

Special Educational Needs & Disability

1. Aims

This policy aims:

- To create an ethos and educational environment that meets the needs of every pupil in the school;
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school and make the best possible progress;
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies;
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities;
- To develop self-esteem, promoting a positive self-image and a “can do” culture.
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

2. Legislation and statutory requirements

The Special Educational Needs and Disability (SEND) Code of practice (2015) requires all local authorities to describe the special education provision it expects to be available for children and young people who have SEND. It explains the duties of school to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

- The SEND Code of Practice (2015) says we must:
- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child, young person and the child’s parents are central to achieving the best possible educational outcomes.
- Use our best endeavours to make sure that a child with SEND receives the support they require.
- Appoint a SENDCO who must be a qualified teacher working in the school: Greenbank Primary School SENDCO is Mrs Joanne Hughes
- Take steps to ensure that children with medical conditions get the support required to meet those needs
- Publish and update the SEND information Report Annually.
- Publish our arrangements for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve this over time. The school’s Accessibility Plan may be found at:
- <http://www.greenbank-primary.co.uk/sendsafeguarding/>
- Co-operate with the local authority in the Education, Health and Care Plan review process and in reviewing the provision that is available locally.

3. Our School Mission

We aim to provide a learning environment where all children can achieve their highest potential and to foster a climate where all children, regardless of class, race, gender or disability feel secure and can grow in confidence and self-esteem'

At Greenbank Primary School we are committed to fulfilling Our School Mission statement above by ensuring children with SEND are provided with high quality provision which meets their needs. We will achieve this by:

- Ensuring all children have their needs identified and assessed – having a clear and transparent approach for identifying pupils at the earliest point.
- Ensuring that children are provided with high quality provision which is differentiated and personalised
- Ensuring that children and their families are fully included in the life of the school.
- Using a graduated approach for support – assess, plan, do, review.
- Identifying and removing barriers to learning and putting effective provision in place.
- Using provision mapping to monitor programmes and interventions.
- Promoting high expectations of and ensuring all children achieve their best.
- Developing the effectiveness of teaching and learning through monitoring and evaluation of approaches.
- Ensuring teachers are responsible and accountable for the progress and development of pupils in their class.
- Supporting the emotional, mental and social development of children and young people, including extra support for listening to the views of children.

4. Lines of responsibility and accountability

The main responsibilities listed in this policy fall within the role **Special Educational Needs and Disabilities Coordinator: Mrs Joanne Hughes**– who can be contacted via the school office on 0151 522 5748 or by email j.hughes@greenbank.liverpool.sch.uk

The SENDCO promotes the development of SEND provision by:

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors.
- Coordinating provision for pupils with SEND.
- Liaising with and advising all colleagues.
- Managing and coordinating the work of Learning Support Practitioners
- Overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Contributing to whole school CPD/ training particularly the induction of new staff.
- Liaising with and drawing upon the advice of external agencies and LA.
- Ensuring provision maps are in place and regularly reviewed.
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked.

- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification.
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan.
- Ensuring a smooth transition across key stages and phases.
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.

The Headteacher: Mrs D Wrigley has overall responsibility for the strategic management of SEND provision and the Accessibility plan. The Headteacher at Greenbank Primary School promotes the development of SEND provision by:

- Working closely with the SENDCO.
- Keeping the Governing Body fully informed about the working of this policy: Taking into account the requirements of OFSTED and the SEND Code of Practice.
- Encourage all members of staff to participate in training to help them reach the objectives of this policy.
- Ensure the SENDCO achieves the statutory requirements for the performance of her duties.
- Ensure an appropriate level of resources is provided to support the progress of pupils with SEND

We acknowledge that the SENDCO shares this responsibility with the rest of the staff within the school. The teachers promote the development of SEND provision by:

