

# SEN Policy and Information report

## Greenhaugh Primary School



Approved by: CC, Governors Date: Jan 2022 Last reviewed on: Jan 2022

Next review due by: Jan 2023

### Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Definitions .....	2
4. Roles and responsibilities .....	2
5. SEN information report.....	3
6. Monitoring arrangements .....	7
7. Links with other policies and documents .....	7

### 1. Aims

Our School promotes high standards for all pupils, regardless of their particular needs. Children benefit from inclusive teaching and learning opportunities which enable them to make the best possible progress and develop as valued members of our school community.

Greenhaugh Primary School offers a range of provision to support children with a range of additional needs. These include providing support for communication, interaction, learning, social, emotional, mental, health, sensory and physical needs. We have high expectations of all children and staff, and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

Mrs Crow, our headteacher, is the SENCo.

### 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

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 Mrs Clare Crow. She is also the Headteacher  
She will:

- Work with the 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 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) SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher (also SENCO)**

The headteacher will:

- work with the 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**

We will assess each pupil'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 pupils 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.

## **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.

## **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 or subject 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 on a termly basis.

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**

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. All pupils have induction sessions at Middle School/ High School. We will sometimes arrange for additional visits if we feel it will support a child in the transition process.

## **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/access the following interventions if required:

- Speech and Language Interventions – using plans from a Speech and Language therapist
- 1:1 reading with TAs, Class teacher or Literacy Volunteers
- RWI 1:1 sessions
- Sensory Circuits Groups
- 1:1 Work with School Health/ Early Mental Health Practitioners
- Maths Catch up sessions/Targeted Maths Support such as Pre Teaching
- Nesy – Phonics support for KS2

## **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 ipads, 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**

Teaching assistants will support pupils on a 1:1 basis when a child is working through a Speech and language plan, needs constant monitoring of a medical condition, needs personalised support to allow them to access the curriculum at a level appropriate to them or needs someone to help them regulate their behavior and emotions.

Teaching assistants will support pupils in small groups when it is felt that they could benefit from extra input and support/challenge during independent working.

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

- Speech and Language Support
- Educational Psychologists
- Social Services
- Behaviour Support
- ASD team
- Literacy Team
- School Health
- Early Mental Health Practitioners
- CYPS

## **5.9 Expertise and training of staff**

Our SENCO is also the headteacher. She has 3 years previous experience as SENCO and attends Haydon Bridge Partnership SENCO meetings. She completed the SENCO award at Edgehill University in 2021.

In the last academic year, staff have had RWI training.

## **5.10 Securing equipment and facilities**

Greenhaugh has a bank of resources used to support children with SEN. These range from wobble cushions, to

designated laptops, to chair leg bands. New purchases are made as and when a need arises.

### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Inviting parents of children with SEN to termly meetings with the Class Teacher and/or SENCO
- Reviewing the impact of interventions after each term.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with 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 any residential trips.

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. Greenhaugh Primary School is suitable for wheelchair use.

Our school's Accessibility Plan is included on the School Website.

### **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 be part of the school council

- Pupils with SEN are also encouraged to join clubs and after school activities to promote confidence and strengthen friendships.
- Pupils with SEMH difficulties may be referred to external services for additional support
- Our small size enables staff to spend time with particular children, strengthening relationships and gaining a deeper insight into their difficulties and how to support them.
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

If we feel that we are unable to meet a child's needs with Quality First Teaching and in school interventions then we would discuss our concerns with parents/carers. We may request parental permission to refer them to an external agency. Generally the child would then be observed in school and assessment would be made. The representative of the external agency would feed back verbally to the Class teacher and to parents/carers. A written report would also be sent. The Class teacher and SENCO would work together to plan how to implement recommendations from any report. These targets would also be included on a child's Pupil Passport, SEN Support Plan or EHC plan. They would be shared with parents and the child and monitored on a (at least) termly basis.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Class Teacher or SENCO (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**

**If you have any concerns about your child please talk to their class teacher or ask to meet with Mrs Crow.**

**Useful local services are:**

<https://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page>

This is a link to a directory of a range of local services.

Parents For Inclusion – a charity for parents of disabled children and those with SEN.

[www.parentsforinclusini.org](http://www.parentsforinclusini.org)

### **5.17 Contact details for raising concerns**

Clare Crow -SENCO/Headteacher,

### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Clare Crow, SENCo and Headteacher **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 board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions