



**Greenbank Primary School  
Special Education Needs and/or Disability  
(SEND) Policy**

**September 2022**

## **Mission Statement**

*Greenbank School community will provide exciting, stimulating and relevant learning opportunities within a safe, happy, caring and fun environment.*

*We will develop each individual as a whole, enabling them to reach their full potential and feel valued academically, creatively, socially, morally and spiritually.*

*We will promote respect and empathy for all, independence and active involvement, both indoors and outdoors; so that all who leave Greenbank are more aware of the contribution they can enjoy making to the wider world.*

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-15 (2014)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Teachers Standards 2012

This policy was created by the school's SENCO in liaison with the SLT, staff and parents

## **Aims**

At Greenbank we aim to provide a safe, happy and structured community in which all pupils are valued as individuals. We seek to provide a culture in school where parents, staff, governors and pupils can work safely together in mutual support.

The aim of our Special Education Needs Policy is to ensure that:

- We identify and assess pupils with SEN as early as possible
- We monitor the progress of all pupils with SEN continuously to ensure that they are able to reach their full potential
- All procedures for identifying pupils with SEN are known and understood by everyone
- Records relating to SEN follow the pupil through school and are clear, accurate, accessible and up to date
- Staff awareness of SEN is raised through INSET and expertise is shared
- We work in partnership with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes facilitating their understanding of SEN procedures and practice and providing regular feedback on their child's progress

- We work closely with support services and other professionals and agencies when pupils' needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Rochdale Additional Needs Service, SEN Assessment Team, Speech and Language Therapy, Occupational Therapy Service, Healthy Young Minds and #Thrive.
- All pupils are given access to the curriculum at an appropriate level and their learning and achievements are maximized at every stage of their primary school career

### **Principles of the SEN Policy**

The following principles are essential in developing a SEN policy and providing an inclusive curriculum:

- ensuring that appropriate learning challenges are set so that every pupil has the opportunity to experience success in learning and achieve high standards
- responding to pupils' diverse learning needs by planning approaches to teaching and learning to enable all pupils to take part in lessons fully and effectively
- overcoming potential barriers to learning and assessment for individuals and groups of pupils by ensuring that planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that appropriate support can be given
- having policies and procedures in place to ensure that all pupils, whatever their needs, are safe in school

### **Definition of Special Educational Needs**

The following definition is taken from the SEN Code of Practice 2014:

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

The revised Code of Practice focuses on meeting these needs in the classroom and, therefore, all Class Teachers must accept the responsibility that meeting the educational needs of all pupils in the classroom lies with them, and that all teachers are teachers of pupils with Special Educational Needs.

## **Role of the SENCO**

The main responsibilities of the SENCO are to:

- work closely with the Head Teacher to help to determine the strategic development of SEN provision
- have responsibility for the day to day operation of the school's SEN policy
- have responsibility for co-ordinating provision of SEN
- liaise with parents of pupils with SEN
- liaise with external services and agencies, other schools and voluntary bodies
- advise and support other staff members by suggesting teaching strategies and information about SEN
- ensure that relevant information and records about individual pupils with SEN is collected, recorded and updated
- raise staff awareness and expertise of SEN issues through CPD and INSET opportunities
- ensure that there are adequate transition arrangements for pupils with SEN
- work with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access requirements

## **Identification of Special Education Needs**

At Greenbank we recognise that early identification and assessment of Special Education Needs is necessary to provide greater educational opportunities for each pupil. This is an ongoing process throughout a school year.

