



**GREENWAY PRIMARY AND
NURSERY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND
DISABILITY POLICY
(SEND)**

Date approved: 6th December 2018

Date of review: Autumn Term 2019

Introduction

The policy complies with statutory requirement laid out in the SEND Code of Practice 0-25 (2014) ('The Code') and has been written with reference to the Children and Families Act 2014 and the Equality Act 2010. More information about the reforms and the 'The Code' can be found on the Department for Education website. www.gov.uk/government/organisations/department-for-education

This policy has been written by the Inclusion Co-ordinator (INCO), the Head teacher and the governors responsible for Special Educational Needs and Disabilities (SEND), in consultation with the teaching staff, governors and parents/carers.

Our philosophy

We believe that the child is at the centre of everything we do. Our existing motto "Caring to Learn and Learning to Care" remains fundamental to us at Greenway. The school's values embrace inclusion and its practice promotes it. We are a school in which the learning, achievements, attitudes and wellbeing of every young person matter.

Aims

We aim to ensure that every child feels happy and safe, both at home and at school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with 'The Code'.

We hold high aspirations and expectations for all pupils with SEND and focus on outcomes for children and not just the provision and the naming of a condition.

We aim to develop lifelong independent learners who are proud of their achievements.

We will achieve these by:

- Identifying the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry in to the school.
- Carefully monitoring the progress of all pupils in order to identify possible SEND, intervening when progress is less than expected, from the pupil's starting point. This will ensure that all children are able to reach their full potential.
- Providing a qualified INCO who will work within the guidance provided in 'The Code'.
- Working with and maintaining relationships with external agencies when the pupils' needs cannot be met by school alone.
- Communicating and working with parents to gain a better understanding of their child, and involving them in all stages of their child's education.
- Making appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

- Operating a “whole pupil, whole school” approach to ~~management~~ co-ordinate the provision of support for pupils’ with SEND
- Providing and organising training for all staff, through INSET, and external courses relevant to the needs of the children that they work with.

Identification of Pupil’s Needs

‘The Code’ and The Children and Families Act 2014 defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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.*

Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with those conditions and those with SEN. Where a disabled child or young person with those conditions requires special educational provision they will also be covered by the SEN definition.

For children of two or over, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in this school which is maintained by the Local Authority (LA).

Objectives

The school will have regard to ‘The Code’ when carrying out its duties towards all pupils with SEND and ensure that parents/carers are notified of a decision by the school that special educational needs provision is being made for their child.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has SEND and those needs are made known to all who are likely to teach them.

The school will use its best endeavours to ensure that teachers in the school:-

- are able to identify and provide for those pupils who have SEND

- give appropriate opportunities for pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible and in the interests of all pupils.

Roles and Responsibilities of the Governing Body

The Governing Body has overall responsibility for ensuring that the guidance referred to within the Code is adhered to and effectively monitored. They must also ensure that the policies, procedures and training at Greenway relating to SEND provision are effective and comply with the law at all times. It is recommended that a nominated governor for SEND is appointed to take lead responsibility.

- **The nominated governors for SEND are:**
- **FIONA DUCK and MICHELE WEBB**

Roles and Responsibilities of the School

- The INCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care(EHC) plans.
- **The Inclusion co-ordinator (INCO) is:**
- **DANIELLE ROE**

Partnership with Parents/Carers

At Greenway we value our relationships with parents/carers and know that they play a key role in enabling children and young people with special educational needs and disabilities to achieve their potential.

The school recognises that parents/carers 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/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child's education. In the event of any disagreement between parents/carers and the school, the complaint will be referred to the governing body which has an established complaints procedure.

Parents/carers can view the school SEND Information Report on the school website by clicking the SEND button. The (LA) Hertfordshire Local Offer can be found on www.hertsdirect.org/localoffer.

Involvement of Pupils

Children with SEND have a right to be involved in making decisions and exercising choices about their education. The degree of participation should reflect a child's developing maturity, but all children should be given the opportunity to make choices and understand that their views matter.

Pupils should:

- play an active part in assessing and developing agreed outcomes

- understand the aims of intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in reviews
- become progressively more involved in setting and evaluating outcomes

Identification, Assessment and Provision

There are four areas of SEND outlined in 'The Code' (Appendix 1)

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not fit children into a category. At Greenway we aim to identify the needs of pupils by considering the needs of the whole child which will include not just the SEND of the child or young person.

As 'The Code' states; '*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility, requiring a whole-school response.*' In response to this the school will make provision to address all needs using well evidenced interventions and where necessary specialist equipment or software.

We will consider circumstances which do not amount to **SEN**, but which may impact on progress and attainment e.g.

- Disability (the code of practice outlines the 'reasonable adjustment' duty for all settings and schools under the current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant and Early Years Pupil Premium (PPG and EYPPG)
- Being a Child Looked After (CLA)
- Being a child of a serviceman/woman

The school will assess each pupil's current level of progress and attainment on entry, building on information from previous settings and key stages, where appropriate.

Class teachers, supported by the senior leadership team will make regular assessments, through half termly pupil progress meetings, of progress for **all** pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

- includes progress in areas other than attainment, such as, where a pupil needs to make additional progress with wider development or social needs, in order to make a successful transition to adult life

Slow progress and low attainment do not automatically mean that a child has SEN. The first response to children where this is the case will be high quality teaching targeted at the areas of weakness.

Where progress continues to be less than expected the class teacher and INCO should assess whether the child has SEN. Evidence will be gathered, including the views of the child and parent, and extra teaching and support through appropriate interventions will be designed to secure better progress.

In the same way, persistent disruptive or withdrawn behaviours do not automatically mean that a child has SEN. Where there are concerns, the school will assess any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

A Graduated Approach

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and the following on-going support cycle will be put in place:

Assess

- The teacher's assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- Child development in comparison to their peers.
- The views and experiences of the parents/carers.
- The child's own views.
- If relevant, advice from external support.

Plan

- The teacher and the INCO should agree in consultation with the parent and the pupil, the reasonable adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- The class teacher remains responsible for working with the child on a daily basis.

Review

- The impact and quality of the interventions should be evaluated, along with the views of the parents/carers and pupils. This should feed back into the analysis of the pupil's needs.
- A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of

pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff.

When a child is identified as making less than expected progress, and there are concerns by the school and or parent that a child has SEND, the INCO will arrange a meeting to discuss the strengths and barriers to learning that have been identified.

The child will be added to the school's inclusion register as having SEN. A One Page Profile with targets that are clear and measurable will be written and shared with parents, staff and child (if age and stage appropriate). This will set out a time for targets to be reviewed.

Following the Graduated Approach model decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, and of what supports the pupil in making good progress and securing positive outcomes.

This 'person centred approach' will seek to identify;

- Pupil's strengths
- Outcomes-both short and long term
- Teaching strategies used
- The provision put in place

Provision pupils with SEN will be reviewed with pupil, teacher, parent(s)/carer(s) as required (a minimum of 3 times a year).

Outside professional partners

For some children, outside professional advice and support from health and care, educational and family services or social services may already be involved. Where these professionals have not already been working with school staff, the INCO may contact them with the agreement of parents/carers. Further information about our outside professional partners can be found on the school's SEND Information Report.

Education, Health and Care Plans (EHC Plan)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, expected progress has not been made, the school and parents/carers should consider requesting an EHC needs assessment.

Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Medical Conditions

School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education and the school

will comply with its Supporting Pupils with Medical Conditions Policy. 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).

