



THE **GREETLAND** ACADEMY

SEND Policy

Approved by:	Local Governing Board		
Responsible department:	SEN		
Last review date:	September 2024	Last reviewed by:	Charlotte Wild
Last updated:	September 2024	Last updated by:	Charlotte Wild
Next review due :	September 2025		

Academy Setting and Developments

The Greetland Academy

Key Stage 1 Site

Key Stage 2 Site

Saddleworth Road

School Street

Greetland

Greetland

Halifax

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Principal – Mrs H Crowther

SENDCO– Miss C Wild (autumn term) Mrs E Taylor (from the Spring Term)

SENDCO & Inclusion Governor – Mrs Gina Walsh

Governors

Governors have been briefed and their feedback incorporated into the final document.

Staff

Teachers and Support Staff have been consulted regarding the policy. Ideas have been shared and

developed to produce the final document.

Pupils

Children have been interviewed and feedback from reviews have been taken into account when

developing this policy.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of

Practice 0 – 25 (July 2014)

The Greetland Academy and Great Heights Trust Mission Statement

“The Greetland Academy strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect.”

We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach great heights.”

Rationale

At The Greetland Academy we endeavour to raise the aspirations and expectations of all children with special educational needs or disabilities. We aim to ensure all pupils with additional needs achieve their own personal best educational outcomes.

Objectives

- To closely monitor the progress of all children including those with SEND to ensure they reach their full potential.
- To give every child the opportunity to experience success in learning across the entire curriculum.
- To ensure the early identification of individuals who need extra support.
- To work closely with parents and other agencies to provide support and opportunities for those children with SEND.
- To ensure individual children and staff receive appropriate support to facilitate meeting identified special needs.
- To ensure that where appropriate the wishes of the children and views of parents are taken into account.

What are special educational needs

At The Greetland Academy we believe that children with special educational needs have physical or learning difficulties or disabilities that mean it is harder for them to learn or access education in line with most children of the same age.

These children may need extra support for learning, additional to that given to other children of the same age.

Children with special educational needs may need extra help because of a range of needs, such as: communication and interaction; cognition and learning; social, emotional and mental health needs; and sensory and/or physical needs.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This is also the case children experiencing behavioural difficulties or children who are identified as vulnerable.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

Identification of pupils with Special Educational Needs

Teachers and the SENDCO, along with parents, carers, children and outside agencies, will work together to identify children's special educational needs through a detailed analysis of:

- teacher's assessment and knowledge of the pupil
- information on pupils' progress and attainment
- individuals development in comparison to their peers
- the views and experience of the parents and the child
- advice from external support services

The action that the school needs to take to support children will take account of the following four broad areas of need and the child holistically:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A graduated approach to SEN Support

The Academy adopts the assess, plan, do, review graduated approach to pupil provision identified in the SEND Code of Practice.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier 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 good outcomes.

This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. It should also draw on the views and experience of parents, the pupil's own views and, if relevant advice from external support services.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher on the effective implementation of support where necessary.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly. The impact and quality of the support and interventions should be evaluated. New targets and/or support strategies will be set in a meeting with parents.

A child's special educational needs &/or disabilities will be met at one of the following stages:

Initial Concern/Monitoring

An informal stage where class teachers identify a concern about a pupil's progress, gather available information about the pupil, discuss strategies for providing appropriate learning tasks for the pupil with the SENDCo and seek to discuss concerns with the pupil's parents/carers. The teacher will plan support on a cause for concern form and share this with the school SENDCo. If, during the review of provision, there are still concerns about a pupil's learning the teacher will request that the pupil is added to the school SEN support register. At this stage a one-page profile will be created which outlines the quality first teaching strategies and interventions that are needed to support the pupil.

SEN Support

This is the first formal stage. The triggers for intervention through School Support could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision is mainly classroom based, managed by the Class Teacher, where:

- a set of individual targets is drawn up for the pupil, in consultation with the pupil's parents/carers, the pupil and advice from the school SENDCo.
- progress is reviewed on at least a termly basis.

The majority of support is provided in class by the Class Teacher.

If, despite significant support and intervention the school has evidence that a pupil is making insufficient progress, or if the SENDCo believes the nature of the pupil's difficulties requires it, the school may seek further advice and support from external professionals.

Referral for an Education, Health and Care Plan

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

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Other external agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The criteria for applying for statutory assessment are set by the Local Authority and not by school.