The SEN Code of Practice (2014) categorises four broad areas of SEN:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

SEN encompasses a wide range of needs and difficulties which may include one or more of the following:

- Cognition – understanding and the ability to reason/make links between learning
- Learning Delay – difficulty with reading, writing, spelling, number
- Sensory difficulties – hearing or visual impairment
- Physical difficulties – with gross and/or fine motor skills
- Speech and Language development
- Social skills and interaction
- Emotional and behavioural difficulties
- Medical difficulties linked to the above

The following are not considered to be SEN – although these factors may impact on progress and attainment. Pupils with:

- Disability
- Poor attendance and punctuality
- Poor health and welfare
- C4C (Cared For Children) Status
- EAL (English as an Additional Language)
- Poor behavior – persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN

To help identify pupils who may have Special Education Needs, pupils at Greenbank are tracked and monitored carefully to ensure that they are making progress and are achieving their full potential. If a Class Teacher identifies a pupil with Special Educational Needs they should request a member of the SEN Team to make an observation to assess these concerns. Once the concerns have been registered and an observation has been made, advice will be given and a period of **assess – plan – do – review** takes place. The Class Teacher will continue to monitor the pupil in the classroom context, observing progress and behaviour and providing any intervention as necessary.

At Greenbank we will also be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their pupil.

### **A graduated response to SEN**

In order to help all pupils who have Special Education Needs, Greenbank has adopted a graduated response that encompasses an array of strategies and recognises a continuum of Special Educational Needs. The school will adopt and closely follow the SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs. All staff have a responsibility for identifying pupils with Special Educational Needs. Class Teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way and this is evidenced in planning. The progress of every pupil at Greenbank is tracked through a variety of assessment systems, including Development Matters, iTRACK and a variety of summative assessment and diagnostic tests.

### **Quality First Teaching**

At Greenbank we consider that pupils' needs are met well through Quality First Teaching. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching is regularly reviewed through an ongoing programme of observation in order to ensure that all pupils make good progress. The progress and needs of every pupil are discussed termly at Pupil Progress Meetings and SEN Review Meetings.

## **SEN Support**

If it is felt that Quality First Teaching and provision has been undertaken and a pupil has still made less than expected progress, following discussions with parents and monitoring by the Class Teacher, the pupil will be added to the SEN Register at SEN support. In order for a pupil to be entered onto the Special Education Needs Register at SEN Support these concerns must be underpinned by evidence about the pupil who, despite receiving differentiated learning opportunities and intervention:

- Makes little or no progress even when teaching approaches are targeted in the identified area for development through intervention
- Has difficulty in developing English and Maths skills which results in poor attainment in curriculum areas and is working substantially below age related expectations
- Presents persistent social emotional or mental health difficulties which impedes the pupil's own learning or that of the class
- Has sensory or physical needs, and may require additional specialist equipment or regular visits by a specialist service
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

If a pupil is entered onto the Special Educational Needs Register, the parents will be informed and the pupil is consulted during SEN 1:1 consultations.

When a pupil is identified as requiring SEN Support other assessing professionals may be involved eg Educational Psychologist, RANS, HYM, SALT and Occupational Therapy. Specialists may work with pupils in school and advise about strategies and approaches. The triggers for this could be that the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing English and Maths skills
- Has emotional or behavioural difficulties that substantially and regularly interfere with the pupil's own learning and that of the class, despite having an individualised programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and may cause substantial barriers to learning

## **SEN Pupil Provision Plans and Individual Education Plans**

For pupils with an EHC Plan an IEP will be completed. For pupils at SEN Support a Pupil Provision Plan will be completed to identify specific interventions and approaches. In addition an SEN overview will be completed for each class to provide information for those pupils with SEN and information about previous intervention/additional support or advice from

external agencies. These targets and interventions are reviewed termly by the SEN Team and Class Teachers in order to assess each pupil's progress.

## **Interventions**

At Greenbank we consider that pupil's needs are met well through Quality First, class based Teaching (Wave 1). However, even in a classroom where personalised learning is effective, for some pupils this approach will not be sufficient. These pupils will benefit, at key moments, from additional small group or one-to-one interventions to enable them to make the progress needed to achieve their full potential.

### **Short Term Intervention (Wave 2)**

When a Class Teacher identifies a pupil with an additional learning need or misconception they complete a short intervention programme or activity until the pupil's understanding is assessed as being secure. This is recorded in the SEN Folder within the year group.

### **Long term Intervention Program (Wave 3)**

Where a more prominent learning need or gap is evident, or where an external agency suggests a particular intervention programme, a long term intervention program is put in place. If the intervention programme has an academic focus then it is delivered within the classroom setting during a daily intervention time slot by a member of that year group. Other needs may include accessing the Th.Inc Room or working with a member of the Outdoor Team or Pastoral Team.

