



Knowledge · Virtue · Aspiration

Upper Junior School for Boys

SEND POLICY

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

This policy is written to comply with the Children and Families Act and the Special Educational Needs and Disability Code of Practice 2014: 0 to 25 years.

The SEND Code of Practice (DfES, 2014) says pupils have a learning difficulty 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.

We believe in equal opportunities for those pupils with the following needs, as defined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

SCHOOL MISSION STATEMENT

- To identify each child's individual needs as early as possible
- To ensure provision is tailored to meet a child's needs in order for the child to be at their best

- To engage parents/guardians of a child in decision making and strategic levels
- Strive to ensure all pupils are fully included in all aspects of school life

We are committed to providing a happy, safe, secure but challenging environment where all children feel confident and able to flourish regardless of individual differences. We understand that some children may require more support than others, and in order for them to achieve their full potential, we must recognise this and plan accordingly. Children may have difficulties or challenges either throughout, or at any time during their school years. Some of these children may require long term help throughout their time in school, whilst others need short periods of support to overcome less complex difficulties.

Our aim is to ensure each and every child at Greenfields is provided with an inclusive education where all children have the opportunity to enjoy their childhood and develop a firm foundation that can be built upon for years to come.

SEND POLICY AIMS

To meet the needs of all our pupils, inclusion at Greenfields means:

- Ensuring all pupils have equal opportunities and are included by the school community
- Rights of all children are in line with the Children and Families Act 2014 and the Children's Act 1989
- Providing full access to the curriculum through carefully considered adjustments to teaching and learning
- Specific, individualised support to match individual needs, in addition to differentiated classroom provision
- Continuous monitoring of all pupil's progress, identifying and responding to needs, by providing support as early as possible
- The needs of pupils with SEND will be assessed, planned for, provided for and regularly reviewed, following the "Assess, Plan, Do, Review" cycle
- Needs of pupils with SEND are clearly communicated to all who are likely to teach them
- Enabling pupils to be well-equipped in the basic skills of literacy, numeracy but also development of social and emotional wellbeing
- Inclusion provisions are positively valued and accessed by staff and parents/carers
- Involving parents/carers at every stage in plans to meet their child's needs

- Involving pupils in the decision-making processes about their needs. This includes encouraging them to give their views on assessment of their needs, progress review and to become involved in the transition process.

ROLES & RESPONSIBILITIES

BOARD OF DIRECTORS

- Responsible for establishing and maintaining this SEND policy and for ensuring that it is followed
- Delegates authority to the Headteacher/SENDCo to implement the SEND policy on its behalf
- The Headteacher/SENDCo is responsible for implementing the decisions of the Board of Directors and for complying with this policy

HEADTEACHER

- Is responsible for day to day management to ensure provision for children with SEND as described in the SEND Policy
- The Board of Directors will be kept informed of development in the SEND provision by the Headteacher

SPECIAL EDUCATION NEEDS & DISABILITIES CO-ORDINATOR (SENDCo)

- Is responsible for the day to day operation of the school's SEND policy
- The SENDCo will track and ensure records are kept on pupils with SEND by maintaining files containing current interventions, specialist reports and plans
- Liaises with external agencies
- Providing specialist advice for teachers and support staff
- Ensure parents/carers are involved in supporting their child's learning, kept informed about the level of support offered to their child and included in reviewing the progress their child has made
- Inquiries about an individual child's progress should be made in the first instance to the class teacher and further concerns should be addressed to the Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Liaising with staff/schools to ensure smooth transitions for children with SEND

CLASS TEACHERS

Class teachers are responsible for the learning of all pupils in their class including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning. They ensure any support (such as that from a learning support assistant) is an addition to and in no way replaces the attention the pupils receive from their class teacher.

- Are familiar with the SEND Code of Practice
- Are responsible for using the procedures for identifying, assessing and making provisions for pupils with SEND. They are responsible for giving pupils with SEND attainable targets to support the pupil to ensure they make the best possible progress and promoting positive self-esteem. The targets and strategies are discussed with parents, are recorded on a Provision Map and are available for all adults who work with the pupil.
- Will inform the SENDCo and parents of any pupils they identify as having an area of need which requires learning support
- Working in partnership with parents / carers, the SENCo and teaching assistants to support individual pupils.

TEACHING ASSISTANTS

- Support children individually or in groups
- May participate in meetings, contribute to record and assessment procedures, help draw up interventions or plans
- Assist class teachers
- Liaise regularly with the class teacher

BREAK / LUNCHTIME SUPERVISORS

- The Headteacher, SENDCo or Class Teacher inform break / lunchtime supervisors of the dietary, physical or behavioural needs of any pupil who may need special attention of care at lunch times.

IDENTIFICATION, ASSESSMENT & PROVISION

IDENTIFYING CHILDREN WITH SEND

At Greenfields, we identify the needs of our pupils by evaluating the needs of the whole child, not just special education needs. Our school adheres to a continuous cycle of assessing, planning, teaching and reviewing which takes account of a wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

In school, we use a variety of different ways to identify whether a child has special educational needs and/or disabilities. Some of these ways include:

- Observations
- Information from parents and carers
- Information from the child
- Discussions with adults who work with the child
- School based assessments and test results
- Specialised assessments carried out from external agencies
- Results from end of Key Stage assessments
- Information from previous schools or settings

The results of any tests and information we have collected on individual children will be shared openly with parents / carers at meetings.

