



Policy for Special Educational Needs and/or Disabilities (SEND)

1 Context

- 1.1 Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, Chapter 10, Verse 10).
- 1.2 Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

2 Introduction

- 2.1 The provision for children with Special Educational Needs and/or Disabilities (SEND) is a legal requirement under the ‘Code of Practice’ 2014.
- 2.2 This school values the abilities and achievements of all pupils and is committed to providing the best possible environment for learning for each pupil. This school recognises the need for teaching that is fully inclusive.
- 2.3 This school includes all pupils fully in all lessons and activities. This school strives to be a fully inclusive school. All pupils including those with SEND are welcome in accordance with the LEA admissions policy.
- 2.4 This policy statement should be read in conjunction with other school policies.

3 Definition

- 3.1 A child or young person has SEND where their learning difficulty or disability calls for special educational needs provision, namely provision different from or additional to that normally available to children and young people of similar age.
- 3.2 A child has a learning difficulty if he or she has:
 - a significantly greater difficulty in learning than the majority of children of the same age;
 - a sensory and/or physical disability which either prevents or hinders the child from making use of facilities of a kind provided for children of the same age;
 - a disability which hinders their linguistic development i.e. hearing / speech loss;

- social or emotional problem which are hindering their concentration and progress and that of others in the class.
- 3.3 A child whose language of the home is different to that used in school is not deemed to have a learning difficulty for solely that reason. When children who have English as an Additional Language make slower progress, it should not be assumed their language status is the only reason.
- 3.4 Special Educational Provision is any educational provision which is additional to, or otherwise different from, the provision made generally for children of the same age in mainstream schools, other than special schools, in the area.

4 Scope

- 4.1 This policy applies to all aspects of school life, but especially in achieving Basic Skills in Maths and English.
- 4.2 It applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faitn tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).
- 4.3 The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). In particular this policy supports Articles 3, 6, 19, 23 and 29.

5 Rationale

- 5.1 Effective identification of children with learning difficulties enables teachers to structure their teaching appropriately.
- 5.2 Effective identification of children with learning difficulties allows children's learning to be structured to meet their needs and enable achievement,
- 5.3 Teacher assessments are used to collect evidence about children's performance.
- 5.4 Using the school's testing and target setting analysis, children's progress can be monitored and evaluated in line with other children of the same age.

6 Entitlement

- 6.1 All children in school are entitled to have their ability monitored and evaluated to ensure that they achieve their potential.
- 6.2 SEND Support Plans are devised and differentiated work set where appropriate.
- 6.3 Identifying children with SEND and developing appropriate learning programmes raises self-esteem amongst those children, enabling them to work within a culture of achievement and not failure.
- 6.4 Children with SEND can be referred to outside agencies, including:
- Speech and Language Therapist;
 - Learning Support Service;
 - Early Intervention Team
 - Doctor;
 - Visual or Hearing impaired services;
 - Physiotherapist;
 - Occupational Therapist;
 - Educational Psychologist;

- Emotional Health and Wellbeing

6.5 All parents are entitled to be informed and involved in any decisions made if their child is deemed to have SEND.

7 Aims

7.1 This policy aims to ensure that every child in Green Lane CE Primary School achieves his or her maximum potential.

7.2 This policy aims to ensure that all pupils have access to a broad and balanced curriculum.

7.3 This policy outlines how this school identifies children who have Special Educational Needs and/or Disabilities.

8 Requirements / Expectations

8.1 The arrangements in school for the identification and assessment of children follow the graduated response advocated by the Code of Practice 2014.

8.2 **Quality First Teaching.** Some children may experience emotional, behavioural and social difficulties at some stage in their education. Their difficulties may not be severe and can be managed through quality first teaching within a whole school/class setting which has a positive, caring ethos and where rules are applied consistently.

