



Special Educational Needs at Greenbank – An Overview

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SEN code of Practice 2014

In September 2014 the government introduced SEN reforms to school, the aims of which were to streamline support for children and young people aged 0-25. The main changes were:

- Children/young people aged 0-25 are covered
- There is a greater emphasis on parent/child participation
- There is a joined-up approach between education, health and social care
- A Local Offer must be produced
- There should be a graduated approach to identification of SEN and support
- Statements of SEN were replaced by Education, Health and Care Plans (EHCPs)
- “School Action” and “School Action Plus” were replaced by “SEN Support”

SEN Definition

The Government’s definition of SEN in the 2014 SEN Code of Practice is:

“A child has SEN if they have a learning difficulty or disability which calls for ‘special educational provision’ to be made for them and they have greater difficulty in learning than the majority of others of the same age”.

SEN Register

A Register of all those children with an EHC Plan and who have been classed at “SEN Support” is kept by the SENDCo. There are also some children who are listed as “Monitoring”, who may need additional monitoring for a variety of reasons, eg speech and language issues or undiagnosed conditions. The four broad categories of SEN are:

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

SEN Assessment

Children with SEN are assessed via a graduated approach. We may:

- Observe them in class
- Alter provision or our approach to suit needs better
- Refer to outside Agencies for further advice or support
- Use a different assessment system
- Offer intervention

After discussion with parent/carers we may then class a child as “SEN Support”

What can we offer?

- A variety of interventions
- Personalised curriculum
- Referrals to outside Agencies for diagnosis or further guidance
- Links with other schools to share expertise and develop our knowledge of SEN
- Working closely with our Pastoral Team to provide bespoke support for individual children
- SEN Parent Groups to enable parents of children with SEN to provide support, share expertise and strategies