This policy needs to be read in conjunction with the SEND Information Report, available on the school website www.greenway.herts.sch.uk and school's policies as set out below:

Teaching and Learning Policy
The Equality Policy
Complaints Policy and Procedure
Admissions Policy
Supporting Pupils with Medical Conditions Policy
Behaviour Policy
Anti- Bullying Policy

Appendix 1 –Four Broad areas of SEND
Appendix 2-Glossary of SEND and related terminology

Appendix 1

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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| Appendix 2- Glossary of Special Education Terminology |
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| ADHD/ADD | Attention Deficit Hyperactivity Disorder Attention Deficit Disorder | ADHD/ADD is a complex condition. Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness. Common symptoms include: <ul style="list-style-type: none"> • Short attention span or being easily distracted • Restless, constant fidgeting or over activity • Being impulsive ADHD can occur in people of any intellectual ability, although it is more common in people with learning difficulties. People with ADHD may also have additional problems such as sleep and anxiety disorders. |
| | Assessment | This involves building a picture of the child's abilities, strengths and weaknesses, special educational needs and planning how best to support. Assessment is an important part of deciding whether a child is making expected progress. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about a child. |
| | Annual Review | If your child has an Education, Health and Care Plan (EHCP) a statutory annual review will take place and outcomes discussed and reviewed. It should take into account views of the child, parent and relevant professionals involved in supporting the child. |
| Autism | | Autism is characterised by differences with social imagination, social communication and social interaction. It is a lifelong condition. |
| AET | Autism Education Trust | A set of standards, framework and resources for schools and parents to help support pupils with Autism to meet planned outcomes. |
| | Code of Practice | The SEND Code of Practice 0-25 (2014) gives guidance on how to assess and support children with Special educational needs. www.gov.uk/government/publications/send-code-of-practice-0-to-25 |
| | Differentiation | The adjustment of teaching methods and /or resources according to the needs of the pupils. It can be aimed at individuals, class or group. |
| | Differentiated Curriculum | A curriculum that is specially adapted to meet the special educational needs of individual pupils. |
| | Dyscalculia | Children with Dyscalculia have difficulty acquiring specific mathematical skills such as number concepts, facts and procedures. It is a type of Specific Learning Difficulty (SpLD). |
| | Dysgraphia | Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on to paper. People with Dysgraphia may have problems organising letters and numbers and words on a line or a page. It can be a result of processing what the eye sees (visual-spatial awareness) or processing what the ears hear (language processing difficulties). |
| | Dyslexia | A marked persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Dyslexia is a type of Specific Learning Difficulty (SpLD). |
| | Dyspraxia | Affects the co-ordination of movement. It can also affect the co-ordination of the speech organ (oral dyspraxia). Dyspraxia is a type of Specific Learning Difficulty (SpLD) |
| EHC | Education, Health and Care Plan | From September 2014 EHCP will be issued instead of a Statement of Special Educational Needs. Existing Statements will be converted to EHC's over the next 3 years. The criteria and procedure for securing an EHC is available in the |

