



**Greenlands Community Primary School**  
**Special Needs Policy**

Autumn 2019

Review date: Autumn 2021

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress, even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having additional special educational needs (ASEN).

**Guiding Principle**

Our guiding principle is one of Inclusion. We want to identify and break down all possible barriers to learning.

**Objectives**

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school
- Ensure good working relationships with parents, carers and the community
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
- Ensure that the school liaises with special schools (if required) and outside agencies to effectively meet the needs of staff and pupils.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with ASEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **Roles and Responsibilities/ Co-ordination of provision**

Provision for pupils with special educational needs is a matter for the school as a whole.

#### **Governing Body**

The Governing Body has identified a governor to have oversight of special needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. At Greenlands School, this role is undertaken by Mrs S Brierley, who will regularly meet with the Head, Mrs S Cornwell, and SENCO, Mrs L. Hatch. The roles of the governing body are set out on CoP Section 1:16 – 22, 1:39.

#### **The Assistant Head teacher**

The Assistant Head, Mrs L Hatch, is the school's 'responsible person' and manages the school's special educational needs work. The Assistant Head, who is also the SENCO, will keep the Head teacher and governing body informed about special educational needs provision made by the school.

#### **The Special Educational Needs Co-ordinator (SENCO)**

The SENCO/Assistant Head and the Head will work closely with the special needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO/Assistant Head and Head will identify areas for development in special educational needs and contribute to the school's development plan. She will coordinate provision for children with ASEN and monitor those children who are requiring intervention, via the provision map.

#### **Teaching and Non-teaching Staff**

All teaching and non-teaching staff should be aware of the objectives stated in the special educational need policy. All teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All staff will work closely with the SENCO.

The practice the school articulates here should influence

- job descriptions
- questions at interview
- staff handbook
- induction of new staff
- school brochure

## **Admissions**

Pupils with special educational needs will be admitted to Greenlands Community Primary school in line with the school's admission policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having additional special educational needs.

If the school is alerted to the fact that a child may have difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

## **Access for disabled**

The school welcomes applications for admission from the parents of pupils with mobility difficulties. All of the school is wheelchair accessible and there is a toilet for disabled pupils with a changing bed installed. The school has an Accessibility Plan.

The governors would make every effort to accommodate a pupil's particular needs and would work with the LA to improve facilities should the need arise.

## **Allocation of resources**

The LA provides the school with money in its school budget towards meeting pupils' special educational needs. In addition, the school plans and provides for pupils with ASEN from their main budget.

The school spends this money on:

- Designated teaching assistants for children with special educational needs.
- Training for all teachers and learning support assistants, so they can meet pupil's needs more effectively.
- Special books and equipment as required.
- Assessment and specialist teacher provision.

The allocation of resources within the school is based on where the most support is required and is decided by the Leadership Team and class teachers.

## **Identification, assessment and reviews**

The process of identifying, assessing and tracking pupil's progress is a critical part of the school's special educational needs provision.

### On Entry

When the children are first admitted to the school the Foundation Stage teacher advises the SENCO of any child who have been identified as having additional special educational needs within the nursery setting. The SENCO will attend any transitional reviews to have a clear understanding of the level of need and collect any relevant paperwork which show involvement of any outside agencies e.g. educational psychologists, portage, inclusion teachers etc. The SENCO must attend a transitional review for any child who has an open CAF, as they will take on the role of Lead Professional.

### Teacher Referral

If a teacher has concerns about a child they speak to the SENCO and then fill in an initial concerns sheet, which will help them identify the key areas of concern. This will also contain a chronology of what actions have been taken and the outcomes of interventions. This will then be passed on to the school's specialist teacher, Mrs L Crook. She will then speak to the class teacher, undertaken observations and assessment as required, and provide advice on how to support the child.

### Curriculum and assessment monitoring

The SENCO, the Leadership Team and the assessment co-ordinator will monitor the attainment and progress of pupils with special educational needs as part of their role.

### How a child is identified as having Additional Special Educational Needs

All children in Greenlands Community School will have their needs met at Universal level by teaching staff who have a sound understanding of child development, teaching functional skills, of differentiating the curriculum and adapting teaching to meet individual needs.

If a child is not making the expected progress, they will be placed into intervention groups which will be run during the school day. The details of these are shown on the whole school provision map. This is displayed in the SEN Office and the Head teacher and teaching staff also hold a copy. This is reviewed 3 times a year; however the teacher has the authority to adjust the provision in their class to meet the needs of the children at any point throughout the year. The timetable for each class is held by the class teacher.

