



Greenfield & Pulloxhill Academy

Policy for the Education of Children with Special Educational Needs



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Academy aims are:

- To engage with parents, the Church and the wider community
- To maintain our high standards through a broad, balanced and engaging curriculum
- To work with all stakeholders in our children's educational journey
- To live and promote our school values in everything we do
- To educate our children in the importance of a sustainable future and reflect this in the management of our academy
- To optimise our assets, including staff, finances and facilities
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The Academy Special Educational Needs aims are:

- For children to be self-motivated and facilitate their own learning whenever possible
- For children to know the next steps in their own learning
- For children to become partners in their own learning
- For children, parents and carers to be supported in the process of early identification of SEN and for this support to extend in fully facilitating provision and in planning suitable interventions to maximise learning potential for children with SEN
- For children to feel that their learning is important
- For children to make good progress within a broad and balanced curriculum appropriate to the child or young person's needs
- For children to value their own development
- To support children in overcoming potential barriers to learning
- To ensure children experience learning in a secure, supportive, challenging, interesting and calm environment.
- For children to be self-confident
- For children to develop the ability to function as contributing members of functioning groups

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

Children have SEN if they 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:-

- *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. (SEND Code of Practice 0-25 Years 2014)*

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sarah Boyle

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The Graduated Approach to SEN support highlights the process which is followed by all teachers and support staff at Greenfield and Pulloxhill Academy when identifying children and young people with SEN. The Graduated Approach explains the way our Academy identifies and manages the progress of children and young people with SEN.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Initial concerns will be gathered and recorded by teachers on the Initial Concerns Checklist. This will then be shared with the SENCO.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents, families and children are involved throughout the Graduated Approach to SEN. Teachers will share with parents and carers, when a child is underachieving, if they feel a child or young person has a significant learning difficulty or if the child or young person is not making the expected progress. Teachers and the SENCO will then work closely alongside the parents and carers in supporting the child or young person through their difficulties in learning to help them to overcome the barriers they are facing. Where a pupil is receiving SEN support, school should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. All provision made for SEN pupils is well evidenced.

As part of our Graduated response we acknowledge and draw on parental knowledge and expertise in relation to their child, focus on the child's strengths as well as areas of additional need, recognise the personal and emotional investment of parents and be aware of their feelings, ensure that parents understand procedures, are aware of how to access support in preparing their contributions. Staff will respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints, respect the differing needs parents themselves may have, for example, a disability or communication or linguistic barriers and recognise the need for flexibility in the timing and structure of meetings.

Parents should in return:

Communicate regularly with the school, and alert them to any concerns they have about their child's learning or provision, fulfil their obligations under home-school agreements which set out expectations of both parties, and support their child's learning and interact or undertake activities which will encourage learning.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Children and young people with SEN are offered a suitable number of transition experiences appropriate to their needs. The class teacher, in close liaison with the SENCO plan suitable opportunities for the children and young people with SEN to visit new classes, experience new routines or visit other feeder schools. The SENCO communicates the needs of the children and young people with SEN in regular transition meetings involving other professionals to ensure they are well informed about the needs of all pupils.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide appropriate support and interventions where necessary including, phonics, reading, maths, speech and language, nurture, social skills, therapy and support for children's physical needs.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as those listed above

Teaching assistants will support pupils on a 1:1 basis as appropriate to their needs.

Teaching assistants will support pupils in small groups for interventions as appropriate

We work with the following agencies to provide support for pupils with SEN:

1. Speech & Language Therapists (Independent speech and language therapist and Alternative & Augmentative communication specialists) ,
2. Educational Psychology Advisory Service
3. Occupational Therapists
4. Physiotherapists
5. Jigsaw Centre
6. School Nursing Team
7. Chiltern School, Autistic Spectrum Disorder Advisory Service
8. Chiltern School, Moving & Handling Support
9. Chiltern School EYFS Support
10. Children's Services, Social Work Team
11. Practitioners at the Child Development Centre e.g; Paediatricians

5.9 Expertise and training of staff

Greenfield & Pulloxhill Academy are committed to supporting all children to succeed. Greenfield & Pulloxhill Academy has a commitment to Quality First Teaching with class teachers being responsible for preparation, planning and differentiation for all children including those with SEND. To enable staff to do support the needs of all children with SEN a range of Continuous Professional Development (CPD) opportunities are arranged.

