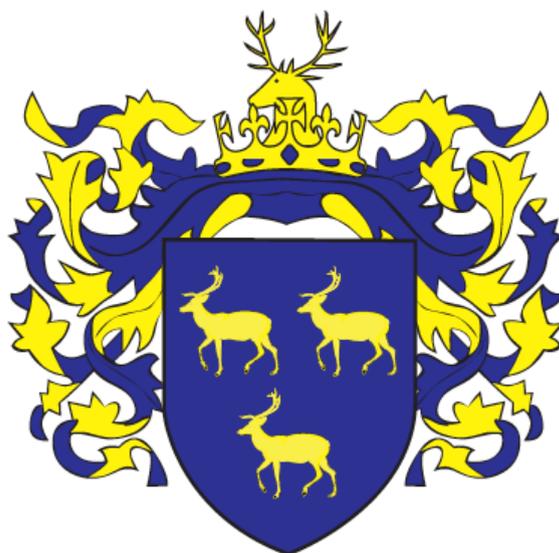


# Green Meadow Independent Primary School



## Special Educational Needs Policy

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Robson Way  
Lowton,  
Warrington  
Cheshire WA3 2RD

Manager/Head teacher: Sandra Green  
Deputy Head Teacher: Amy Watson  
Infant Deputy Head Teacher: Donna Crossland  
Junior Deputy Head Teacher: Melissa Richards

Tel no: **(01942 671138)**  
E-Mail: [info@first-steps-nursery.co.uk](mailto:info@first-steps-nursery.co.uk)

**School Website: [greenmeadowindependentprimaryschool.co.uk](http://greenmeadowindependentprimaryschool.co.uk)**

# Green Meadow Independent Primary School

## Introduction

This policy is based on the Special Educational Needs and Disability Code of Practice 2014 and takes into account the Equality Act 2010 and the Children and Families Act 2014. It should be read alongside many other school policies such as the Teaching and Learning Policy, Behaviour Policy, Anti-Bullying Policy, Data Protection Policy, Admissions Policy, Safeguarding Children Policy and Gifted and Talented Policy.

## Headlines from the SEND Code of Practice 2014

- No more Statements of Special Educational Needs will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) that can be used to support Children from birth-25 years.
- School Action' and 'School Action Plus' have been replaced by one school-based category of need known as 'Special Education Needs Support' (SENS). All pupils are closely monitored, and their progress tracked each term. Those with SENS are additionally tracked by the SENDCo.
- There are four broad categories of SEND:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - Physical and sensory.

## Definition of Special Educational Needs

- A pupil has a special educational need if they have a learning need which calls for special educational provision to be made for them.
- A pupil has a learning need if they:
  - a) Have a significantly greater difficulty in learning than the majority of the pupils of the same age.
  - b) Have a disability which prevents or hinders the pupil from making use of educational facilities provided for pupils in that age group in the school.
- Educational provision is additional to, or otherwise different from, the educational provision generally provided for other pupils of the same age.

## **Aims**

Our aims are to:

- Work more closely with parents and pupils to take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- Invite parents to be involved in reviewing SEND provision for their child and take their views into account.
- Ensure all pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all Green Meadow Pupils at the level which allows them to make progress with their learning. In addition, we offer focused interventions to develop any areas of weakness (This may come at an additional cost).
- Have high expectations of all our pupils and work with them to help them reach their full potential.
- Increase access to a broad and balanced curriculum wherever feasible.

We value all the pupils in our school equally and recognise the entitlement of each child to have their needs addressed. Within this caring and mutually supportive environment we aim to:

- Build on the strengths of the individual
- Foster a positive image
- To increase access to aspects of school life through social and practical experiences.
- Ensure that effective channels of communication are sustained so that all persons including parents are aware of the implications of the Support Plan and other resources/agencies available
- Ensure that all Green Meadow pupils are successful learners at a pace appropriate to their abilities and stage of development

## **Objectives**

Our objectives are to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils.
- Ensure that every Green Meadow Pupil experiences success in their learning and achieves their highest possible standard.
- Enable all pupils to participate in lessons to the best of their ability.
- Value and encourage the contribution of all pupils to the life of the school.
- Work in partnership with parents.
- Work with the Headmistress to enable them to fulfil their statutory monitoring role with regard to SEND.
- Work closely with external support agencies, where appropriate, to support the need of individual pupils.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **Admissions**

All pupils are admitted to the School according to the School's admissions criteria, set out clearly in the Admissions Policy.