- Measure and monitor the ongoing progress in learning, behaviour and social development for pupils with SEND
- Identify and reduce barriers to learning
- Differentiate the curriculum to provide maximum access
- Follow the guidance of national strategies
- Discuss planning with additional support staff
- Discuss progress of pupils with SEND with SENDCO, Leadership Team and LSAs
- Utilise a range of teaching strategies to match pupils' preferred learning styles
- Devise strategies with the SENDCO to support pupils Learning Plan implementation
- Ensure pupils know their targets
- Link Learning Plans to teacher planning
- Understand the collaborative partnership of LSA and teacher, in meeting the diverse needs of pupils in the inclusive classroom
- Understand and follow the graduated approach for pupils with SEND
- Teach pupils how to learn
- Have high expectations of pupils with SEND
- Use appropriate assessment

The School Nominated SEND Governor is Mrs Brenda Barnes who can be contacted through the school office on 0151 522 5748. The SEND Governor at Greenbank Primary School promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENDCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENDCO and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- attending training in relation to SEND;
- Reviewing and monitor the effectiveness of the SEND Policy

5. Admissions procedures

The Governing Body at Greenbank Primary School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010: *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.'* (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

The Admission arrangements for Greenbank Primary School can be found on our school website: <http://www.greenbank-primary.co.uk/admissions/>

6. Pupil code of conduct

All pupils have access to our school's broad, balanced and enhanced curriculum – information of this can be found on our school website:

<http://www.greenbank-primary.co.uk/curriculum/>

Early identification of pupils with SEND is important in overcoming barriers to learning. The SENDCO works closely with the school assessment coordinator to interrogate available data including NFER (National Foundation for Educational Research) tests.

Teachers provide pupils with differentiated work and provide Quality First Teaching (Wave One Teaching). Pupils falling just below national expectations will benefit from one or more of a range of interventions (Wave

Two catch up programmes). When a pupil is consistently and significantly falling behind normal expectations consideration will be given to the pupil's own individual needs and possible referrals to outside agencies will be discussed with parents / carers before being made (Wave Three).

Pupils may also be considered for referral for High Needs funding or an Education and Health Care Plan (see below).

Greenbank Primary School recognises that 'moving on' can be difficult for a child with SEN and steps are taken to ensure that any transition is as smooth as possible.

- If a child is moving school, relevant staff:
 - will contact the new school's SENDCO to ensure a comprehensive hand over.
 - will ensure all records are passed on as soon as possible.
 - will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with an EHC Plan
- When moving classes in school including from one key stage to another:
 - Information, including Individual Pupil Profiles, will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place.
 - Visits to the new classroom and facilities will be made
 - If beneficial, a social story book or photo album will be created.
- In Year 6
 - The SENDCO will attend the Secondary School Transition Day to discuss the specific needs of SEND pupils with the Secondary SENDCO.
 - Additional, personalised support for individual SEND pupils may include extra visits to their new school and in some cases staff from the new school will visit Greenbank.

7. Methodology for Intervention and Support

This follows the ASSESS, PLAN, DO, REVIEW model of graduated intervention.

- An important feature of SEND support is the collection of all known information about the pupils and those in regular daily contact with the pupil should attempt to deal with concerns raised. When a teacher, support staff or SENDCO identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO OR DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer.
- Intervention will be triggered when concerns about individual pupils receiving differentiated learning opportunities:
 - Make little, slow or no progress.
 - Show sign of difficulty in developing Mathematic and English skills that result in significantly poor attainment in line with age related expectations.
 - Persistent emotional difficulties which continue despite management techniques used in school.
 - Have significant sensory or physical problems that impact on their ability to learn.
 - Have communication and/or relationship difficulties which continue despite differentiated approaches.
- Parents/ Carers will be informed as soon as concerns emerge and will be consulted by the school SENDCO; the views of the pupils will also be sought.