The SENCO has undertaken relevant training to support staff in meeting the needs of children with SEN.

5.10 Securing equipment and facilities

The SENCO works with the class teachers to identify the needs of individual children and ensures that the necessary equipment is highlighted in the Provision Map and sourced. For those children with an EHCP, specific equipment is identified and provided. SENCO liaises with outside agencies and follows recommendations regarding suitable equipment/facilities.

5.11 Evaluating the effectiveness of SEN provision

The monitoring and evaluation of SEND is carried out by the Academy SENCO, the Senior Leadership Team and Governors. The Academy uses "aptGO" (SEND audit & planning tool for good & outstanding schools) to audit and review four key areas in relation to SEND; Leadership and Management, Teaching and Learning, Behaviour and Safety and Achievement. It is the role of the SENCO to regularly and carefully monitor and evaluate the quality of SEN provision which is offered to all children and young people with SEN. The SENCO is responsible for; observations of teaching both teachers and support staff working with children with SEN, offering parents and carers of children with SEN, teachers and children with SEN the opportunity to complete questionnaires and short interviews based on the provision which is offered across the Academy, ensure that person-centred planning is carried out by teachers and that robust assessments are carried out to identify underachievement for SEN children and young people, produce well-costed provision maps to ensure the Academy is using funding in the most effective way, and complete regular case studies on children or young people with SEN to develop clear strategies for managing the needs of children and young people with SEN. The regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to talk to our Learning Mentor
- Pupils with SEN are also encouraged to take part of in nurture groups and social skills groups

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

If a child continues to make no progress, the school will consider expertise and outside agencies which need to be involved in the child's education, such as:

Educational psychologist

Occupational therapist

Physiotherapist

Speech and Language

ASD Advisory teacher

When a child is receiving SEN support, the school will meet with parents at least termly, to set clear goals, discuss the activities and support which will help them to achieve, review progress and identify responsibilities of the parent, the pupil and the school. Parents' views will be sought and they will be fully informed. The pupil's views will be sought where possible. Records and monitoring for pupils who have SEN will be kept accurate and up-to-date by the SENCO. The SENCO and class teacher will be provided with advice and resources to support the child from outside specialists. These resources could be: additional teaching time, classroom assistance, and new strategies or teaching aids.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Mrs McCullion, Headteacher, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parent Partnership, offering independent, free advice for parents of children with SEND:

IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk

The National Autistic Society www.autism.org.uk

Autism Bedfordshire <https://www.autismbedfordshire.net/>

Support and training on ADHD and Autistic Spectrum Disorders <https://outsidein-solutions.com/>

Bedfordshire Educational Psychology Service <http://www.centralbedfordshire.gov.uk/learning/local-offer/education/sen/psychology.aspx>

Bereavement support: <http://www.cruse.org.uk/>

CAMH - <http://www.fis.bedford.gov.uk/details.aspx?record=84698> – The Child and Adolescent Mental Health support team

Paediatricians - <http://www.bedfordhospital.nhs.uk/paediatrics>

Occupational Therapists - http://www.bedford.gov.uk/health_and_social_care/disabilities/occupational_therapy.aspx

Physiotherapists - <http://www.bedfordhospital.nhs.uk/paediatric-physiotherapy>

5.17 Contact details for SENCO

Mrs Sarah Boyle, SENCO, Pulloxhill School, Fieldside Road, MK45 5HN 01525 713150

Sarah.boyle@gpacademy.org.uk

5.18 The local authority local offer

Our contribution to the local offer is: <http://www.centralbedfordshire.gov.uk/learning/local-offer/>

Our local authority's local offer is published here: <http://www.greenfieldpulloxhillschools.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Sarah Boyle, SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour, Positive Handling
- Manual Handling
- Equality information and objectives
- Supporting pupils with medical conditions

History of document

Issue No.	Author/Owner	Date Reviewed	Approved by Governing Body	Comments
1	Curriculum	March 2017	March 2017	Annually – March 2018
2	Curriculum	March 2018	March 2018	Annually – March 2019