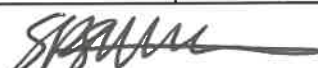




## Special Educational Needs Policy

Written by	Date	Submitted to	Approved by	Renewal date
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Signed:			Signed 	

### Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

### **Introduction**

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. All pupils at Green Park School have barriers to learning which mean they have special needs and require intervention and support from the school.
  
- 1.2 These requirements are likely to arise because of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals and enable them to participate effectively in curriculum and assessment activities.

- 1.3 Children may have special educational needs either throughout or they may change at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision.
- 1.5 **The Children and Families Bill received Royal Assent- 13 March 2014. This has legislated** new regulations and a new SEND Code of Practice (June 14). There have been a number of significant changes to the Act during the final stages in the House of Lords and the Government brought forward a number of amendments to include young people in custody within the scope of the Act.
- 1.6 The Government introduced an amendment requiring health commissioners to deliver the health aspects of an Early Health and Care Plan (EHCP). They tabled an amendment requiring EHC Plans to include any social care services required by the Chronically Sick and Disabled Persons Act 1970.

## 2. Aims

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed, and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's special educational needs.
- to enable all children to have full access to all elements of the school curriculum.
- to ensure that parents are able to play their part in supporting their child's education.
- to ensure that our children have a voice in this process.
- to highlight the main changes from the **SEN Code of Practice (2014)** and to reflect the changes introduced by the Children and Families Act 2014.
  - to promote the involvement of children, parents and young people in decision making;
  - to identify children and young people's needs;
  - to promote collaboration between education, health and social care services to provide support;
  - to ensure high quality provision to meet the needs of children and young people with SEN;
  - to offer greater choice and control for young people and parents over their support;
  - to promote successful preparation for adulthood, including independent living and employment.

### **3. Educational inclusion**

3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all their senses and of varied experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions and to take part in learning.
- Helping children to be as independent as possible in all aspects of their learning
- Integrating care and therapy programmes into daily teaching, maximising the opportunity for learning.

### **4. Well-being**

4.1 At Green Park School, the well-being and mental health of all stakeholders is vital to achieve our school vision and ethos. School are working towards achieving the accredited 'Well-being Award' for schools.

4.2 Pupils and their families are encouraged to communicate through regular meetings, phone calls, home-school diaries and school events in order to gain the support of school in relation to their well-being and mental health. Staff ensure professional, support relationships are built with families as a pupil starts at Green Park and this continues throughout a pupils journey at school, for many years to come.

4.3 Staff are regularly supported through staff meetings, inset days, briefings and special event days to ensure that their well-being is supported by leaders and governors. The well-being working party are scattered within different clusters so that staff are guided and

supported as appropriate. Each member of staff has access to a well-being Bundle and HR can offer support for specific needs of an individual.

## **5. Special educational needs**

5.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

5.2 Many of the children who join us have already been in special provision in early education. In many cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

5.3 We use a range of strategies that make full use of all available classroom and school resources. The class teacher will keep parents informed and draw upon them for additional information.

5.4 As part of the Education Health and Care Plans, the following actions will take place.

- Single Assessment Process
- Education, Health and Care Plans
- Personal Budgets
- Person Centred Planning

All Statements of SEN have now been converted to EHCP's.

5.5 Each pupil has an EHCP and 4 outcomes in the SEN areas of need, as detailed in the SEND code of Practice 0-25 years (2014):

- a. Communication and Interaction,
- b. Cognition and Learning,
- c. Social, emotional and mental health,
- d. Physical, sensory and medical.

Within an outcome, pupils are set short term targets that is the driver of learning within teaching and learning. These steps are broken down into Learning Passport targets.

5.6 The Learning Passport will show the short-term target set for the children. In most cases, this review will take place once a term. The learning passport review identifies whether a pupil has met the short-term target and a new learning passport is set to challenge and stretch learning further.

5.7 During EHCP reviews, should children need extra support from outside services, we will consult parents. In most cases, children will be seen in school by external support services. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

5.8 In our school the SENCO role is undertaken mainly by Pupil Progress Leader but by all teachers. In this role, alongside other Area of Need leaders, school improvement leaders and teaching assistants with relevant training they:

- manage the day-to-day operation of the policy.
- co-ordinate the provision for and manage the responses to children's special needs.
- support and advise colleagues.
- oversee the records of all children with special educational needs.
- act as the link with parents.
- act as the link with external agencies and other support agencies.
- monitor and evaluate the special educational needs provision, and report to the governing body.
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- contribute to the professional development of all staff.

## **6. The role of the governing body**

6.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

6.2 The governing body does its best to secure the necessary provision for all pupils, finances permitting.

6.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all staff are aware of the nature of each child's statement.

## **7. Allocation of resources**

7.1 The SENCO, Area of Need leaders and School improvement leaders are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.

7.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7.3 The headteacher and the Area of Need team meet regularly to agree on how to use intervention funds directly related to EHCP's.

## **8. Assessment**

- 8.1 Early identification of new or changing special needs is vital. Continuity of class staff is very important in order to achieve this. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 8.2 The class teacher and the SENCO/Pupil progress leader assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 8.3 The SENCO works closely with parents, other professionals and teachers to plan an appropriate programme of support.
- 8.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher breaks down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

## **9. Access to the curriculum**

- 9.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
  - understand the relevance and purpose of learning activities.
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 9.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 9.3 Learning Passports, which employ a small-steps approach, are a key feature of the schools' provision. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 9.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

## **10. Partnership with parents and Other Professionals**

- 10.1 The school works closely with parents. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to the support for our children.

10.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. *The Governors' Annual Report to Parents contains an evaluation of the policy in action.*

10.3 We have regular meetings during the year to share the progress of children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. We currently hold two parents' evenings a year and annual reviews so that parents have regular opportunities to discuss progress.

10.4 We use Evidence for Learning app to collect evidence each day within class and we share key moments of success with parents each term. Parents can view a child's progress towards their EHCP outcomes, see the review of learning passports and share evidence from home.

## **11. Pupil participation**

11.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

11.2 Children are involved at an appropriate level in setting targets in their annual reviews. Children are encouraged to make judgements about their own performance within school. We recognise success here as we do in any other aspect of school life.

## **12. Monitoring and review**

12.1 The SENCO, Area of Need leaders and School Improvement Leaders monitor the progress of children each term and the SENCO/pupil progress leader provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

12.2 The governing body *reviews this policy annually* and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

