our neighbouring schools.

In addition, the school plans and provides for pupils with SEND by allocating a substantial amount of funding from the delegated budget. An allocation is also made for specialist resources to be bought. In some cases the school receives additional funding for pupils with EHC Plans. The effectiveness of resources, and the way in which they have been prioritised and deployed, is regularly monitored and evaluated by the SENCo and the Headteacher.

Transition Arrangements

The SEN School Cluster organise transition meetings between pre-school providers and SENCos during the summer term, to pass on important information and records of SEND children who will be moving to a new setting. This has proved very helpful in preparing for new children in the EYFS. There is also a programme of planned transition between the Nursery and the Reception class, to enable children to make a smooth transition.

At the end of Year 6, the SENCo meets with the SENCos of receiving schools at a transition meeting at the PDC, where all relevant information on pupils with SEND is passed on. Detailed transition meetings for vulnerable pupils and children with EHC Plans and additional secondary school visits are also arranged by the SENCo. Meetings with parents and children to agree any information to be passed on to the secondary school will be organised during the summer term.

Information on all pupils is handed on to the next teacher at 'Handover' meetings in July and specific transition programmes are planned for pupils with EHC Plans at the end of every academic year, including meetings between support staff.

All records and information are passed onto the new school as soon as a child transfers.

Links with Other Schools and Facilities

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Educational Needs. The school has regular communication with a variety of agencies to ensure that the school can best meet the needs of individual children.

- The school receives allocated visits from the nominated Educational Psychologist and the school also has a named Education Welfare Officer.
- The Speech and Language Therapist is employed for one day a week to: support children whose needs have been identified as Communication and Interaction; attend reviews of children with significant speech and language difficulties; support class teachers and TAs; and provide advice and resources in response to identified need.
- In addition, the school may seek advice from specialist advisory teaching services for children with EHC Plans, sensory impairment or physical difficulties.
- Multi-agency liaison meetings are held as appropriate to ensure effective collaboration in identifying and making provision for vulnerable pupils, and communication is maintained between times.
- Various liaison meetings take place involving class teachers, the SENCO, SEN TAs and the SENCO of the local secondary school to ensure a smooth transition and transfer of records for the SEN children in Year 6, and with local pre-school providers as necessary.
- There are links with other local special schools in the area and some children have benefited from dual-placements. Staff has also had the opportunity to observe strategies and equipment used in special schools and this has enhanced our own practice.

External Agencies

The school works closely with other agencies to focus on the identification and provision for children who have special educational needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, integrated, high quality and holistic support which focuses on the needs of the child.

The following services are available to/involved with the school.

Educational psychologist
Specific Learning Difficulties team
Hearing Impairment Team
Visual impairment Team
Speech and Language therapist
Children's Services

Educational social welfare
Child and Adolescent Mental Health Service (CAHMs)
Health service
Occupational Therapy
Music Therapy
SENCO support service - STEPS (Charlotte Turner School)
Behaviour outreach team (Waterside school)
Outreach Learning Mentor Team.
Counselling Service – Amber Light
FIOS (Families Information and Support Service)
Children in Need team
Family Support Worker
Inclusion Team (Fair Access Panel)

All SEND paperwork is confidential

The SENCO has overall responsibility for all SEN paperwork within the school, which is stored centrally. Class teachers have responsibility for managing the relevant on-going paperwork for the individuals in their classes, which is stored in one folder to enable easy access for implementation and monitoring.

Admissions

Greenslade School follows the Royal Borough of Greenwich's admission policy document when admitting children.

We are strongly committed to including children with SEND and have procedures in place to support smooth transitions between home and school or between different settings. Meetings may be set up between the feeding school and the SENCO, in advance of pupils attending in order to facilitate the transfer of important information and to make adequate arrangements. In certain circumstances, the Headteacher may consult with parents about reviewing the admission date until appropriate support can be provided.

It may be necessary to involve the support of the LA to ensure the needs of the child are adequately met.

At the time of writing, the following building adaptations have been made as part of our Accessibility plan

- Handrails on all staircases;
- A toilet on the ground floor with wheelchair access;
- All classrooms provided with intercoms, enabling staff to call for assistance in emergencies;
- Additional yellow markings on outdoor equipment and on steps to support children with visual impairment

ACCESSIBILITY

Statutory Responsibilities

- The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all school and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce a written accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings
- Please see the school's Disability Equality Scheme and the Accessibility Plan

Arrangements for In-Service Training

The school identifies training needs for the whole school or for individual members of staff by taking into account children's specific needs, school priorities and targets set at professional development meetings.

The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. There are two staff meetings per term allocated to issues around special needs including developing teachers' understanding of strategies to identify and support vulnerable pupils.

Members of staff also regularly attend training organised by the LA and other agencies. Link to RBG SEND staff training programme

<http://servicestoschools.royalgreenwich.gov.uk/courses>

New members of staff have dedicated time to meet with the SENCo and to be inducted in the school SEN processes and procedures.

The SENCo attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

English as an Additional Language

English as an Additional Language is not a reason for a child to be placed on the SEND register. If necessary, children for whom English is an Additional Language will be identified and assessed in line with this policy and will be placed on the SEND register, as appropriate.

Complaints

We follow the LA guidance and use the Greenwich Complaints Procedure, which is available from the school office or in the policies section of the website.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body report annually to parents upon the quality of education provided and the achievements of pupils with SEN.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Headteacher and other senior teachers and subject leaders.
- Analysis of the attainment and achievement of different groups of pupils with SEN
- Success rates in respect of IEP targets or individual support programmes
- Sampling the views of parents, children and staff.
- Regular monitoring by the Governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SENCo and class teachers, subject leaders, Leadership Team and Teaching Assistants.

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Success Criteria

The success of the educational experiences offered to children with SEN will be regularly monitored and judged against the aims set out above. The policy will be reviewed annually and the Governing Body will receive regular reports on the implementation of the policy. The next review will take place in January 2018.