## **Implementation**

The implementation of the Special Educational Needs Policy is the responsibility of the whole School. The role of the Special Educational Needs and Disabilities Coordinator (SENDCo) is to:

- Inform parents, as soon as is practical if, after consultation with the teaching staff, we believe that further investigation to identify any potential SEN is advisable
- To highlight to parents recommended SEN professionals that they could work with or advise on support for their child
- Monitor the effectiveness of any special educational provision made for the pupil
- Ensure that records of the pupil's special educational needs and the provision made to meet those needs are maintained and kept up-to-date
- Liaise with and provide information to parents of the pupils on a regular basis about the child's special educational needs and the provision being made for those needs
- Adhere to any legal requirements for pupils with Educational Health Care Plans.
- Provide one-to-one teaching where necessary, with agreement by the parents at an additional cost
- When a pupil transfers to another school or educational setting, make available all relevant information about the child's special educational needs and the provision made to meet those needs
- Promote the pupil's inclusion in the school community and ensure access to the School's curriculum, facilities and extra-curricular activities
- Advise teachers at the School about differentiated teaching methods appropriate for individual pupils with special educational needs
- Contribute to in-service training for teachers at the School relevant to special educational needs.

The role of the Headmistress/Management Team is to:

- Monitor the curriculum for a pupil with SEND if necessary
- Ensure that the School's curricular guidelines include provision for those identified as having SEND
- Monitor the SENDCo's handling of the provision for pupils with SEND
- Have a statutory overall responsibility for the necessary educational provision for any pupil with SEND
- Ensure that the SEND Policy is updated regularly in accordance with the various Acts.
- Be responsible for allocating finance for staff and resources for SEND
- Delegate responsibility via the Management Team and SENDCo while at the same time monitoring the work of the school on the pupil's behalf.

## **Disability and Special Educational Needs**

The School currently has good facilities for physical disability and the School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate in the admissions procedure and take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with written evidence prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place.

The School needs this information so that, in the case of any child with particular needs, the School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil should an offer of a place be made. The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. For example, the School may be able to provide an examination paper in large font for a visually impaired pupil. Similarly, if special education needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments in order to allow the child to continue at the School.

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School is a purpose built school and comprises of a main hall, which is used for dining and PE lessons and 7 large classrooms situated over two floors. The first floor is accessible via a lift and there are two disabled toilets, one on each floor.

### **Identification**

Early identification and intervention is of vital importance to a child's later development and progress. Pupils with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at regularly with teachers. Where pupils are identified as not making progress in spite of additional support they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of pupils' learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by additional class or parental support. Otherwise, the child is placed on our SEND register.

Although the school can identify areas of special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to seek specialist advice where a diagnosis is required. The SENDCo can assist with put parents in touch with recommended professionals. However, it is the responsibility of the parent to make the final decision whether to use a specific professional.

### **Partnership with Parents**

We believe that parents have an essential role in enabling pupils with SEND to make progress, become successful learners, confident, self-assured and independent pupils. Pupils's learning is more effective if parents are fully involved. The class teacher/support teacher and/or SENDCo will hold termly reviews to report the child's progress and set future targets. Parents will be sent a copy and be invited to comment.

The following aims will be observed:

- The School aims to work in partnership with parents. We will make this a priority in-line with the SEND Code of Practice. We will work to enable and empower parents to ensure they have a voice in the education of their child.
- Parents will be notified early if we have any concerns regarding SEND.
- We will listen to the views of parents and to any issues that are brought forward for discussion.
- We will share information with parents in informal conversations and planned meetings.
- Parents will be invited to review meetings to discuss their child's progress and to be involved in setting targets and agreeing appropriate intervention strategies to help the child both in school and at home.
- Parents will be able to bring a friend/relative to review meetings if they wish to do so.
- We respect the different perspectives of all parties concerned with pupils identified as having SEND. We will seek constructive ways to reconcile differing viewpoints.
- We respect that parents may have differing needs and/or disabilities. We aim to provide all information to parents through an appropriate media and at an appropriate level.

## **Assessment and Provision**

Once the pupils' needs have been determined they will be placed on the School's SEN Register. The SEN Register is maintained by the SENDCo. Information detailing the individual needs and strategies for addressing those needs will be shared with staff on a regular basis.

In the Early Years the government's Early Learning Goals set out what most pupils will have achieved by the end of the Foundation Stage (Reception year). Pupils will progress at different rates but the key for the need for action is evidence that a child is not making adequate progress.

Where a child is not making adequate progress, it may be necessary to use alternative approaches. If, despite this intervention, the child does not make adequate progress, the child will be identified as having SEND and further intervention will take place.