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| | | SEND Code of Practice 0-25 (2014) document. |
| EP | Educational Psychologist | An Educational Psychologist (EP) is usually employed by the Local Authority (LA). Their main work is in schools and pre-school settings to provide advice, support and staff training for children with SEND. They will also perform assessments of children with SEND and produce a report as part of the statutory assessment for an EHCP. |
| | Exam and assessment special arrangements | Special arrangements can be arranged for pupils who are disadvantaged in exams because of certain difficulties and/or SEND. Readers, scribes and/ or extra time can be arranged for pupils who meet the exam board criteria. |
| | Governors | Each school has a board of governors that is responsible to all stakeholders of the school for making sure the school provides a good quality education. |
| HI | Hearing Impairment | Children with hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. A child with HI may need hearing aids, specific adaptations to their environment and/or particular teaching strategies in order to access the curriculum. Some children may need the involvement of a hearing impairment advisory teacher. |
| | Inclusion | Inclusion is the process by which schools and other establishments change and adapt their practices, policies and procedures to increase the presence, participation and achievement of children with special educational needs and/or disabilities. |
| INCO | Inclusion Co-ordinator | The INCO is a teacher responsible for the overseeing and co-ordinating the day to day SEND provision within the school. The INCO's work may include support for individuals, groups of children, parents and work with external professionals. |
| LD | Learning difficulties | A child may have learning difficulties if she/he finds it very much harder to learn than most children of the same age. |
| LA | Local Authority | Each council has an LA. The LA is responsible for the education of all the children living within the council's area. |
| | Local Offer | This can be found at: http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page It details Hertfordshire County Council's local offer and is a resource where you will find information about services available in your local area for parents, children and young people aged 0-25 with special educational needs and disabilities (SEND). |
| MLD | Learning Difficulty | Children with moderate difficulties have a much greater difficulty than that their peers in learning and acquiring new skills. |
| | One- page Profile | A One- page profile is a way of capturing the likes, dislikes, learning styles, and strategies to support an individual pupil on one page. |
| OT | Occupational Therapist | Some children have difficulties with movement. The therapist will assess the child's needs and devise a plan of support. For some children an OT will visit school to observe/work with a child, for others a plan of support will be devised and school will implement it. |

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| OFSTED | OFSTED | Office for Standards in Education. It is the inspectorate for children and learners in England and oversees the provision of education and care through inspection and regulation. |
| | Personalised learning | This is when learning is tailored to meet the needs of an individual to ensure that every child achieves their full potential. |
| | Phonological Difficulties | A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech. |
| PD | Physical Difficulty | There is a wide range of PD and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability not a SEN. For some, the impact may be severe. A medical diagnosis does not mean a child has SEN. It depends on the way it impacts on their educational needs. |
| SENCO | Special Educational Needs Co-coordinator | The SENCO is a teacher responsible for the overseeing and co-ordinating the day to day SEN provision within a school. In Greenway we use the term INCO (see INCO description above). |
| SpLD | Specific Learning Difficulties | A term used when a pupil has difficulties in a specific area of learning, such as Dyslexia, Dyspraxia, Dyscalculia, ADHD. Schools may seek advice from outside agencies to support a pupil with SpLD. Our local SpLD base is at Thomas Coram Church of England School. |
| SEN SEND | Special Educational Needs Special Educational Needs and Disability | Children with SEND have significantly greater difficulty learning than most of the children of same age or have a disability. The INCO and class teacher will identify a child with SEND and seek the views of parents/carers. Appropriate provision will be put in place and reviewed as part of the 'Graduated Approach' mentioned in the 'Code of Practice' and the Greenway SEND Policy. |
| | SEN Support Plan | This is a document that will be drawn up with class teacher, child and parent and show outcomes, and how these will be achieved for an individual. Some pupils with SEND will have a SEN support plan. It will depend on whether it is the appropriate tool to support the particular individual. |
| | Statutory Assessment | This is the process for producing an Education, Health and Care Plan(EHCP). Parents, a young person over the age of 16, who is deemed capable and a variety of professionals can request a statutory assessment. Not all statutory assessment requests result in an EHCP. |
| | SEN Information report | This is available on the school website and details the provision and support that Greenway offers for pupils with Special Educational Needs/Disabilities (SEND). |
| TA | Teaching Assistant | An adult employed and trained by school to support the learning of pupils in school. Teaching assistants may work with individuals, groups or the whole class and are deployed to best meet the needs of the pupils in the school. |
| | Transition Transition Plan | Transition is when a child moves from one setting to another, such as from home to nursery, school, child minder or from education to adult life. Planning for transition is important particularly if a child has a significant level of need to ensure it is successful. If your child has an EHCP the annual review plan in Year 5 must include the |

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| | | drawing up and subsequent review of a Transition Plan to secondary school. |
| VI | Visual Impairment | Refers to a pupil with irretrievable sight loss and visual loss to such a degree that additional support is required. It covers a wide range spectrum of visual impairments. |