A child will access intervention when/if:

- little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need.

- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas.
- communication or interaction difficulties which create barriers to learning and specific interventions are needed
- sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment
- persistent emotional and/or behavioural difficulties which are not improved by the techniques normally employed in the nurturing environment of the school

A child who is working approximately a year behind their peers should be placed on the provision map to show the support provided or may have an IEP (Individual Education Plan).

In addition, if the child requires additional individual support or has a programme of support from an external agency, which means they require additional afternoon sessions in 1:1 or 1:2 they will be classed as ASEN support.

A child will be identified as having Additional Special Educational Needs if/when;

- Little or no progress in specific areas over a substantial period when teaching approaches/learning styles are particularly targeted to improve the child's identified need
- Continuing to work substantially below that expected for children of a similar age within the framework or curriculum and in developing literacy and mathematic skills from Key Stage 1. It is expected that these children will be working 2+ years below the expected level of attainment.
- Ongoing difficulties in communication or interaction that impact upon the development of social relationships and cause substantial barriers to learning
- Sensory or physical needs that require additional specialist equipment or regular visits for direct intervention or advice from practitioners from a specialist service
- Emotional or behavioural difficulties which substantially and regularly interfere with the child's own leaning or that of the group despite an individual plan to manage behaviour safety

Any child who has been identified as having ASEN has their own Individual Learning Plan. A full PIVATS assessment will be carried out along with any other assessments which help to understand the child's specific needs. This should involve the expertise of external professionals and agencies, such as the Inclusion Teacher, Educational and Clinical Psychologists, CAMHS, Paediatricians, Speech and Language Therapists etc. The parents will be involved in the planning and reviewing of their child's education by inviting them to meet with the teacher and SENCO once a term.

### Individual Learning Plan Reviews

Individual Learning Plans will be reviewed regularly. A copy of it will be sent home to the parents and their views will be welcomed. A parent may request to see the teacher or SENCO at any time if they are concerned about any aspect of their child's education.

### Education, Health and Care reviews

If a child has an EHC, the school will hold an Annual Review. The SENCO may hold the review earlier if there are changes, problems or concerns about the child's progress or attainment. Each child will also have an All about Me profile which will be completed by the school, parents and child.

### Curriculum

The school will ensure that child with Additional Special Educational Needs have access to and make progress across the curriculum.

- Access to Literacy/Numeracy/ICT – Individual Learning Plan targets may be for Literacy, Numeracy or ICT skills. Children with ASEN may be taught in small groups.
- Teacher planning – teacher's medium and short term planning will reflect the differing needs of the cohort
- Differentiation – work will be set at an appropriate level for the child's needs
- Disapplication – the school will follow guidance from the QCA document 'Access arrangements guide' on the disapplication of children from end of Key Stage testing and will liaise with the parents to fully explain the justification for such action.
- Withdrawal – should be for structured activities and 1:1 work
- Individual Learning Plans will be in relation to the curriculum.
- Resources – children with ASEN will be provided with the resources necessary for them to achieve.

### Access to life in school

All pupils whether they have ASEN or not will be involved in the full life of the school. All children are actively encouraged to participate and included in all aspects of school life;

- Encouraged to join clubs
- Set appropriate homework

- Included in assemblies, plays and productions
- Go on trips
- Take part in swimming lessons (Year 5)
- Be members of teams which represent the school in competitions and events
- Take part in sports

### **Success Criteria**

The school needs to be confident it is doing a good job. Therefore it is important that the school evaluates the policy on a regular basis using both quantitative and qualitative judgements.

Areas which might be used are:

#### **Quantitative Judgements**

- PIVAT profiles
- Assessment co-ordinator monitoring of progress
- Curriculum/SATS
- Learning Plan Targets set

#### **Qualitative Judgements**

- Staff views
- Parental views
- Pupil views
- Advisor views
- Community views
- Area office/EPS
- Complaints

### **Complaints procedures**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.

If the concern continues then the SENCO and class teacher will meet with the parent to try and resolve the problem.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor Mrs S Brierley. The Chair of Governors, Mr G Tyson will be involved after other avenues to resolve the situation have been exhausted.

### **Training**

The governors will ensure that they are keep fully abreast of their statutory responsibilities by attending training and will receive a termly report from the SENCO via the Special Educational Needs Governor.

The SENCO attended termly ASEN meetings run by Eleanor Hick. She is also part of the Educational Psychology Cluster group which meet three times a year.

The Literacy, Numeracy and Assessment co-ordinators will ensure their knowledge of current issues is up to date by attending training as required.