- All information about the pupils from within the school, together with any additional information from the parents will be considered.
- The SENDCO will undertake in house assessment as appropriate and may use outside specialists to enhance the provision.
- The SENDCO will facilitate the collection of all available information about the pupil. Information will be collected from: - School staff working with the pupil. - School Tracking systems. - Parents/carers - The pupil
- The class teacher, supported by the SENDCO and in agreement with the parents, carers and pupils will decide the interventions and support that will be put in place and the targets to be achieved. This will be recorded on our school individual pupil profile system.
- Pupil profiles will be reviewed on a termly basis or at other agreed intervals according to need.
- Parents/Carers and pupils will take part in the review process and will be involved in setting further targets.
- A request for additional advice from external services may be made at this stage. The decision to take further advice will be made by the SENDCO in consultation with teaching staff, parents and where appropriate the pupil.
- Progress may be such that the pupils are no longer giving a cause for concern and can return to being subject to the usual differentiated curriculum.

Some pupils may require significant additional support. The school funds the first £6000 support for a child. If further support is needed, an application can be made to the local authority for High Needs Top Up funding.

Education, Health and Care Plan assessment process

A child who has lifelong or significant difficulties may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child requires a multi-agency assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

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. Further information about EHC Plans can be found via the SEND Local Offer: <http://fsd.liverpool.gov.uk/>

8. Staff Training and Effective Use of Resources, including Learning Support Assistants

Once the Governing Body have confirmed the schools budget the Headteacher will manage allocated funds from the school's budget and will ensure the best use is made of these resources through provision mapping. It is a requirement that schools fund up to the first £6000 of any SEND support for a young person. At Greenbank Primary School we allocate SEND funding in the following ways:

- Learning Support Assistants;

- Training for all Teachers and Learning Support Assistants so that they can meet pupils needs more effectively;
- Specialist books and equipment;
- In class and withdrawal support from teachers or support staff;
- Purchasing and maintenance of ICT and electronic equipment.

9. Accessibility and Inclusion

We are full committed to the principle of inclusion and the good practice which makes it possible.

Our policy will enable pupils with SEND to be an integral part of our school community. All pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or providing support that will help the pupil to participate in them.

Pupils will only be withdrawn when:

1. They will benefit from intensive individual work on cross curricular skills
2. It is inappropriate or medical advice indicates that it is unsafe for the pupils to participate and an alternative must be arranged.

Three principles for inclusion:

Setting suitable learning challenges

- We aim to give every pupil the opportunity to experience success in learning and to achieve as high standard as possible.

Responding to pupils' diverse learning needs

- We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

- We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

The school site is fully accessible for wheelchair use on both the ground floor and upper floor. There is a lift to facilitate access to the upper floor. Toilet facilities for the disabled are available on both the ground and upper floors.

We strive to ensure that wherever possible we remove barriers to accessing the curriculum, the learning environment and communications sent out from school. To this end we have an Accessibility Policy <http://www.greenbank-primary.co.uk/sendsafeguarding/>

Use of External Agencies

The SENDCO will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care Planning will follow the protocol agreed by Health and Education. The SENDCO will ensure that staff have relevant training and there are procedures in place to support pupils. Agencies which Greenbank Primary currently work in partnership with include:

- SENISS

- CAMHS / YPAS / Seedlings
- Outreach Support from independent providers
- Health and Social Services
- Educational Psychology
- Physiotherapy
- Occupational Therapy
- Sensory Support Service
- SEN Consortia
- Speech and Language Therapy Services

10. Complaints Procedure

If you have any complaints about the special education provision we make for your child please speak initially to the class teacher or SENDCO. If the matter is not resolved, then please contact the Headteacher and follow the school's Complaints Procedure. The Headteacher will investigate and will contact you within 5 school days. If she has not resolved the matter to your satisfaction, then please see the Complaints Procedure for details of the next steps to take. A copy of the school's Complaints Procedure is available from the school office and is also available on the school website.

11. Monitoring arrangements

This policy will be reviewed by the Governing Body on a yearly basis.

This policy will be monitored throughout the year to ensure that current and up to date legislation is taken into account.

Version Control

Review cycle: Yearly basis or in the light of any relevant legislative changes or updated guidance

Next Review Date: Spring Term 2023

LCC Version	Date Amended	Amends/Actions	Date Adopted
	27/11/2022	Applied style formatting	Autumn Term 2022