Children may be seen as needing provision which is additional to or different from that provided as part of normal class teaching and learning when they:

- Make limited or no progress even when teaching approaches are targeted at a child's area of weakness
- Make slow progress in English and Maths
- Present with persistent emotional and behavioural difficulties which are not improved by the behaviour management techniques employed by the school
- Have communication or interaction difficulties and continues to make limited or no progress

PROCEDURE

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored regularly at pupil progress meetings. Where children are identified as not making progress, they are discussed and a plan of action is agreed
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - a. is significantly slower than that of their peers
 - b. fails to match or better the child's previous rate of progress
 - c. fails to close the attainment gap between the child and their peers
- In this instance of concern, class teachers will make a referral onto the SENDCo by completing a concern form (see appendix 1). An observation and follow up meeting will be arranged to discuss strategies and further targets with the class teachers and parents
- In addition, we implement some focused interventions to target particular skills, in consultation with parents/carers
- Provision map will be updated in line with new strategies developed for a child throughout the academic year
- If there are still concerns following strategies and intervention put into place, the SENDco will liaise with external professionals and/or the Local Education Authority

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from support or specialist staff.

WORKING WITH PARENTS AND CHILDREN

Staff and parents/carers work together to support pupils identified as having additional needs. Parents/carers are involved at all stages of the education planning process. If a child is experiencing difficulties, parents/carers are informed either at parents' meetings or during informal meetings to discuss the child's progress. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and our aim is that all parents/carers are confident to go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

If a one page profile is being created for a child, we will ask all parents / carers to contribute to their child's pupil profile, a copy of which will be sent home.

TRANSITIONS

At Greenfields we endeavour to aid smooth transitions into and out of the school. For children with SEND this is aided by:

- a. Seek information about a pupil, prior to his or her arrival at the school, to help facilitate a smooth transition
- b. Visiting the child's secondary school of choice to share information about a pupil to help facilitate a smooth transition from Key Stage 2 to Key Stage 3

MANAGING PUPILS NEEDS ON THE CHILDREN WITH SPECIAL NEEDS REGISTER

The support available to a child will depend on the nature of the child's needs and difficulties with learning. At Greenfields we have a three tiered approach to SEND provision:

- **Universal** - This is the outstanding teaching a child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
- **Targeted** - It may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to a child's learning. This takes the form of a graduated four part approach of:
 - a. Assessing your child's needs
 - b. Planning the most effective and appropriate intervention
 - c. Providing this intervention
 - d. Reviewing the impact on your child's progress towards individual learning outcomes.
- Specific targeted one to one or small group interventions may be run inside or outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents/carers will be kept informed of their child's progress towards learning outcomes at the end of a intervention period.
- Specialist – there maybe specialist advice from a specialist professional outside who may refer strategies/advice to the school.

Once a child has been identified as needing additional provision, the following is adhered to:

- The child is placed on our '*Child Needing Additional Provision*' register

- At Parents Evenings, parents are invited to review the children's targets and discuss their progress. The child's provision records specific, measurable, attainable, relevant and timely targets for the child to achieve in a term.
- A record of focused interventions and/or individual support will be reviewed for the impact these are having and adapted to meet new targets.

MOVING TO AN EHCP (EDUCATION, HEALTH AND CARE PLAN)

Most pupils' needs are met by strategies put in place through interventions and additional support. However, a very small number of pupils may have difficulties that may be more of a long-term nature. In this case the school (or the parent) may request for the Local Education Authority (Special Educational Needs Assessment & Review Service, SENAR), to undertake a Statutory Assessment. The Local Authority will gather the information for all the professionals concerned with the pupil and from the parents. If appropriate, an EHCP will then be drawn up. In this document, the needs and the provision given by the Local Authority are clearly outlined. This will decide the nature of the provision necessary to meet the young person's SEND.

If the child's needs can not be met through the school, the school with the parents/carers and the Local Authority will look for alternative provision to meet the needs of the child.

STAFF TRAINING AND DEVELOPMENT

Staff are encouraged to extend their own professional development and the SENDCo will ensure tailor-made training where appropriate.

PARTNERSHIPS

Where necessary, we will involve the advice and support from outside professionals who may have assessed a child following a referral.

STORING AND MANAGING INFORMATION

All special educational needs records are confidential. The SENCo will keep and update all SEND records and ensure they are held securely. When a child transfers to a new school, the SEND records will be passed on to the new school.

ENGLISH AS AN ADDITIONAL LANGUAGE

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their language or arise from Special Educational Needs. Children who have English as a second language will not be classed as SEN. Refer to school EAL policy.

P. Saeed Alam - October 2018

This policy will be reviewed in September 2020

This policy is regularly monitored to ensure that it is working as effectively as possible. It will be reviewed every 3 years and at other times in the intervening period as necessary.