Long term academic or sensory intervention programs currently in place include:

- Numbers are Fun
- RWI 1:1 Tutoring
- Precision Monitoring
- Speech & Language Link
- BLAST
- IDL
- TACPAC
- Wellcomm
- Sensory Stories

However these are regularly updated and changed to meet the current needs of the pupils. A wide range of ICT programs are also in place to support intervention, (Wave 1, 2 and 3) including:

- Clicker 6
- Speech & Language Link
- 2Simple
- A range of Maths and English Apps on the I pads

Once a pupil has been identified as requiring a long term program, a Teacher or TA will be assigned to work with a small group of pupils to deliver the intervention. The pupils will complete an initial assessment and an exit assessment to evaluate its effectiveness.

Once an intervention program is completed the pupils will fill in a pupil questionnaire in order to make necessary adaptations to future interventions as well as assess its effectiveness.

### **Monitoring of Intervention**

Each year group has an SEN Folder in which the following are recorded:

- Class timetable with specific daily intervention times
- Short term intervention records and notes
- Long term Impact Overview sheets
- Pupil Questionnaires

The SEN team monitors the folders on a termly basis and completes drop-in observations of intervention activities. This is then used to share good practice, inform costing of SEN and Pupil Premium funding and ensure intervention is being delivered to a high standard across school.

### **Referral for Statutory Assessment and completion of an EHC Plan**

If, after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources, the SEN Team will complete documentation requesting that the Authority carry out a Statutory Assessment for an Education, Health and Care (EHC). This documentation will detail the pupil's specific needs, provision that is currently in place, the impact of intervention and will include relevant reports and advice from other agencies to support the request. This request will be considered by a multi-agency panel. If the application meets the criteria the LA will complete further assessment which may lead to the creation of an EHC Plan.

### **Education, Health and Care Plans**

This will be provided if it is decided that the pupil's needs cannot be met by the support that is ordinarily available within school. In Rochdale this is known as a "My Plan". The school and the pupil's parents will be involved in developing and producing the plan. The plan will then form the basis of the pupil's SEN provision in school with stipulated additional support time and the aims of the provision. If a pupil has an EHC Plan in place, statutorily this must be reviewed annually. The Annual Review will be chaired by a member of the SEN Team. Reports will be submitted by the Class Teacher and other professionals working with the pupil. If there are concerns about the progress or behavior of a pupil with an EHC Plan then an Interim Annual Review can be held at any time during the year. The Annual Review can be used to request additional support or changes to the EHC Plan.

### **Working in Partnership with Parents**

At Greenbank we believe that a close working relationship with parents is essential. We value parental input concerning a pupil's welfare, education and provision and encourage parents to share their views actively and openly. For pupils with SEN additional communication may be necessary to keep parents updated with progress and to discuss any difficulties that may be experienced. We encourage parents' attendance at meetings with agencies

in order that they can participate in decision making relating to their child's education.

The pupil's class teacher will be the first point of contact and reference for parents to discuss any concerns.

The Local Authority has drawn up a Local Offer which sets out what the Local Authority will do to support pupils with SEN. A link can be found on Greenbank's website. Parents may also visit the SENDIASS Service (formerly Parent Partnership Service) where independent advice, support and guidance is provided. Families can also be supported under the Early Help Assessment (EHA).

### **Supporting Pupils with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school also complies with the statutory guidance "Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England" September 2014.

### **Monitoring and Evaluation**

The SEN team ensures that the school reviews policy and practice regularly. The SEN Review Meetings and Pupil Progress Meetings and regular analysis of data ensures that areas of development are actioned. Both the Local Authority and The Inspirational Professional Learning Community Network (IPLCN) hosts an SEN Cluster where good practice is shared and areas of development or need for individual schools are addressed. Regular SEN Parents' Meetings also ensure that school reviews its practice and seek the views of parents.

### **Policy Review**

This policy will be reviewed in September 2023.