Reviews of Statements and EHC plans

EHC plans must be reviewed annually. The SENDCO will organise these reviews and invite:

- The pupil's parents
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- Any outside agencies who have direct involvement with the pupil
- Any other person the SENDCO considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress on relation to the objectives set out in the EHC plan
- Review the provision made to meet the pupil's need as identified in the EHC plan
- Consider the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Transition Reviews receiving schools should be invited to attend in order to plan appropriately for the new academic year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the limits set out in the Code, the SENDCo will complete annual review form and send it, with any supporting documentation to the LA. The Academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC plan.

Criteria for exiting the SEND record

If it is felt that a child is making progress which is sustainable then they may be taken off the SEND register.

If this is the case then the views of the teacher, SENDCo, child and parents need to be considered, as well as that of any other professionals involved with the child.

If it is agreed by all to take the child off the SEND register, then all records will be kept until

the child leaves the school (and passed on to the next setting).

The child will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings.

If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

Supporting pupils with medical conditions

The Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

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. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions which can be found under the “Policies” tab on the school website.

Admission Arrangements

No pupil will be refused admission to the Academy on the basis of his or her special educational need. In line with SEN, Disability Act, Disability and Equality Scheme and Safeguarding we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. See Calderdale Admission Policy, which the Academy has adopted.

Management of SEN within the Academy

The Principal and Governing Body have delegated the responsibility for the day-to-day implementation of this policy to the SENDCo, Miss Charlotte Wild. The SENDCo has Qualified Teacher status and holds the National Award for SEN Co-ordination.

All Academy staff have a responsibility for inclusion and for supporting pupils with SEND. All children on the SEND Register will have a record of their provision and support through an IEP and/or a One Page Plan.

Information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow them to achieve and any other professionals who have contact with the child will be recorded in their SEND Support Plan on Edukey.

Class teachers, parents, the child and other professionals will all contribute to the Individual Education Plan (IEP). An IEP is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place termly, where parents and the child will be involved in reviewing progress and setting new outcomes.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Roles and Responsibilities

Provision for children with SEND is a matter for the Academy as a whole. The governing body in consultation with the Principal, has a legal responsibility for determining the policy

and provision for children with special educational needs. It maintains a general overview and has an appointed representative who takes interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any children with SEND
- all staff are aware of the need to identify and provide for children with SEND
- children with SEND join in school activities alongside other children, so far as is reasonably practical and compatible with their needs and the efficient education of other children
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self review
- they set up appropriate staffing/funding arrangements & oversee the school's work for SEND

The Principal is responsible for:

- the management of all aspects of the school's work, including provision for children with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The special educational needs co-ordinator (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for children with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- liaising with the Principal and Governor with responsibility for Special Needs on issues of SEND within the school.
- helping staff to identify children with special educational needs
- supporting class teachers in devising strategies, drawing up One Page Profiles
- setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND using existing school assessment information, e.g. class-based assessments/ records, SATs, etc.
- contributing to the in-service training of staff
- liaising with secondary school to ensure a smooth transition

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing children's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the children (in liaison with the SENDCo, parents and children)
- Regularly reviewing the impact of these adjustments, interventions and support, including

children with SEND in the classroom, through providing an appropriately differentiated curriculum.

- Retaining responsibility for the child, including working with the child daily
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting children with SEND.
- Directly liaising with parents of children with SEND
- Manage and liaise with support staff within their class to ensure the needs of children's on the SEND register are met.

Record Keeping

The Academy will record the steps taken to meet pupil's individual needs.

The SENDCo will maintain the records and ensure access to them where required.

Information is stored either on the school SEND management system, Edukey or in a locked cabinet.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

There are regular opportunities for staff to seek support from the SENDCo in relation to their knowledge and understanding of SEND.

Teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual children. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENDCo regularly attend the SENDCo network meetings in order to keep up to date with local and national updates in SEND and to forge local links. The SENDCo will disseminate training where appropriate to other staff members.

Complaints

If there are any complaints relating to the provision of inclusion these will be dealt with in the first instance by the SENDCO then the Inclusion Leader and then, if required the Principal.

The Chair of Governors maybe involved if necessary. In the case of any unresolved complaint the LA maybe involved.

Review of The Inclusion Policy

The Academy considers the Inclusion Policy document to be important and in conjunction with the Governing Body, undertakes a thorough review of both the policy and practice each year. The outcomes of this review are used to inform the Academy Development Plan.

The policy was written – September 2024

Ratified by Governors on – October 2024

Review Date – September 2025

Appendices:

SEN Code of Practice (2014)

Assessment Policy

Safeguarding Policy

Health & Safety Policy

Disability & Equality Scheme

Child Protection Policy