Other staff will be kept up to date informally by the Head/SENCO and formally at staff meetings and training. The staff meet every half term to be updated by the SENCO.

Non-teaching staff that support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the SENCO and provision of courses and training which reflect their own needs.

### **CAF procedures**

If the SENCO feels that support should be requested from outside agencies, then a pre CAF assessment should take place involving as many adults currently involved with the child as possible. If a child has previously had a CAF then it should be read alongside any other assessment and information presented at the meeting.

In most instances, the SENCO will become the Lead Professional.

If the team feel additional support should be sought, the SENCO will open/reopen the CAF via the CAF office and complete/update the assessment with the relevant people.

The points for action should be acted upon and a TAC review carried out. If the child's needs are now being met the CAF can be closed. If the advice of other agencies is required a new set of action points should be set and a further review date agreed. Once the child's needs are being met the CAF can be closed.

If a child with an open CAF transfers to another school, it is the SENCO's responsibility to hold a transitional TAC meeting and change the details of the Lead Professional.

Outside agencies that might be invited to CAF assessments or TAC meetings might be:

- Education – LEIS/EPS/advisor
- Health – nurse, doctor, Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist, Clinical Psychologists
- Attendance
- Social Services
- Parent Partnership
- EMA, Traveller, etc
- ELAC
- Police

### **Parents**

The school will always tell parents when their child is receiving additional help for their SEN. This may be communicated via letter, meeting or Parent/Teacher Interviews.

Partnership with parents plays a key role in enabling pupils and young people with ASEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with ASEN will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with ASEN may contact the Parent Partnership Service for independent support and advice. A child's class teacher will work closely with parents at all stages in his/her education.

Parents kept informed of their child's progress at Parent Teacher Interview Days and in their Annual Report. Parents may request informal information about their child by making an appointment with the class teacher

### **Pupil participation**

Pupils and young people with ASEN have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the

setting of learning targets and contributing to Learning Plan targets, discussions about choice of secondary schools and the transition processes.

## **Links**

### **Links with other mainstream schools and special schools**

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

## **Related policies**

Maths  
Literacy  
Assessment  
Behaviour & Anti-bullying  
Moving and Handling  
Homework  
Disability  
Accessibility

**Read and agreed on \_\_\_\_\_(date)**

**Mrs L Hatch**  
SENCO

**Mrs S Cornwell**  
Headteacher

**Mrs S Brierley**  
SEN Governor

## Appendix 1

The following legislation and guidance is also relevant to this policy, although some of it has been updated:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling – pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2001</i>
Special Educational needs and disability code of practice: 0-25 years	<i>July 2014</i>

## Appendix 2

### **Special educational needs and disability Code of Practice: 0 – 25years definition of Special Educational Needs**

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

xiv. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

### **Definition of Disability**

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”

See Section 17(11), Pupils Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

## Legislation

This report complies with the following:

- Section 69(2) Children and Families Act 2014

SEN information report

A governing body or proprietor must prepare a report containing SEN information.

- Section 6 SEN and Disability Code of Practice: 0-25 years
- Paragraph 3 of schedule 10 to the Equality Act 2010

*Accessibility plans*

3 (1) The responsible body of a school in England and Wales must prepare—

(a) an accessibility plan;

(b) further such plans at such times as may be prescribed.

(2) An accessibility plan is a plan for, over a prescribed period—

(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

(b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3) The delivery in sub-paragraph (2)(c) must be—

(a) within a reasonable time;

(b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4) An accessibility plan must be in writing.

(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6) The responsible body must implement its accessibility plan.

*Equality Act 2010 (c. 15)*

*Schedule 10 — Accessibility for disabled pupils*

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(7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

(8) A relevant inspection is an inspection under—

(a) Part 1 of the Education Act 2005, or

(b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation

- and inspection of independent education provision in England).

### Regulation 51 and Schedule 1 Special Educational Needs and Disability Regulations 2014

**51.** For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

#### Schedule 1

The kinds of special educational needs for which provision is made at the school.

**1.** The kinds of special educational needs for which provision is made at the school

**2.** Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

**3.** Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

(c) the school's approach to teaching pupils with special educational needs;

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

(e) additional support for learning that is available to pupils with special educational needs;

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

**4.** In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

**5.** Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

**6.** Information about how equipment and facilities to support children and young people with special educational needs will be secured.

**7.** The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

**8.** The arrangements for consulting young people with special educational needs about, and involving them in, their education.

**9.** Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

**10.** How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

**11.** The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

**12.** The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

**13.** Information on where the local authority's local offer is published.