8.3 **A Short Note** is to be used for any concern that a teacher or parent may have regarding the child. It will allow any concerns to be addressed, a short term target set and then a review period. If at the end of the review period the concern has not been resolved then the Special Educational Needs Coordinator (SENCO) is to be involved and this may lead to the child requiring a SEND support plan. This intervention can be triggered for pupils who:

- make little or no progress;
- demonstrate difficulty in developing literacy or numeracy skills;
- show persistent emotional/ behavioural difficulties which are not affected by behaviour management strategies in place currently;
- have sensory/ physical impairments;
- experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

8.4 **SEND Support Plan** This document will include SMART outcomes (Specific, Measurable, Attainable, Relevant and Timed) these outcomes will be set and reviewed with the child and parents. SEND Support Plan intervention will usually be triggered through continued concern that a pupil:

- still makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower than expected for a child of similar age;
- continues to experience difficulty in developing English / Maths skills;
- has social / emotional problems that often substantially impede their own learning or that of their peer group. This may be despite having an individualised behavioural management programme;
- has sensory or physical needs requiring additional specialist equipment or advice from specialists;

- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

8.5 **Education Health Care Plan (EHC)** If a child has been referred to external agencies and severe learning difficulties have been diagnosed, the child will be referred to the Educational Psychologist, who may recommend an EHC to the Local Education Authority (LEA). The LEA may issue an EHC, which names the educational establishment which can best meet the needs of the child. The establishment may be the existing school or another school/unit.

8.6 Parents are involved in every stage of the code of practice through:

- parent consultation;
- discussion with SENCO;
- individual meetings with outside agencies;
- individual meetings with LEA;
- the use of the Common Assessment Framework (CAF);
- Team Around the Child meetings;
- attendance at annual reviews for children with Statements of Special Educational Need and/or Disabilities

8.7 Teachers in school:

- have a duty to identify children with SEND and are responsible for informing parents;
- are responsible for producing a Short Note or SEND Support Plan, monitoring progress and identifying children's outcomes in planning;
- write reports and attend annual reviews;
- plan interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

8.8 The SENCO is responsible for:

- giving advice, support and appropriate training to teachers to enable them to write Short Notes or SEND Support Plans and provide appropriate support to pupils;
- collecting reports and updated information about children on the SEND register;
- organising liaison between school and outside agencies;
- referring children to outside agencies for support and advice;
- ensuring parents are invited to meetings to discuss SEND Support Plans and the outcomes which have been set.
- organising annual reviews;
- chairing annual reviews and supplying necessary documentation to the LEA;
- administering the Common Assessment Framework (CAF).

8.9 The Senior Leadership Team's (SLT) responsibilities include:

- the day-to-day management of all aspects of the school, including SEND provision;
- keeping the Governing Body informed about SEND within the school;
- describing the school's SEND Information Report regarding SEND provision on the school website;

8.10 The Governors will identify a member who has responsibility for SEND. The Governing Body will ensure that:

- SEND provision is made available for any registered pupil;
- all staff are aware of the needs of children on SEND register;
- teachers are aware of the importance of identifying and providing for those registered pupils who have SEND.

9 Identification of Children with SEND:

9.1 This school uses screening and regular testing to identify children who may have SEND.

9.2 Assessments completed by school or by external agencies include:

- Early Intervention Assessments;
- Learning Support Assessments;
- Speech and Language Screening;
- Dyspraxia Screening;
- Dyslexia Screening;
- Visual Impaired and Hearing Impaired Screening;
- End of Key Stage 1 Assessment;
- Year 1 Phonics Screening;
- “Big Write” writing analysis;
- Standardised Spelling Assessment;
- EYFS Profile

10 Monitoring and Evaluation

10.1 This policy and provision is monitored as part of the whole school monitoring process on an annual basis. Teachers provide the SENCO with information as required, who then collates information about the progress of pupils and the quality of provision and evaluates this in collaboration with the SLT and an identified Governor.

11 Review

Reviewed by SENCO November 2018

Approved by Governors: November 2018

Due for review: Autumn 2019

GLOSSARY:

SEND	Special Educational Needs and/or Disabilities
LEA	Local Education Authority
CRC	Convention on the Rights of the Child
SENCO	Special Needs Coordinator
EHC	Education Health Care Plan
CAF	Common Assessment Framework
EYFS	Early Years Foundation Stage
SLT	Senior Leadership Team