If the child already has an identified SEND, then the records will be passed on when the child starts school. The SENDCo, class teacher and support staff will use the information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child and to ensure adequate progress within the class
- Identify any barriers to learning and individual strengths
- Ensure ongoing observation and assessment, provide regular feedback about the child's achievements and experiences, to inform the basis for the planning of the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

## **Nature of Intervention**

Intervention may include:

- Different learning materials or special equipment
- SENDCo to devise the nature of the intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Some group or individual support
- Access to LA/NHS services for occasional advice on strategies, where appropriate

## **Inclusion and Provision of Support**

Pupils with SEND should generally take part in their classrooms with their peers (with group or individual support where appropriate) but separate provisions may be necessary for specific purposes. This may include:

- Small group withdrawal
- Targeted teaching to address concepts that have been only partially understood
- Study support working with the teaching staff to further support the progress of the pupil

## **Support Plan**

Strategies employed to enable pupils to progress will be recorded within a Support Plan. The Support Plan will include information about:

- The teaching strategies used
- The provisions to be put in place
- Review date
- Outcomes

The Support Plan will record action that is additional to, or different from, the curriculum. The Support Plan will be reviewed termly and parents' views will be sought. Wherever possible, the child will take part in the review process and be involved in setting targets. The child with a Support Plan:

- Has continued to make little or no progress in specific areas over a long period, despite receiving differentiated learning opportunities
- Continues working at levels substantially below what is expected of a child of a similar age
- Has emotional difficulties which substantially and regularly interfere with the child's own learning and that of others
- Has sensory or physical needs, and requires additional specialist equipment or regular advice by the specialist services.
- Has been diagnosed with dyslexia, is receiving dyslexia tuition within school and is not making the expected level of progress.
- Has sensory or physical difficulties, and continues to make little or no progress
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases an outside professional may already be involved with the child. The School will endeavour to liaise with these professionals to ensure continuity of provision in school. Parents will always be consulted and kept informed of any action taken to help the child.

## **Paperwork for pupils with SENS (SEN Support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, a Support Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- If concerns persist a conversation will be had with parents to discuss further assessment to explore educational needs.

## **Identifying needs in the early years**

All of the above applies to SEND in the Foundation Stage as well as the additional provision stated below. Green Meadow School monitors and reviews the progress and development of all children throughout the early years. We 'track' children at the end of every term. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, teachers at Green Meadow School consider all the information about the child's learning and development from within and beyond the school, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.

From within the school practitioners particularly consider information on a child's progress in the Prime Areas - communication and language, physical development and personal, social and emotional development. Where there is any specialist advice sought from beyond the school, this will also inform decisions about whether or not a child has SEN. All the information is then brought together with the observations of parents and considered with them. Green Meadow School understands that a delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision.

Equally, we understand that difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are any concerns raised by the school, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be adopted.

Green Meadow School are aware that identifying and assessing SEN for young children whose first language is not English requires particular care. The school will look carefully at all aspects of a child's learning and development to establish whether any delay is related to

learning English as an additional language or if it arises from SEN or disability. Green Meadow School understands that difficulties related solely to learning English as an additional language are not SEN. We will consult parents in their home language with translated parts of the EYFS, if required, to develop a clear understanding of the child's progress against their native language.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities and requires special educational provision, then Green Meadow School will try to accommodate that provision. Special educational provision at Green Meadow School will be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that the school would plan for. However, we are aware that individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision that Green Meadow School would provide for a child will always be based on an understanding of their particular strengths and needs and we will seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. Green Meadow School is aware that this will help to overcome barriers to learning and participation. Support provided by us will be family centred and will consider the individual family's needs and the best ways to support them.

A proportion of our pupils have SENs (SEN support). All teachers should expect to have pupils with SEND in their classes. Types of SEND that we would expect to see are:

#### *Communication and Interaction*

- Autistic spectrum and language conditions

#### *Cognition and Learning*

- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

#### *Social, Emotional and Mental Health*

- ADHD, ADD, attachment disorders, emotional difficulties

#### *Physical and Sensory*

- Hearing impaired, Visual impaired

#### *Medical Needs*

- Epilepsy, bowel disorders and diabetes

## **Statements**

Pupils with an existing Statement of SEND will have short term targets set for them that have been established after consultation with parents and pupil and will include targets identified in the Statement. These targets will be set out in the Care Plan and be implemented, at least in part, and as far as possible in the normal classroom setting. Statements are reviewed annually. The SENDCo will invite the parents and other professionals involved to a meeting where they will consider whether any amendments need to be made to the Statement. The feelings of the child will be sought during this process.

The annual review will focus on what has been achieved as well as any difficulties that need to be resolved.

## **Links with outside agencies**

The School maintains links with support agencies and other professionals. These can include:

- Educational Psychologist
- Educational Welfare Officer
- Speech and Language Therapist
- School nurse
- Local Authority/NHS advisor
- Local Authority SENDCo for EYFS
- Child and Family Services
- Social Services
- Specialist Dyslexia Services

## **Evaluation of SEND Policy**

The Headmistress, Management team and SENDCo will consider the effectiveness and practicalities of the SEND Policy at the end of each academic year. Any remedial action or policy amendments will be reflected in the SEND Improvement Plan and the School Improvement Plan if whole school issues are identified.